

Starlight 10

Teacher's Notes

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Introduction to the Teacher

Starlight 10 is a modular secondary level course for learners studying English at B2 level.

It is ideally suited to students preparing for the Russian National Examination in English. It also aims to develop well-rounded language competence which fully meets the criteria of B2 level, and it provides an invaluable learning foundation for students preparing for any typical B2-oriented exam.

According to the European Framework of Reference, students at level B2 are able, among other things, to: understand the main ideas of complex text on both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction with native speakers quite possible; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Starlight 10 aims at the balanced development of all four language skills, while allowing for a flexibility of approach which makes it suitable for all classes, including large or mixed-ability classes.

The course incorporates both a cross-cultural and cross-curricular approach, and its syllabus reflects the guidelines of the Council of Europe Framework.

The coursebook consists of five modules of 30-32 pages each, covering a wide variety of topics. The Workbook provides supplementary practice in the full range of relevant language skills.

Course Components

Student's Book

The Student's Book is the main component of the course. It consists of five modules of thirteen or fourteen units each. Each unit is based on a single theme and covers a wide variety of related topics. All units follow the same basic format (See *Elements of the Coursebook*).

Teacher's Book & Teacher's Notes

The Teacher's version of the coursebook reproduces the Student's version, overprinted with a Key to the exercises. Longer answers which cannot fit on the overprinted page are contained in the Answer Section of these Teacher's Notes (pp. 19-70), together with the Interlocutor Cards for RNE Speaking tasks (pp. 71-74).

The *Teacher's Notes* also contain a full Key to the exercises in the Workbook (pp. 101-119), as well as tapescripts of all listening material in the Student's book (pp. 75-100) and the Workbook (pp. 120-127).

The notes entitled *Teaching Starlight 10* provide outlines of the format of each section in a module, plus detailed, step-by-step suggestions on how to teach each exercise

in Module 1. (Naturally, teachers may choose to omit, extend or adapt any of the material in the Student's Book at their discretion, to suit the particular needs of their class.)

In addition, there is a section entitled **General Teaching Techniques** which deals with issues such as how to present new vocabulary, correct students' errors, and so on; there is also a section entitled **Types of Learning Styles**, which describes the various learning aptitudes different students exhibit, and how these may be catered for.

Workbook

The Workbook consists of five modules, which complement the themes and content of the corresponding modules in the Student's Book, and contain elements specifically designed to extend and consolidate learning through a wide variety of tasks. Each module contains seven two-page sections: three Reading & Vocabulary sections, Listening & Speaking, Use of English, Writing and Vocabulary & Grammar.

As explained above, the Key to all exercises in the Workbook are contained in these Teacher's Notes.

Test Booklet

The Test Booklet contains 5 tests, each in two separate parts, A and B.

Part A of each test is Vocabulary & Grammar; this includes a range of exercises similar to those in the Progress Check sections, as well as RNE type tasks, of the Student's Book, to revise and test elements of vocabulary and grammar covered in the relevant module of the coursebook.

Part B of each test is Reading and Writing; this includes an exam-style reading task based on a text of approximately 500 to 600 words, and a choice of two full-length exam-style writing tasks.

The Test Booklet is available in electronic form and includes a full Key to all tests, as well as model answers for the Writing section.

Interactive WhiteBoard

The *Starlight 10* Interactive WhiteBoard software utilises the highly successful IWB program architecture developed by Express Publishing.

The software enables the teacher to present the course material, page by page and/or exercise by exercise, with a variety of electronic tools which allow significantly enhanced student involvement in the learning process and a far greater degree of flexibility in using the course material in the classroom.

The software contains all course material, printed and recorded, contained in the Student's Book.

Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the recorded texts of all reading passages in the units and in the Across Cultures, Literature and Green Issues/ Curricular Cut sections, as well as the recorded material for all dialogues, in addition to the material used in the listening tasks.

Elements of the coursebook

Each module contains the elements described below. In addition, it is important to note certain incorporated features of the organisation of the course.

Holistic language learning

Each unit includes integrated practice of all four language skills (reading, writing, listening and speaking).

Heuristic skills

These are practised at various points in each module, where students are required to carry out research, mainly on the internet, in order to complete structured projects.

Active learner input

This is encouraged by asking students to contribute their own knowledge, opinions and suggestions; in particular, tasks marked **Think!** require students to offer personal input in pairwork and class discussion.

The **Modular page** is found at the beginning of each module and aims at capturing students' interest and motivating them to become involved in the units. Students are introduced to the main theme of the module and the topics of the units, and given the opportunity to familiarise themselves with their content.

Reading

Each module contains three units whose primary focus is Reading.

Each of these units features a different type of reading task reflecting one of those in the Russian National Exam, and is based on a 500- to 600-word text. These texts are drawn from a variety of appropriate authentic sources.

Each text is preceded by a Lead-in segment – that is, one or two warm-up exercises designed to prepare students for the reading by encouraging speculation, brainstorming the topic, activating passive vocabulary and so on, with the visual aid of engaging colour photographs or illustrations.

Each exam-oriented segment is followed by one or two tasks which develop specific reading skills such as skimming and scanning, while exploiting vocabulary presented in the text.

The unit concludes with more open-ended practice in the three other skills (Listening, Speaking and Writing) to ensure consolidation of learning and the well-rounded integration of language skills.

Vocabulary & Grammar

Each Reading unit is followed by a related unit whose primary focus is Vocabulary & Grammar.

The target language areas, first presented in a meaningful context in the preceding unit, are practised and extended through a variety of exercises.

By developing the students' ability to use the vocabulary and grammar in an integrated range of skills, this systematically improves their performance in each part of the exam.

There is also a complete Grammar Practice section at the back of the Student's Book, which offers detailed presentation and practice of all grammar items in each module of the coursebook (see *Appendices to the Student's Book*).

Listening

Each module includes a double-page Listening unit.

Students develop their listening skills through a variety of tasks which reinforce their mastery of the language taught in the unit.

In preparation for exam-specific practice, students complete manageable tasks which activate passive vocabulary, invite them to think and talk about the topic, and systematically develop sub-skills such as listening for gist or specific information.

The listening tasks all replicate authentic spoken English and feature a range of genuine native-speaker accents.

Speaking

Each module includes a double-page Speaking unit.

Students develop their speaking skills through a range of tasks which focus on specific functions, such as exchanging and justifying opinions and ideas, comparing and contrasting, agreeing and disagreeing, and so on.

In preparation for exam-specific practice, students complete manageable tasks which provide them with appropriate vocabulary and a range of suitable expressions; this process is reinforced with visual aids, and listening tasks which also serve as models of spoken performance for students to follow.

Writing

Each module includes two or three double-page Writing units.

The Writing sections have been carefully designed to ensure that students develop their writing skills in a systematic manner.

The first Writing unit in each module begins with a presentation in overview form of the theory relevant to a particular type of writing.

The rubric for a particular writing task is accompanied by a model text, and both the rubric and text are thoroughly analysed. Students then practise the language and structural devices to be used. All activities lead the students to the final task, which follows a clear plan and is based on the model text provided.

All writing tasks are based on authentic types and styles of writing, including letters and emails (both formal and informal), as well as a variety of argumentative essays.

In addition, each unit contains a number of short writing tasks.

Everyday English

A number of Vocabulary & Grammar units include an exercise under the heading of Everyday English.

These exercises practise the relevant vocabulary by means of a speaking task which focuses on colloquial expressions related to a particular function, such as offers and refusals, recommendations and so on.

In addition to consolidating learning of the vocabulary involved, these tasks provide students with guided practice in communicative elements required at CEF Level B2.

Study Skills

A number of Study Skills tips are included in the course, each dealing with a particular skill or strategy, to help students become autonomous learners.

Further Reading

This portion of the module presents the students with a variety of authentic texts on cross-cultural and cross-curricular topics.

The **Across Cultures** sections each give students information, thematically linked to the module, about an aspect of Russian culture compared to the same aspect in cultures from a range of other English-speaking countries. The section contains related reading and vocabulary tasks, and a project which gives students the chance to process information they have learnt and to appreciate cultural diversity in the context of their own heritage.

The **Literature** sections each present a carefully adapted extract from an appropriate work of literature. In addition to an RNE-related reading task, the section contains a short biography of the author, vocabulary exercises, a creative spoken or written task to allow students to personalise the material, and more.

The **Green Issues/Curricular Cut** sections reflect the fact that the study of English extends beyond

language learning as an end in itself. Language is used as a tool for exploring ecological and interdisciplinary themes which are relevant to students' status as citizens of the planet and as successful learners of subjects other than English. Each section is based on an appropriate text, accompanied by a varied range of exercises which include Listening, Speaking and Writing skills.

Additional Material

Progress Check sections

These reinforce students' understanding of the topics, vocabulary and structures which have been presented in the module.

They are found at the end of each module and help students monitor their own progress. The students' achievements in meeting the objectives of the module are clearly stated at the end of each *Progress Check* section.

Focus on RNE sections

Each of these 3-page sections contains a selection of exam-specific tasks from all five parts of the RNE.

Appendices to the Student's Book

- The **Grammar Practice** section contains detailed presentation of all the grammar items featured in each module of the coursebook. Each presentation is followed by a varied range of exercises practising the item in question. This resource can be used both in the classroom and at home, to extend and consolidate students' mastery of the grammar encountered in the main body of the course.
- An **American English – British English Guide** outlines and highlights differences between the two main international varieties of English.
- The **Further Writing Practice** section features fully-guided practice in various types of writing such as stories, reports/proposals and articles.
- A list of **Irregular Verbs** provides students with a quick reference resource for irregular verb forms they might be unsure of at times.
- A comprehensive list of **Phrasal Verbs** contains over 300 entries with definitions and examples. Two further lists – **Verbs/Adjectives/Nouns with Prepositions** and **Prepositional Phrases** – provide an accessible learning resource to help students master this notoriously troublesome feature of English language learning.

Teaching *Starlight 10*

The teaching notes below refer largely to Module 1, but the same organisation, procedures and techniques also apply to the other modules, which are based on the same pattern. Slight differences of approach or organisation in later modules will be pointed out in a special note.

Introducing the module

Ask students to turn to p. 5. Explain that each module of the coursebook begins with a single-page introduction and overview. The title of the module describes the general theme unifying the contents of the various units. Elicit or explain the meaning of the title, and ask students to suggest examples of types of sport and entertainment.

Ask students to look at photograph 1 and then find which unit it appears in (*Unit 3, p. 11*). Ask two or three students around the class to describe the picture and identify what the unit appears to be about. Help them with vocabulary if necessary. Repeat this procedure for photographs 2-5, trying to ensure that as many students as possible are given the chance to contribute.

Ask students to look at the box with five bullet points; elicit or explain the meaning of any unfamiliar vocabulary (see **General Teaching Techniques**, below). Ask students to work in pairs or small groups and find the page number(s) for each item. Point out that they do not have time to read in detail, but should use **scanning** (*glancing at each page to find a particular word in the headings and captions*) and **skimming** (*'reading' a text rapidly to get a general idea of what it is about, without thinking about the meaning of every word*). Explain that 'a famous magician' appears in two texts, and that the first text has his name as its title. Allow students about 5 minutes to complete the task, and then invite answers from pairs around the class.

Ask students to look at the four headings which explain what they will do in this module, and briefly explain what the three Further Reading sections involve (see **Elements of the coursebook** for the rationale behind these sections).

Unit 1.1 (Reading)

Each Reading unit (Units 1, 3 and 5) follows this outline:

- **Lead-in**
Students are asked to complete a number of pre-reading tasks which get them thinking and talking about the topic, activate passive vocabulary and exploit students' existing knowledge. These tasks may involve describing and discussing photographs, expressing a personal opinion, predicting the content of the reading passage, listening to the text to confirm predictions, and so on.

- **Main reading task**
Students then complete a reading task reflecting one of the task types in the Russian National Exam. Each Reading unit in a module practises a different task type.
Before students practise a task type for the first time, they are given a Study Skills tip which outlines reading skills, strategies and techniques appropriate to the task.
After students have completed the task, their answers are checked and the task is analysed and discussed.
- **Exploiting the text**
Students are asked to complete one or two tasks involving vocabulary items which have been presented in context in the passage. These tasks include explaining the meaning of certain words, matching words to their definitions and completing collocations.
Students then practise using the vocabulary items by making sentences with them.
- **Personalisation, extension & skills integration**
To conclude the unit, students complete two or three open-ended tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing).
In addition to asking students to explain the main points of the text in their own words, these tasks move beyond the parameters of the reading passage itself, and involve students expressing a personal, imaginative response.

Procedure

Ask students to turn to p. 6 and look at the pictures and the title of the text.

Exercise 1

Elicit or explain the meaning of the title. Ask different students around the class to describe picture A using the given prompts.

Exercise 2

Ask students to look at the map and answer the question; then elicit what picture B shows (*'Big Ben' in London and the Eiffel Tower in Paris*), and how these landmarks are connected to the map.

Exercise 3

Ask students to read the last sentence in each paragraph, ignoring any words or expressions they don't understand, within a time limit of about 2 minutes; then elicit speculation from several different students around the class about the general content of the passage. Play the recording for students to listen as they read and check if their guesses were correct.

Exercise 4

Now that students have some idea of what the text is about, present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip

aloud. Elicit or explain the meaning of the terms used. Ask students to read the statement stems and choices. (Since this is the first module, elicit or explain the meaning of any unfamiliar vocabulary these contain; in later modules this degree of help may be reduced.) You may also decide to complete the first item with the class as an example, or at least to give them close guidance. Ask students to identify which part of the text contains the answer (paragraph 1), read it carefully and then check each choice. Elicit whether each choice is correct or incorrect, and why (A - *he and his wife learned about the scheme together*; B - *'came upon' implies this was by chance*; C - *they found it in a travel magazine, not through a travel agent*; D - *he 'did some research' after he first learned about the scheme*). Ask students to complete the rest of the task, and remind them not to worry about the meaning of a word or phrase unless it is directly related to the answer. Check students' answers, and discuss each of the answers in the way described above for the first item.

□ Exercise 5

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Advise them to begin with the words and phrases they understand or feel confident of deducing from the context, and then to use a process of elimination to find the remaining answers. Check their answers.

□ Exercise 6

Ask students to complete the exercise by scanning the text to find the relevant words or phrases. Check their answers, and then elicit or explain the meaning of each phrase. Finally, ask students to make sentences using the phrases (you may decide to assign this as written homework to be handed in or checked at the start of the next lesson).

□ Exercise 7

Read out the rubric and prompts, and allow students a minute or two to prepare their ideas. Ask an **open pair** of students to carry out the task (see **General Teaching Techniques**, below), and then ask the class to do the task in **closed pairs**. Move around the class to monitor the pairwork activity, correcting and/or providing help with vocabulary where necessary. Repeat the same procedure for students to ask and answer questions based on the text.

□ Exercise 8

Read out the rubric and invite suggestions from students around the class about how to begin and end the email, what to include and so on. (Refer students to Unit 1.9 if necessary.) When you feel sure that students can cope with the task, assign it as written homework to be handed in or checked at the start of the next lesson.

Unit 1.2 (Vocabulary & Grammar)

Each Vocabulary & Grammar unit (Units 2, 4 and 6) follows this outline:

□ Vocabulary

Students are asked to complete a number of vocabulary-related tasks which develop vocabulary sets related to a theme or themes introduced in the preceding unit.

□ Grammar

Students complete tasks based on one or two grammar points, which are fully presented and explained in the Grammar Reference appendix (see **Elements of the Coursebook**).

□ Exam-based practice

The grammar and/or vocabulary exercises include one or more tasks of a type found in the RNE, or which practise a skill or sub-skill necessary to the successful completion of a particular RNE task type.

□ Extension & skills integration

Students practice the relevant vocabulary and grammar items in the context of at least one skills-related task (Listening, Speaking, Writing) and/or a segment entitled *Everyday English*, which focuses on colloquial expressions related to a particular function.

Procedure

Ask students to turn to p. 8.

□ Exercise 1

Present the items in the table and elicit or explain the meaning of any unfamiliar vocabulary. Ask students around the class to take turns suggesting which verbs may be used with each of the means of transport.

□ Exercise 2

Ask students to complete as much of the task as they can, in pairs or small groups. Check students' answers around the class, and then elicit or explain the meaning of any unfamiliar vocabulary. Ask students to use their dictionaries if necessary. Help students to explain how the incorrect word in each sentence may be used correctly, and to form correct sentences using these words.

□ Exercise 3

Follow the same procedure as for Exercise 2.

□ Exercise 4

Ask students to complete the task and then to check their answers in Appendix 1, pp. 215-219. Alternatively, if students are not very familiar with phrasal verbs, ask them to use the appendix or their dictionaries in order to find the answers. Check the answers with the class, and then help students around the class to use the phrasal verbs in the exercise in a story of their own. Invite students to read their stories to the class.

□ Exercise 5

Present the task and provide examples of derivatives – e.g. *hope* ⇔ *hopeful(ly)*. Ask students to read the short text, and elicit the topic (the initial operation of the

Channel Tunnel). Ask students to look at each gap, and elicit which gaps require a noun (1, 3, 4 & 6) and which of these must be in the plural (1, 3 & 6); then elicit what part of speech is required in the other gaps (2 – adjective; 5 – adverb). Ask students to complete the gaps correctly, and then check the answers with the class. Write the correct answers on the board.

□ Exercise 6

Present the examples and help students to translate them into their language, and then to compare and contrast the structures used in English with structures used in the students' own language. Ask students to read the grammar presentation on p. 159, and invite students to ask for clarification of anything they are unsure about. Finally, ask students to complete Exercise 1, p. 159, and Exercise 2, p. 160. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

□ Exercise 7

Elicit or explain the meaning of any unfamiliar vocabulary in the list of adjectives. Present the examples and ask one or two open pairs of students to conduct similar exchanges. Finally, ask students to continue the task in closed pairs.

□ Exercise 8

Present the task and ask students to fill in the gaps in the short text. Check students' answers and elicit answers to the questions in the rubric. Ask students to read the grammar presentation on p. 160, and invite students to ask for clarification of anything they are unsure about.

Finally, ask students to complete Exercises 3-5, p. 161. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

□ Exercise 9

Ask students to complete the task, either individually or in pairs. Check students' answers.

□ Exercise 10

Explain the task and point out that the correct forms may include passive voice, -ing form, bare infinitive, etc. Ask students to read the text and complete the task, and then to check their answers in pairs. Check the answers with the class and then elicit or explain the meaning of any unfamiliar vocabulary.

□ Exercise 11

Ask several students around the class to talk briefly about their favourite form of transport, giving reasons for their preference. Help them with vocabulary if necessary. Then ask students to complete the short writing task. Check students' answers.

Unit 1.3 (Reading)

Procedure

Ask students to turn to p. 10 and look at the pictures, the six comments which appear next to them, and the title of the text on p. 11. Elicit or explain the meaning of any unfamiliar vocabulary in the comments or title.

□ Exercise 1

Ask different students around the class to answer each of the questions, and then ask students to ask and answer the questions briefly in closed pairs. Play the recording for students to listen and check.

□ Exercise 2

Read out the proverb, elicit what it means and elicit or suggest points for discussion (e.g. *What's the best way to stay healthy? How do you get 'a healthy mind'? Do many people nowadays fail to exercise their bodies/minds/both? etc*). Ask students to discuss the topic in small groups.

□ Exercise 3

Elicit what students know about marathons. Present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Ask students to read the text through once for **gist** (*the general meaning*). You may decide to complete the first item with the class as an example. Ask students to complete the rest of the task, and remind them not to worry about the meaning of a word or phrase unless it is directly related to the answer. When the students have finished the task, ask them to compare answers in pairs, giving reasons for their choices. Check that all students now have the correct answers, and that they understand the reason(s) why each is correct.

□ Exercise 4

Elicit or explain the meaning of the words in bold. Ask an open pair of students to ask and answer **rolling questions** (see **General Teaching Techniques**, below), helping them if necessary, and then ask the class to do the task in closed pairs.

□ Exercise 5

Read out the rubric and prompts, and elicit or explain the meaning of the adjectives in the list. Play the recording for students to listen as they read the text again. Ask an open pair of students to discuss two of Michael's qualities, providing reasons for their answers, and then ask the class to do the task in closed pairs. Move around the class to monitor the pairwork activity, correcting and/or providing help with vocabulary where necessary.

□ Exercise 6

Ask students to imagine themselves in a situation similar to Michael's. Ask students to work in closed pairs, asking and answering questions about what each would do.

Unit 1.4 (Vocabulary & Grammar)

Procedure

Ask students to turn to p. 12.

□ Exercise 1

Elicit or explain the meaning of any unfamiliar words in the list. Ask students to complete the exchanges, and then check the answers by asking open pairs of students to read out the exchanges.

□ Exercise 2

Elicit or explain the meaning of any unfamiliar words in the definitions in bold. Ask students to complete the task in pairs or small groups. Check students' answers around the class, and then elicit or explain the meaning of any words which the students still don't understand. Finally, present the joke and elicit the two meanings of 'trip'.

□ Exercise 3

Ask students to choose the correct word to complete each sentence, and then to check their answers by using their dictionaries. Check the answers with the class, and then elicit or explain the meaning of any words which the students still don't understand.

□ Exercise 4

Elicit or explain the meaning of any unfamiliar words in the list. Ask students to complete the sentences, and then to check their answers in pairs. Confirm the correct answers with the class.

□ Exercise 5

Elicit one or two examples each of the correct use of 'win' and 'gain'. Ask students to complete the gaps correctly, and then check the answers with the class. Ask students to work in closed pairs and make simple sentences using the completed phrases.

□ Exercise 6

Elicit the rules for the use of present simple and present continuous, including stative verbs; if students seem uncertain, ask them to read the grammar presentation on p. 162, and invite them to ask for clarification of anything they are unsure about.

Ask students to put the verbs into the correct tense, and then to discuss their answers in pairs. Check the answers by asking open pairs of students to read out the completed exchanges.

Finally, ask students to complete Exercises 6 and 7, pp. 163-164. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

□ Exercise 7

Elicit the rules for the use of present perfect and present perfect continuous; if students seem uncertain, ask them to read the grammar presentation on p. 163, and invite them to ask for clarification of anything they are unsure about.

Ask students to put the verbs into the correct tense, and then to discuss their answers in pairs. Check the answers with the class.

Finally, ask students to complete Exercises 8, 9 and 10,

pp. 164-5. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

□ Exercise 8

Present the task and help open pairs of students to complete the first few exchanges. Ask students to repeat the whole task in closed pairs.

□ Exercise 9

Explain the task and point out that the four answer choices for each gap are often very similar in meaning, but that only one agrees with the grammar and/or meaning of the sentence. Ask students to read the text and complete the task, and then to check their answers in pairs. Check the answers with the class and then elicit or explain the meaning of any unfamiliar vocabulary.

Unit 1.5 (Reading)

Procedure

Ask students to turn to p. 14 and look at the pictures. Elicit that they all show some form of entertainment or leisure activity.

□ Exercise 1

Elicit what entertainment or leisure activity is shown in each of the pictures (*mini-golf, funfair, cinema, TV/ DVD, circus, electronic games*) and write these words on the board. Ask students to **brainstorm** the topic (see **General Teaching Techniques, below**) in closed pairs. Allow them a few minutes to draw up a list of words, then ask students around the class to contribute words from their list. Write these on the board for students to copy into their notebooks.

□ Exercise 2

Ask a few students around the class to describe the various photographs briefly, and help them with vocabulary and/or expressions. Explain that students should describe the photographs in detail (who, where, what clothes, weather, feelings, actions, etc) so that the person they are describing it to can form a clear mental image. Ask students to describe the photographs in closed pairs and to tell each other about their favourite entertainment or leisure activities.

□ Exercise 3

Present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Read out the list of headings and elicit or explain the meaning of any unfamiliar vocabulary. Ask students to read the texts through once for gist. You may decide to complete the first item with the class as an example. Ask students to complete the rest of the task, and remind them not to worry about the meaning of a word or phrase unless it is directly related to the answer. When the students have finished the task, ask them to compare answers in pairs. Check that all students now have the correct answers, and that they understand the reason(s) why each is correct.

□ Exercise 4

Elicit or explain the meaning of the words underlined in the text. Assign translation as homework.

□ Exercise 5

Ask students to complete the exercise by scanning the text to find the relevant words or phrases. Check their answers, and then elicit or explain the meaning of each phrase. Finally, ask students to make sentences using the phrases. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

□ Exercise 6

Read out the rubric and emphasise that students should note down a short summary containing the main points (for instance, in the first text they might note down 'famous chef – new TV series – better food for children in homes'). Play the recording for students to listen and make notes. If necessary, pause the recording briefly after each text to give students time to complete their notes. Then ask students to close their books and, in closed pairs, take turns using their notes to tell their partner about each of the 'news items'.

Unit 1.6 (Vocabulary & Grammar)

Procedure

Ask students to turn to p. 16.

□ Exercise 1

Ask students to look at the title of the short text and the picture, and elicit what the text is probably about (a film). Elicit or explain the meaning of any unfamiliar words in the list. Ask students to read the text and choose the correct word for each gap. Check the answers by asking students around the class to take turns reading out parts of the text.

□ Exercise 2

Ask students to choose the correct word to complete each sentence, and then to check their answers by using their dictionaries. Check the answers with the class, and then elicit or explain the meaning of any words which the students still don't understand.

□ Exercise 3

Ask students to complete the task in pairs or small groups. Check the answers with the class, and then elicit or explain the meaning of any words which the students still don't understand.

□ Exercise 4

Elicit the rules for the use of past tenses; if students seem uncertain, ask them to read the grammar presentation on pp. 165-6, and invite them to ask for clarification of anything they are unsure about.

Ask students to put the verbs into the correct tense, and then to discuss their answers in pairs. Check the answers with the class.

□ Exercise 5

Present the task, read out the first sentence of the text and complete the first two gaps with the class. Ask

students to read the rest of the text and put the verbs into the correct tense, and then to discuss their answers in pairs. Check the answers with the class.

Finally, ask students to complete Exercises 11-14, pp. 166-7. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

□ Exercise 6

Present the task and emphasise that a) the word in bold may not be changed in any way, and b) students must not use more than five words in each gap. Complete the first item with the class as an example. Ask students to complete the rest of the task, and then to check their answers in pairs. Check the answers with the class.

□ Exercise 7

Present the task and elicit or explain the meaning of any unfamiliar vocabulary. Ask students to complete the task, and then to check their answers in Appendix II (pp. 220-222). Check the answers with the class. Ask students to memorise a set of phrases with prepositions for each lesson as this will help them learn and revise the use of prepositions with certain words.

□ Exercise 8

Present the task and play the recording for students to listen and write down short answers. If necessary, play the recording again. Check the answers with the class.

□ Exercise 9

Present the task and use brainstorming to elicit a range of vocabulary to describe plot, atmosphere, etc. Write the vocabulary on the board. Ask students to complete the task in closed pairs, using the prompts given. Ask a number of students to present their short review to the class.

□ Exercise 10

When you are satisfied that students can cope with the task, ask them to write their short review. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

Unit 1.7 (Listening Skills)

The Listening Skills unit in each of Modules 1-3 contains two sections of varied exercises to build specific listening skills (listening for attitude, gist, specific information, etc) as well as two or three exam-specific listening tasks.

The Listening Skills unit in Module 4 contains three RNE-specific listening tasks, plus an additional task common to many international exams at B2 level.

The Listening Skills unit in Module 5 contains a 'mock exam' of the RNE Listening paper, presenting the three tasks in order, without additional guidance and at the level students are expected to reach by the end of the course.

• Skills-building 1

Students are asked to complete a number of tasks which get them thinking and talking about the topic, activate passive vocabulary and focus their attention on listening for a particular purpose.

These tasks include describing and discussing photographs, expressing a personal opinion, predicting possible answers, and listening to short monologues/dialogues/etc in order to practise the particular listening skill being presented.

- *Listening task(s) 1*

Students then complete one or two listening tasks which incorporate the skill they have just practised. Students are also given a Study Skills tip which outlines various skills, strategies and techniques appropriate to one of the tasks.

After students have completed the task, their answers are checked and the task is analysed and discussed.

- *Skills-building 2 and Listening task(s) 2* repeat the same cycle of preparation, controlled practice, and implementation in an exam-based context.

Procedure

Ask students to turn to p. 18.

□ Exercise 1

Ask students to look at the pictures and say which sport is shown in each. Then ask them to read the comments and match them to the sports. Elicit which are the key words in each comment, then elicit or explain the meaning of any unfamiliar vocabulary.

□ Exercise 2

Present the phrases in the box and ask students to find which of them are used in the comments in Exercise 1. Ask students to summarise each speaker's attitude, using their own words as far as possible.

□ Exercise 3

Play the recording for students to listen and identify what sport the boy is talking about and what his attitude is to it; then play the recording again for students to note down key words and phrases.

□ Exercise 4

Explain the task and ask one or two students to talk about a sport, so the rest of the class can identify the sport and the speaker's attitude. Ask the students to repeat the task in closed pairs.

□ Exercise 5

Present the rubric and explain that each statement is a paraphrase of what the speaker says, so students should not listen for the exact words used in the statement, but for key words and phrases which give this meaning. Ask students to read the statements, and elicit or explain the meaning of any unfamiliar vocabulary. Play the recording for students to listen and choose their answers. Allow students to discuss their answers briefly in closed pairs, then play the recording again for students to confirm their choices. Discuss students' answers and help them to explain which key words and phrases provided the answer.

□ Exercise 6

Briefly elicit or explain what 'listening for gist' is.

Ask students to work in pairs or small groups, matching the words they know to one or more of the pictures.

Discuss students' answers, then elicit or explain the meaning of those words which students don't know, and ask the class to match these words to the pictures.

□ Exercise 7

Elicit or explain that students do not need to understand every word in the monologue; instead, they should listen for key words which they do understand, and which will provide the answer. Play the recording, then check that students have understood the gist and elicit the key words and phrases.

□ Exercise 8

a) Present the task and then ask students to discuss, in pairs or small groups, which words they expect to hear.

b) Explain that students should listen to hear which form of entertainment the speaker describes and also note if he uses any of the words they discussed. Play the recording, twice if necessary, and then elicit answers from students around the class.

□ Exercise 9

Present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Ask students to read the statement stems and choices, and to underline the key words. (Since this is the first module, elicit or explain the meaning of any unfamiliar vocabulary; in later modules this degree of help may be reduced.)

Play the recording once for students to listen and choose as many answers as they can. Allow them a minute or two to look carefully at the items they feel unsure about. Play the recording again for them to listen and decide on their final answers. Check answers around the class, and help students to explain why each option is correct or incorrect.

Unit 1.8 (Speaking Skills)

The Speaking Skills unit in each of Modules 1-3 contains tasks which focus on specific functions directly relevant to parts of the exam, such as exchanging and justifying opinions and ideas, comparing and contrasting, agreeing and disagreeing, and so on, providing students with appropriate vocabulary and a range of suitable expressions. A number of the exercises included are listening tasks, which also serve as models of spoken performance for students to follow.

The Speaking Skills unit in Modules 4 & 5 contains two 'mock exam' versions of the RNE Speaking test, presenting the two tasks in order; students can complete these in pairs, acting as candidate in one version and as interlocutor in the other.

Procedure

Ask students to turn to p. 20.

□ Exercise 1

Present the task and ask students around the class to take turns supplying the information required in the

gaps. Help with vocabulary when appropriate. Ask students to complete the sentences in writing, and then to talk about themselves in closed pairs.

□ Exercise 2

Ask students to look at the pictures, and check that they understand the captions. Ask them to read the sentences and to underline each phrase which expresses likes/dislikes (e.g. "I really enjoy ...", "I can't stand ..." etc). Play the recording for students to listen and write down the correct activity to fill each gap. If necessary, play the recording again. Check students' answers and elicit the reason the speaker gives for (dis)liking each activity.

□ Exercise 3

Present the task and remind students that they should use the phrases given and also provide a reason for each like/dislike. Ask students to complete the speaking task in closed pairs. Move around the class to monitor the performance of various pairs.

□ Exercise 4

Ask the students to look at the pictures, and elicit suitable answers to the questions in the rubric. Ask students to read the short text and predict what word or phrase might complete each gap. Play the recording for students to listen and fill in the missing words and phrases.

□ Exercise 5

Present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Ask students to read the prompts, and to underline the key words.

Present the 'Linking words' and 'Useful language' boxes, and elicit or explain the meaning of any unfamiliar vocabulary. Allow students 2-3 minutes to prepare their presentation, making brief notes if necessary.

Ask some students to deliver their short talk, and invite (tactful) comments and feedback from the class. Then ask students to complete the task in closed pairs. Move around the class to monitor the performance of various students.

□ Exercise 6

Present the questions in the rubric and then play the recording once for students to listen and find the answers. Discuss the answers with the class, and then play the recording again for students to listen and assess the recorded speaker's performance.

Unit 1.9 (Writing Skills)

The first Writing Skills unit in each module begins with a presentation in overview form of the theory relevant to a particular type of writing.

The units present a variety of writing techniques, including stylistic and structural devices, both analysing and practising these.

All activities lead the students to a final formal writing task, which follows a clear plan and is based on the model text provided.

Procedure

(Note that you may decide to ask students to read the introductory material on p. 22 as homework in preparation for the lesson.)

Ask students to turn to p. 22.

Present the information boxes and clarify any points which students feel they don't fully understand. Emphasise that students should use this page as reference when writing letters/emails for tasks in subsequent units, the Workbook, etc.

□ Exercise 1

Present the task. Ask students to read the beginnings and endings, and to match them in pairs. Check students' answers and elicit whether each pair is formal or informal. Elicit which type of letter each pair is taken from, and then elicit or explain the meaning of any unfamiliar vocabulary.

□ Exercise 2

Present the task and elicit or explain the meaning of any unfamiliar vocabulary. Ask students to complete the task in pairs, and remind them to look at the relevant information on p. 22 if they are unsure of any point. Check students' answers.

□ Exercise 3

Present the task and point out that the model is based on the instructions in the rubric in Exercise 2. Ask students around the class to take turns reading parts of the model aloud, and then elicit whether the model has satisfied the requirements suggested by students' answers in Exercise 2. Ask students to mark the statements as true or false, and then to correct the false statements in pairs. Check students' answers.

Unit 1.10 (Writing Skills)

Procedure

Ask students to turn to p. 22 and briefly revise the content of the boxes dealing with semi-formal/ informal and formal style in letters and emails.

Ask students to turn to p. 24

□ Exercise 1

Present the task and complete the first two items with the class as examples. Also elicit which features mentioned on p. 22 are found in each item. Ask students to complete the rest of the task, and then to compare their answers in pairs. Check students' answers, then elicit/explain the meaning of any unfamiliar vocabulary.

□ Exercise 2

Remind students that the focus of this unit is writing letters/emails of complaint. Present the outline plan below Exercise 1, and then ask students around the class to take turns reading out the information in the second box. Elicit/Explain the meaning of any unfamiliar vocabulary.

Present the rubric and elicit which are the key words/phrases to be underlined. Ask students to answer the questions in pairs, and remind them to consult the relevant information on p. 22 if they are unsure of any point. Check students' answers.

□ Exercise 3

Present the task and point out that the model is written in accordance with the instructions in the rubric in Exercise 2. Ask students to read the letter and number the paragraphs, and then to identify the topic of each paragraph, using the outline plan on p. 24 to help them. Check students' answers.

Ask students around the class to take turns reading parts of the (correctly ordered) model aloud. Elicit a) whether it is mild or strong complaint, b) which words/phrases show this, and c) whether the model has satisfied the requirements suggested by students' answers in Exercise 2.

Finally, elicit or explain the meaning of any unfamiliar vocabulary.

□ Exercise 4

Present the task, ask students to read the extracts, and then elicit or explain the meaning of any unfamiliar vocabulary. Complete the task with the class, and elicit which words/phrases show mild or strong complaint.

□ Exercise 5

Present the task and the example, and elicit the rules for the use of each of the words/phrases in brackets. Ask students to complete the task in writing, and then to compare their answers in pairs. Check students' answers.

□ Exercise 6

Ask students to read the gapped letter quickly and to say whether it is written in formal or informal style, and what features show this. Elicit or explain the meaning of any unfamiliar vocabulary in the letter or the phrases in the list.

Ask students to choose the most appropriate phrase to complete each gap. Check students' answers and elicit that each of the incorrect alternatives is too informal for the style of the letter.

□ Exercise 7

Present the rubric and the prompts, and elicit or explain the meaning of any unfamiliar vocabulary. Ask students, working in pairs, to ask and answer the same questions as in Exercise 2, but with reference to this task.

Ask students to look again at the outline plan on p. 24, and to note down expressions used in Exercises 3 and 4 which might be useful in this task.

Prompt students around the class to take turns adding appropriate sentences to an oral version of the letter they will write. Help with vocabulary if necessary.

When you feel sure that students can cope with the task, assign it as written homework to be corrected or handed in at the beginning of the next lesson.

Unit 1.11 (Across Cultures)

Each Across Cultures unit follows this outline:

- *Lead-in*
Students are asked to complete a number of pre-reading tasks which get them thinking and talking about the topic, activate passive vocabulary and exploit students' existing knowledge.
These tasks may involve describing and discussing photographs, expressing a personal opinion, predicting the content of the texts, and so on.
- *Main reading task*
Students then complete one or two reading tasks reflecting task types in the Russian National Exam, or which practise a skill or sub-skill necessary to the successful completion of a particular RNE task type.
After students have completed the task, their answers are checked and the task is analysed and discussed.
- *Exploiting the texts*
Students complete a comprehension task based on the texts, to practise reading or listening for specific information, and then complete one or two tasks involving vocabulary items which have been presented in context in the passage. These tasks include explaining the meaning of certain words, matching words to their definitions and completing collocations.
- *Personalisation, extension & skills integration*
Students complete one or two open-ended tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing), and involve students expressing a personal, imaginative response.
The unit concludes with a project which requires students to conduct research on the internet and prepare a class presentation.

Procedure

Ask students to turn to p. 26 and look at the pictures and the title of each short text.

□ Exercise 1

- Ask different students around the class to answer each of the questions, and then ask students to ask and answer the questions again in closed pairs.
- Elicit a few suggestions of things students would like to know. Ask students to note down three things about each type of transport, and then to read the texts quickly to see if this information is given.

□ Exercise 2

Explain that, unlike multiple-choice cloze (e.g. p. 13, Ex. 9), students must themselves think of the word which fits each gap. Ask students to read the texts and fill in the gaps, and then to compare their answers in pairs. Check students' answers.

□ Exercise 3

Ask students to read the texts again and find the answer to each question. Check the answers with the class.

☐ Exercise 4

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Check their answers.

☐ Exercise 5

Play the recording for students to listen as they read the texts again.

☐ Project

Present the task, ensure that all students have arranged suitable pairs or groups, and elicit suggestions of where the information can be found (e.g. the internet).

When you feel sure that students can cope with the task, assign it as homework to be completed before a fixed deadline which you feel is reasonable (e.g. by the next lesson, in 1 week, etc).

Unit 1.12 (Literature)

Each Literature unit follows this outline:

- *Lead-in*

Students are asked to read a short biography of the author, and then to complete a pre-reading task, which may involve predicting the content of the text, ordering events in the story, and so on.

- *Main reading task*

Students then complete a reading task. After students have completed the task, their answers are checked and the task is analysed and discussed.

- *Exploiting the texts*

Students complete a number of tasks involving vocabulary items which have been presented in context in the passage. These tasks include explaining the meaning of certain words, matching words to their definitions and completing collocations.

- *Personalisation, extension & skills integration*

Students complete one or two open-ended tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing), and involve students expressing a personal, imaginative response.

Procedure

Ask students to turn to p. 28 and look at the title of the book and the author's name. Elicit whether students have heard of the book and/or author, and if so, what they know.

☐ Exercise 1

Present the second question in the rubric, ask one or two students to read the biography aloud, and then elicit the answer. Elicit or explain the meaning of any unfamiliar vocabulary.

☐ Exercise 2

Ask students to look at the picture and read the first sentence of each paragraph. Elicit suggestions of what might happen in the story. Ask students to read the text quickly, and then elicit the main points of the story.

☐ Exercise 3

Ask students to look again at the Study Skills tip on p. 10 before beginning the task. Ask students to read the text again and complete the task, following the procedure recommended in the Study Skills box. Check all students' answers.

☐ Exercise 4

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Check their answers.

☐ Exercise 5

a) Ask students to look up the words in their dictionaries, and then to close their dictionaries and explain the meaning of each word to their partner in closed pairs.

b) Help students around the class to explain the phrases, and elicit how these would be expressed in the students' own language.

☐ Exercise 6

Ask students to skim the texts to find the relevant phrases, and to fill in the gaps. Check the answers with the class.

Finally, elicit or explain the meaning of any vocabulary in the text which students still don't understand.

☐ Exercise 7

a) Present the task, and ask students around the class to suggest suitable sentences. Ask students to repeat the task in closed pairs.

b) When you feel sure that students can cope with the task, assign it as written homework to be checked or handed in at the start of the next lesson.

Unit 1.13 (Green Issues)

*Modules 1, 3 and 5 feature a unit called **Green Issues**; Modules 2 and 4 feature a unit called **Curricular Cut**.*

Each of these units follows approximately the same outline. In both types of unit, the task is based on a text related to a particular environmental issue, or to a particular part of the school curriculum.

- *Lead-in*

Students are asked to complete one or two pre-reading tasks, which may involve discussing what students know about the topic, predicting the content of the text, and so on.

- *Main task*

Students then complete a Grammar and Vocabulary task reflecting one of the task types in the Russian National Exam. After students have completed the task, their answers are checked and the task is analysed and discussed.

- *Exploiting the texts*

In most of the units, students complete a task involving vocabulary items from the passage, matching words to their definitions or synonyms.

- *Personalisation, extension & skills integration*

Students complete one or two tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing), and involve students expressing a personal response.

These units usually conclude with a project which requires students to conduct research on the Internet and prepare a written article or a class presentation.

Procedure

Ask students to turn to p. 30 and look at the title of the text. Elicit or explain what it means.

Exercise 1

Ask students to look at the pictures, and make sure that they understand what each show. Elicit brief discussion of how each resource is used, and then elicit answers to the question in the rubric. Explain or elicit the terms 'renewable' and 'non-renewable'.

Exercise 2

Ask students to read the text quickly, and then elicit the main point of each paragraph. Ask students to complete the gaps, and then to compare their answers in pairs.

Play the recording for students to listen and check their answers. Ask students to justify the correct choice in each case. Confirm that all students now have the correct answers.

Exercise 3

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Check the answers with the class, and then elicit or explain the meaning of any vocabulary in the text which students still don't understand.

Exercise 4

Ask students to complete the task in closed pairs, using the relevant points mentioned in the text but adding further ideas of their own if possible.

Exercise 5

Present the task, and then play the recording for students to listen and make notes. Play the recording again if necessary. Ask students around the class to say which points were mentioned, and write these on the board under the headings.

Project

Present the task, ensure that all students have organised themselves into suitable pairs or groups, and ensure that they understand where the information can be found. If necessary, conduct a class discussion of how to research and collect information, select and reorganise material and so on. When you feel sure that students can cope with the task, assign it as homework to be completed before a fixed deadline which you feel is reasonable (e.g. by the next lesson, in 1 week, etc).

Progress Check

Each module ends with a short test designed to help students monitor their own progress, as well as to reinforce students' understanding of the topics, vocabulary and structures which have been presented in the module. The students' achievements in meeting the objectives of the module are clearly stated at the end of each section.

Procedure

You may ask students to complete the Progress Check as self assessment, in which case it can be assigned as homework to be handed in or checked at the start of the next lesson; on the other hand, you may prefer to use the test as a measure of objective assessment, in which case it can be conducted in class under test conditions.

In either case, ask students to look at the test before completing it, and ensure that they understand what they are expected to do in each task.

You may mark each student's answers yourself, or ask students to exchange papers and mark their partner's answers as you elicit the correct answers from the class.

Focus on RNE

Following the Progress Check in each module is a three-page section containing a selection of exam-specific parts from all five parts of the RNE.

In each module, this consists of: one Reading task; three tasks headed Use of English, which practise each task type found in RNE Grammar and Vocabulary; one or two Listening tasks; and one task each from Speaking and Writing.

Although this appears at the end of the module, it is not intended that students should necessarily complete the section only when they have finished the module itself. If used in this way, the section is a useful indicator of students' progress, but you may, for example, prefer your students to complete the Reading task after finishing Unit 5, the Grammar and Vocabulary tasks after Unit 6, and so on.

Procedure

You may ask students to complete the tasks (except Listening and Speaking) as self assessment, in which case some or all of them can be assigned as homework; if you prefer to use the test as a measure of objective assessment, it can be conducted in class under test conditions during the course of two or more lessons. The Listening and Speaking parts will naturally be conducted in class.

In either case, students should be encouraged to adhere to 'test conditions': that is, they should aim to complete each task within a time limit you have set for it, and they should attempt each task without referring to a dictionary or asking for help from a parent, friend or classmate. Remind students that exam strategies and

techniques are, like all learning, best acquired by regular practice.

You may mark each student's answers yourself, or ask students to exchange papers and mark their partner's answers as you elicit the correct answers from the class. You will probably decide to look closely at each student's results, however, to ascertain individual progress and areas of weakness.

Each task should then be discussed in some detail with the class. If several students had difficulty with certain items, the particular language point should be revised by referring to the relevant part of the coursebook. Finally, you should elicit or explain the meaning of any unfamiliar vocabulary in each of the tasks.

General Teaching Techniques

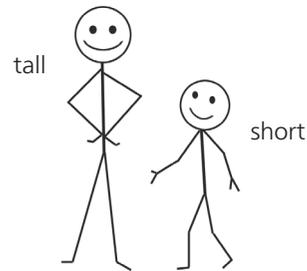
A – Presenting new vocabulary

Much of the new vocabulary in *Starlight 10* is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is presented in context and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

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

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

- **Sketching.**
Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- **Use of LI.**
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 *Starlight 10* have been carefully designed to guide students closely in producing a successful piece of writing.

- Always read the model text provided and deal in detail with the tasks that follow. 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.
- Make sure that students follow the structured outline they are provided with.
- 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 – Synergy

- At the end of each lesson, ask students to review and consolidate what they have learnt in the lesson. Allow students two to three minutes to look at the relevant pages and their notes, then have them close their books. Ask them to think of ten words and (if appropriate) the grammar structures from the unit. Students then find a partner and discuss what they have learnt in the lesson.
- If necessary, practise the task with a student to help them understand how to deal with it.

- Go round the class and check students' performance. Help where necessary.

D – 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.
- *Writing/Project.* After thorough preparation in class, students are asked to produce a complete piece of writing.

E – Correcting students' work

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

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

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

F – 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 roleplay are often most easily done in groups. Again, ensure students clearly understand the task in advance.

- *Brainstorming.*

Students work in pairs, groups or as a whole class, suggesting the items (words, facts etc according to the particular task) which first come to mind, in any order and as quickly as possible. The items are then selected, ordered etc as the task requires.

- *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.

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 styles in order to help the learners learn according to their personal learning styles.

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

MODULE 1

Unit 1.1

Exercise 1 (p. 6)

Picture A was taken on a platform at a train station. This is clear because you can see trains on either side of the platform. It was most probably taken during the winter, as people are wearing big coats and woollen hats and scarves. They probably feel very cold and are hoping that their train arrives soon.

Exercise 2 (p. 6)

The map in picture C shows part of the UK, France and Belgium. On the map we can see London, the capital city of the UK and Paris, the capital city of France. Picture B shows two famous landmarks – Big Ben, which is in London and the Eiffel Tower, which is in Paris.

Exercise 3 (p. 6)

The article is about a ‘house-swapping scheme,’ which leads to a family visiting England and then travelling to Paris through the Channel Tunnel.

Exercise 5 (p. 7)

- opportunity:** chance
- taking such a leap into the unknown:** doing sth without having previous experience of it
- opted for:** decided on
- unlimited:** endless
- scolded:** reprimanded
- picturesque:** attractive
- feat:** achievement
- convenience:** usefulness
- occupants of:** passengers in
- novel:** different
- nosed out:** eased forward
- accelerated:** sped up
- yearning for:** longing for

Exercise 6 (p. 7)

- 1 The writer of the text and his family took part in an **exchange programme**.
- 2 To end their holiday **on a high note**, they decided to go to France.
- 3,4 They were on a fairly **tight budget** so they chose a **package deal**.
- 5 Many of the writer’s co-passengers were reading **business reports**.
- 6 The writer liked the fact he wouldn’t encounter **rough seas**.
- 7 The Channel Tunnel was a novel **travel experience** for the writer.
- 8 There wasn’t much in the carriage to **grab the writer’s attention**.

- 9 The trip gave the writer many wonderful **memories to cherish**.
- 10 It was such an **intriguing opportunity** he had to find out more about it.

Exercise 7 (p. 7)

Last August I went to California on holiday. We went by aeroplane. We went there for three weeks for our summer holiday. While we were there we went swimming, surfing and souvenir shopping. We also visited Disneyland.

- SA: What is an exchange programme?
- SB: When you swap houses with another person/family for a certain amount of time. How long was this exchange programme?
- SA: The families exchanged homes for one month. How many children are in this family?
- SB: There are two teenage children. How far below the surface is the ‘Chunnel’?
- SA: Well, it is about 50 metres below the bottom of the English Channel. How fast was the train going?
- SB: The train was travelling at 300 kph. How much time did it take to travel from London to Paris?
- SA: The trip took 180 minutes from London to Paris. etc

Exercise 8 (p. 7)

Dear Raymond,
 How are you? I was just writing to tell you about my trip. Last August I went to California with my family. We travelled there by aeroplane. We stayed there for three weeks on our summer holiday. It was great fun. While we were there we went swimming, surfing and did lots of shopping for souvenirs. We also went to Disneyland for 5 days. It was the best place ever! Let me know if you have been on holiday lately. I’d love to hear your news.
 Write soon,
 Peter

Unit 1.2

Exercise 1 (p. 8)

- catch** a train/a boat/a ship/a plane/a bus/a taxi
- miss** a train/a boat/a ship/a plane/a bus
- get in(to)** a car/a train/a taxi
- get out of** a car/a taxi
- get on (to)** a motorbike/a bicycle/a train/a boat/a ship/a plane/a bus
- get off** a motorbike/a bicycle/a train/a boat/a ship/a plane/a bus
- ride** a motorbike/a bicycle
- take** a train/a bus/a taxi
- drive** a car/a train/a bus/a taxi
- steer** a boat/a ship
- disembark from** a boat/a ship/a plane
- board** a plane/train/bus

Exercise 4 (p. 8)

The day had finally arrived, I was going on holiday with my friends! We set off for the airport a good three hours before our flight was due to take off. My family came to the airport to see me off. The flight was awful. It really put me off flying, but we arrived safely in Rome. The holiday was great. We saw all the famous landmarks and we enjoyed the nightlife too! I missed my family but now I'm back home I can make up for lost time.

Exercise 7 (p. 9)

- A: Travelling by plane is more expensive than travelling by ship.
- B: Travelling by car is faster than travelling by bicycle.
- A: Travelling long distances by car can be slower and more inconvenient than travelling by plane.
- B: Yes, but travelling by plane isn't as comfortable as travelling by ship.
- A: Travelling by train is safer and more leisurely than travelling by car.
- B: However, travelling by car is more convenient and reliable.
- A: Travelling by boat is more economical and less cramped than travelling by plane.
- B: True, but travelling by plane is less tiring and faster.
- A: Bicycles pollute the environment far less than cars.
- B: Yes, I agree, but riding a bicycle is more uncomfortable and more dangerous than driving a car.
- A: Maybe in the winter, but in the summer cycling can be much more pleasant than being stuck inside a hot, stuffy car.
- B: Yes, I'm sure, but the roads are getting busier and busier so it can't be very relaxing, etc

Exercise 8 (p. 9)

who – refers to people

which – refers to things

whose – refers to people, animals, objects to show possession

why – refers to reason

where – refers to places

Exercise 9 (p. 9)

- 1 The tourists who/that were robbed are talking to the police.
- 2 John is going on holiday to Ibiza, which is one of the Balearic Islands.
- 3 This is the shop where you can buy cheap clothes.
- 4 Where's the milk which/that was in the fridge?
- 5 In 1995, Ben lived in London, where he worked for the Times.
- 6 She tried on five skirts, none of which fitted her.
- 7 Bob, who is my neighbour, is a vet.

8 He has three sisters who/that are all dentists.

9 I met a woman whose son knows you.

Exercise 11 (p. 9)

Teacher note: This type of writing lasts only 3 minutes. Students should be encouraged to write a paragraph of any length regardless of whether they finish it or just write a few sentences.

My favourite means of transport is the train. I like it for several reasons. Firstly, the train is quite cheap when compared with flying. Furthermore, taking the train is a great way to see the countryside. Another thing I like about trains is that they are comfortable and you can get up and move around.

Unit 1.3

Exercise 1a (p. 10)

In the pictures I can see people cycling, playing basketball and running in a marathon. My favourite sport is basketball. Sports benefit people in many ways. Generally speaking it is a great way to keep fit. When you play in a team you learn how to work together to achieve a common goal. Sports also teach us to deal with both success and failure and how to balance competitiveness. Finally, sports bring people together and they help us to relax.

Exercise 4 (p. 11)

sickly: suffering from ill health

heart defect: problem with the heart

were involved: took part

ultimate: greatest

challenge: difficult task

mentally: of the mind

dropped out: quit

hit the wall: reach one's limit of endurance, run out of strength

ran out of: had none left

cramp: tighten, spasm and cause pain

lungs: the two organs that allow us to breathe

obtain: get

line up: stand in a row and wait

handle: deal with

build: increase

progressed: got better, advanced

thrilled: excited

enter: join in

set out: arrange

entire: whole

essential: necessary

consumed: used

barely: hardly

volunteer: offer to do sth for free

SA: How old was Michael when the London Marathon was first organised?

SB: Michael was 14 when the first marathon was organised. How many people, on average, complete the marathon each year?

SA: On average, 33,000 people complete the marathon. What distance must the competitors run to complete the marathon?

SB: Competitors must run 42.2 kms to complete a marathon. What age was Michael when he ran the marathon?

SA: Michael was 19 when he ran the marathon. Is Michael still involved with the marathon? How?

SB: Yes, he volunteers each year to assist the athletes. etc

Exercise 5 (p. 11)

A: I think that Michael is an incredibly determined person because he didn't let his illness stop him doing what he wanted to do.

B: That's very true. He is also passionate as he cared so much about the marathon.

A: Yes, and you'd have to say that anyone who could complete a 42.2 km race is persistent!

B: For sure. He is also very courageous because when you think about it he was putting his life in danger to a certain degree.

Exercise 6 (p. 11)

If I was Michael, I don't think I would have been brave enough to do what he did. Instead, I think I would have volunteered to help out at the marathon.

Unit 1.4

Exercise 5 (p. 12)

- 2 He always likes to **win an argument**.
- 3 If you eat too much, you will **gain weight**.
- 4 He took the job to **gain experience** in the industry.
- 5 Despite trying her best, she never **wins a competition**.
- 6 It is an honour to **win a medal** at the Olympics.
- 7 You will **gain speed** as you go downhill on a bicycle.
- 8 He was held hostage for six months before **gaining his freedom**.

Exercise 7 (p. 13)

- 1 is – fact
is talking – action taking place now
- 2 seems (that) – expression
are becoming – currently changing and developing situation
- 3 to express anger or irritation
- 4 are – state/fact
haven't visited – an action which started in the past and continues to the present

5 to put emphasis on an action which started in the past, lasted for sometime with the result visible in the present

6 to put emphasis on the duration of an action which started in the past and continues to the present.

7 fact

8 action which started in the past and continues to the present/to put emphasis on the duration of an action which started in the past and continues to the present

9 question

10 personal experience

Unit 1.5

Exercise 1 (p. 14)

Words related to entertainment:

Cinema; television; film; music; theatre; stage; sports; match; amusement park; funfair; circus; video games; DVD; CD; performance; singing; dancing; acting.

Exercise 2 (p. 14)

Pic. 1 There are two people playing miniature golf. They are smiling and they look like they are having fun.

Pic. 2 There are some people on a roller coaster. They are at an amusement park. They are laughing.

Pic. 3 There are some teenagers sitting in a cinema. They are probably waiting for the film to start. They are wearing casual clothes and look relaxed.

Pic. 4 It is a family. They are sitting in front of a television. They are at home relaxing together.

Pic. 5 In the picture there is a man dressed all in pink. He is juggling so maybe he works in a circus.

Pic. 6 In the picture, there are two teenagers playing a video game. They are smiling and having a good time.

I prefer watching films or playing video games with my friends. I don't like going on the rides at amusement parks as I am scared I might fall off.

Exercise 4 (p. 14)

on the warpath: ready for a conflict

principles: rules of a process

unhealthy diet of junk food: processed foods with little nutritional value

exited: left a place

highlight: the best part

dedicated: mentioned someone to thank or show respect to them

premises: buildings and land

hush: silence

dimmed: became less bright

truly: really
innovative: original
scheduled: planned
typical: usual

Exercise 5 (p. 15)

- 1 I only eat **junk food** when I am with my friends.
- 2 The train was late and **to make matters worse**, there were no seats available.
- 3 My daughter goes to the **childcare centre** when I go to work.
- 4 It was very hot and noisy in the **packed auditorium**.
- 5 Cinderella is one of the most **popular stories** for children.
- 6 The beach is always crowded during the **holiday season**.
- 7 The ballet's **latest production** was Swan Lake.
- 8 Appearing on television will **do wonders** for her singing career.
- 9 She thought that the best way to teach the staff how to use the new equipment was to **run workshops**.
- 10 If he was chosen to sing at the Olympics, he would **become a star overnight**.

Exercise 6 (p. 15)

- 1 Last night, I heard on the news that Jamie Oliver has a new idea. He has a new television series (Jamie's Ministry of Food) and he's going to try to show parents how to improve the quality of food they cook for their children.
- 2 They showed an award show on television yesterday. There were lots of people there and Minnie Cameron won an award. She dedicated the award to her mother.
- 3 I was listening to the news this morning and the Tip Top Children's Theatre is putting on a series of puppet shows for the holiday season. There will also be a Christmas gift for every child who attends.
- 4 I heard on the news that American children spend at least four hours watching television every day. There are also TVs in most childcare centres. Too much TV could cause health problems.
- 5 The reporter on the news this evening said that he went to a magic show. The magician did a lot of tricks and even raised people up into the air. He said that seeing the show live was better than watching it on television.
- 6 Guess what I heard on the news? The Newford Leisure Centre is running workshops on circus skills this summer. Kirsten Hynde, a famous juggler, will be leading the course. She said that one of the benefits of taking the class is that it will improve your coordination skills.

- 7 There was a report on the news tonight about Kate Daniels. She was discovered in a talent show last month and her lifestyle has really changed. She stopped going to classes and has a private teacher. She spends most of her day practising and recording her songs.

Unit 1.6

Exercise 4 (p. 16)

- 1 two actions in the past where one interrupts the other
- 2 an action which happened at a definite time in the past
- 3 an action which happened at a definite time in the past/an action which was in progress at the stated time in the past but we don't know when the action started or finished
- 4 an action which finished in the past and whose result was visible in the past
- 5 actions which happened immediately one after the other in the past
- 6 two actions in the past where one interrupts the other
- 7 an action which happened before another past action
- 8 an action which finished in the past and whose result was visible in the past
- 9 two actions in the past where one interrupts the other
- 10 to put emphasis on the duration of an action which started and finished in the past before another past action in the past
- 11 to put emphasis on the duration of an action which started and finished in the past before another past action in the past
- 12 an action which lasted for some time in the past and whose result was visible in the past

Exercise 5 (p. 17)

- 1,2 **simple past** – actions which happened immediately one after the other in the past
- 3 **simple past** – an action which happened in the past
- 4 **past perfect** – an action which happened before the past action in 3
- 5 **simple past** – an action which happened in the past
- 6,7 **past continuous** – an action that was happening in the past at the same time as another (alternatively simple past could be used for two actions that happened in the past at the same time)
- 8,9 **simple past** – two actions taking place in the past at the same time
- 10 **simple past** – an action which happened in the past

- 11 **past perfect** – an action which happened before the past action in 12
- 12 **simple past** – an action which happened in the past
- 13,14 **simple past** – actions which happened immediately one after the other in the past
- 15 **simple past** – an action which happened in the past
- 16,17 **past perfect** – actions which happened at the same time before other past actions (15 & 18)
- 18 **past perfect** – an action which happened before the past action in 15
- 19 **simple past** – an action which happened in the past at the same time as the two actions in 20 & 21
- 20,21 **simple past** – two actions which happened immediately one after the other in the past
- 22 **simple past** – an action which happened in the past
- 23 **past perfect** – an action which happened before the past action in 22/used with time word 'ever'

Exercise 7 (p. 17)

- 1 He **aimed at** the centre of the circle.
- 2 I've never been very **keen on** science fiction.
- 3 When the dance **came to an end**, Marge drove us all home.
- 4 The prisoner has been kept **in isolation** for the past two years.
- 5 I feel **confident about** my English exams tomorrow.
- 6 Edison is **famous for** inventing the light bulb.
- 7 The analyst gave an accurate **interpretation of** the survey results.
- 8 All her plants **died from** neglect; she never watered them.
- 9 Five people **died in** a road accident yesterday.
- 10 She is **obsessed with** getting straight As in all her exams.

Exercise 8 (p. 17)

- 1 *The Devil Wears Prada*
- 2 Meryl Streep & Ann Hathaway
- 3 David Frankel
- 4 About a girl who goes to work at a fashion magazine and the problems she encounters.
- 5 There weren't any special effects.
- 6 Yes, he said people of all ages would enjoy the film.

Exercise 9 (p. 17)

I recently saw a great film. It was called 'Pride and Prejudice'. It starred Keira Knightley and Matthew MacFadyen, and was directed by Joe Wright. The story is based on Jane Austen's novel about 5 sisters in Georgian England whose lives are turned upside down when a

wealthy young man and his best friend arrive in their neighbourhood. It is a very good film, which I thoroughly recommend. It is sad at times but has a happy ending.

Exercise 10 (p. 17)

'Pride and Prejudice', directed by Joe Wright, is a romantic film with a talented cast of actors and a clever plot.

The story is based on Jane Austen's novel about 5 sisters in Georgian England whose lives are turned upside down when a wealthy young man called Mr Bingley and his best friend M. Darcy arrive in the neighbourhood.

I think that 'Pride and Prejudice' is a great film, it keeps you entertained throughout and has a lovely, happy ending. I thoroughly recommend it to anyone. It is really worth going to see.

Unit 1.7

Exercise 4 (p. 18)

I simply love this sport. I've been playing since I learnt to skate at the age of five. I love getting out on the ice and shooting the puck. There's no better feeling in the world than the crowd going crazy when you score a goal. (ice hockey)

I don't like it. I personally see no point in rolling a heavy ball down an alley trying to knock over a bunch of pins. And some people take it too seriously. (bowling)

Exercise 6 (p. 19)

theatre – stage, footlights, acting, aisle, stalls, audience, play, boo, applause, dancers, orchestra, curtain

magician's performance – stage, tricks, stunts, audience, boo, applause, disappear, curtain

circus – jugglers, ring, stunts, audience, acrobats, clowns, boo, applause, trapeze, performers

Exercise 8a (p. 19)

magic show – magician, rabbit in a hat, disappear, cut in half, assistant

juggling act – balls, toss, eggs

puppet theatre – stage, puppeteers, life-like, funny

Unit 1.8

Exercise 3 (p. 20)

In my free time I like hanging out with my friends because we have a lot of things we like to do together. We really like playing sports and video games. I'm keen on swimming as a hobby because it's a great form of exercise and I'm very good at it. I just hate sitting and watching T.V. find that really boring.

Exercise 4 (p. 21)

In picture A, there is a motocross event. Motocross is an expensive sport and highly competitive. It can be very dangerous if the riders crash or run into each other.

In picture B, there is a horse race. Once again, it is a very expensive sport and requires a great deal of skill. It can be dangerous if a rider falls off his horse or if there is a collision on the track.

Exercise 5 (p. 21)

Extreme sports are very popular these days. There are many good things about extreme sports but there are also many dangers. They can be a great form of exercise and help you get fit. Also, extreme sports give you a sense of freedom that you don't get from other sports. However, there are dangers. People sometimes fall from a great height when bungee jumping and injured shoulders and backs are very common. I would not like to do extreme sports because I am not very keen on putting my life at risk. Extreme sports are not as competitive as other team or individual sports. In extreme sports you are competing against yourself.

Exercise 6 (p. 21)

The speaker points out that participating in extreme sports can be very thrilling and can also be a great way to keep fit. However, he thinks there is also a much higher risk of injury with extreme sports than with traditional sports.

The speaker would not like to participate in extreme sports, although he thinks they must be very exciting, as he is scared of being badly injured. He prefers sports that have rules, for instance basketball.

Unit 1.9

Exercise 2 (p. 23)

- 1 an email
- 2 a friend
- 3 informal
- 4 advice on what to eat as part of a healthy diet to lose weight
- 5 Dear + first name, e.g. Tracy
- 6 Begin + 'Just got your email and I'd be glad to help.'
End + 'Best of luck.'
- 7 Love,
Jennifer

Unit 1.10

Exercise 1 (p. 24)

- 1 I (short form, colloquial expression)
- 2 F (advanced vocabulary, no short form)
- 3 F (advanced vocabulary, no short form)
- 4 I (colloquial expression)

- 5 I (colloquial expression)
- 6 I (short form, colloquial expression)
- 7 F (advanced vocabulary, no short form)
- 8 F (advanced vocabulary, no short form)
- 9 F (advanced vocabulary)
- 10 I (short form)
- 11 F (advanced vocabulary, no short form)
- 12 F (advanced vocabulary)
- 13 I (short form)
- 14 I (short form)
- 15 I (short form, colloquial expression)
- 16 F (advanced vocabulary, no short form)
- 17 F (advanced vocabulary)
- 18 F (no pronouns omitted)
- 19 I (short form)
- 20 I (colloquial expression)

Exercise 2 (p. 24)

- 1 The organisers will read the letter. You do not know them.
- 2 The reason for writing, a description of the problem and the action required.
- 3 A formal style.
- 4 A mild tone as this is the first letter concerning the matter. A mild tone may have greater chance of getting a refund.

Exercise 5 (p. 25)

- 2 Even though I only bought the kettle last week, it has stopped working.
- 3 In spite of the fact that your engineer called for the third time in the past two weeks, I am still without a working machine.
- 4 The advert said batteries were included, but when I opened the box they were not inside.
- 5 Despite my having paid for a 256mb memory card, the one in the box was only 128mb.

Exercise 7 (p. 25)

Dear Sir/Madam,

I am writing to you concerning a DVD player, item number AX 7235, which I ordered from your website on the 15th of August.

The unit appeared to be in good condition when it arrived, and there was no damage to the packaging. However, I am afraid that when I tried to use the player I soon discovered that it was faulty. After having only been used twice, the player's disc tray started sticking and then it completely jammed, making the player unusable.

I am returning the player to you by courier and I would be grateful if you would send me a replacement as soon as possible. Repairing the player I am returning to you would not be an acceptable option as I am certain the problem would only occur again.

I look forward to your reply concerning this matter.

Yours faithfully,
Lawrence Reed

Unit 1.11

Exercise 1a (p. 26)

The first picture shows a type of boat called a gondola. A man is rowing the gondola and there are some people in it. They look like tourists. You can find gondolas in Venice.

The second picture show some donkeys which are also called burros. They have saddles on them. They are used as taxis in certain towns in Spain.

The third picture shows a sleigh drawn by three horses. There are some people in the sleigh and there is snow on the ground. This mode of transport is called a troika and you can see it in Russia.

The fourth picture shows a modern version of a rickshaw known as a 'pedicab'. There is a man on the pedicab and he is wearing casual clothes. He seems happy. You can find pedicabs in Britain.

I have never travelled in any of these means of transport, but I would love to ride in a gondola in Venice. It must be amazing.

Exercise 1b (p. 26)

Gondolas – Where can I find them?/Why do people use them?/Are they expensive?

Burro Taxis – Why are they using donkeys?/What do they do when it rains?/Where can I put my bags?

The Troika – How much weight can it carry?/Do the horses ever get hurt?/Do the horses get cold?

Pedicabs – How fast can they go?/Do they cost a lot of money?/Where can I hire one?

Exercise 3 (p. 26)

- 1 The word gondola conjures up images of moon-lit evenings floating along one of Venice's canals.
- 2 Gondolas first became popular with the rich and then with everyone else as taxis to go from one part of the city to another.
- 3 The idea for donkey taxis started when a group of tourists saw some workers riding their burros home from their fields. The tourists asked if they could go for a ride and the workers said they could for a small fee.
- 4 Pedicabs are similar to the rickshaw, a form of transport in the Far East.
- 5 The troika was originally used to cross great distances and long difficult roads quickly and efficiently.
- 6 The middle horse in a troika moves in a straight forward trot while the two outside horses move with outward-bent heads at a smooth gallop.

Exercise 4 (p. 26)

floating: on the surface of
advent: arrival
manoeuvrability: ease of movement
goods: articles to be sold
spotted: noticed
fee: a charge for a service
abreast: side by side
mighty: powerful
vast: enormous
negotiating: coping with
jingling: tinkling metallic sound
elaborately: rich in detail
mere: simple

Exercise 5 (p. 27)

gondola: type of boat used in Venice, floating on the water, used to transport good and people

burro taxi: used in towns in Spain, workers used them to travel to work, tourists can go for a ride for a small fee

troika: Russian carriage or sleigh, pulled by three horses, symbol of mighty Russia

pedicab: new form of transport, used in Britain, quiet and non-polluting

Project (p. 27)

Hot air balloons

Hot air balloons are the oldest man-made means of flying. The first flight in a hot air balloon took place in Paris, France on 21st November, 1783. The balloon was built by the Montgolfier brothers although they were not the ones to take to the air. Since then, hot air balloons have been mainly used for entertainment. In many countries, you can go on a pleasure flight over the countryside. Most flights take place in the early morning when the weather conditions are more suitable and are very popular with tourists.

Limobike

The limobike service is the perfect answer to the traffic jam. It was started 10 years ago in London when a busy executive realised that he couldn't get to a meeting even though he was in a fast taxi. The traffic on the street meant that the taxi couldn't move. Motorbikes, however, could get through the gaps a big car couldn't. The limobike will pick you up and get you across town for no more than the cost of a normal taxi.

Unit 1.12

Exercise 4 (p. 28)

drift: float
once more: again
weary: tired
at once: immediately

gigantic: huge
companions: friends
horror: fright

Exercise 5a (p. 28)

unconscious: unable to move, see, hear or feel

current: movement of water

mist: fog

underground: below the surface of the earth

monstrous: hideous

mighty: strong and powerful

ferocious: fierce

Exercise 5b (p. 28)

side by side: next to each other

caught my attention: I noticed

lost consciousness: had no awareness of life

fallen out of the frying pan into the fire: from a bad situation to a worse one

Exercise 7a (p. 28)

The gigantic monster had the head of a lizard and the body of a horse. It didn't have arms, but it had the wings of a bat that ended in terrible claws. It had monstrous glaring eyes and hideous jaws that dripped poison from its yellow fangs.

Exercise 7b (p. 28)

Through its gigantic eyes, the monster stared fiercely. I could see rows of razor-like teeth in its wide-stretched mouth. It had the head of an eagle and the body of a snake. Its arms were the tentacles of an octopus and its tail the sting of a scorpion.

Unit 1.13

Exercise 3 (p. 30)

categories: types

replace: substitute

remains: leftovers

solar: from the sun

turbines: machines that turn to produce power

reduce: cut down on

conserve: protect (from loss)

Exercise 4 (p. 30)

A: There are many reasons to use water, wind and solar power.

B: Yes, there are indeed. Most importantly, they don't cause pollution.

A: That's right. They are all very clean forms of energy.

B: And just think, these forms of energy will never run out!

A: Yes, and as technology develops these forms of energy are becoming cheaper and cheaper.

Exercise 5 (p. 30)

Home	School
<ul style="list-style-type: none"> • Turn off lights when you leave a room • Spend less time in shower • Close curtains to save heat • Wash dishes by hand, not using a dishwasher 	<ul style="list-style-type: none"> • Turn off computers when not in use • Keep windows closed when the heating or air conditioning are on • Keep air vents clear

Project (p. 30)

There are a number of ways to save energy in the home. Firstly, when you leave a room always turn the lights out to save on electricity. Also, keep the thermostat at a reasonable temperature to save on heating. In addition, make sure you turn off all appliances when not in use. Secondly, it's important to conserve water. Have showers instead of baths and make sure taps are working properly so they don't drip. We can all do our part to save energy. Use resources wisely.

Focus on RNE

Speaking – Task 1 (p. 34)

I'm going to talk about sports, including which sports are the most popular and why they are important to people. I will also talk about how easy it is to participate in sports in my area and which sports I particularly enjoy.

In my opinion, the most popular sports worldwide are probably football and basketball. Football is played all over the world by all sorts of people. The main advantage of football is that all you require is a ball. Basketball can also be practised anywhere, although you do need hoops to score points. They are both team games and so playing them is a social experience as well as good exercise. In addition, both of these sports are watched by millions of fans every week, both at matches or on the television.

Sports are very important to my age group because many of us play for our school and college teams and we can spend time with our friends. Unfortunately, in my area the facilities for playing sports are not very good. In the summer, we can play outside but during the winter months we have to use the local sports centre and it is always very busy. The council is building a new sports hall at the moment, but it will not be finished for another couple of years.

Personally, I enjoy participating in many different sports. My favourites are football, swimming and tennis. I like to play football with my friends most evenings because it is a fun way to spend time together. I swim regularly and it

keeps me very fit. I enjoy playing tennis as I can play with my father or my brother.

To sum up, sport is a very important part of my life, and I hope that I will continue to play sports for many years.

Writing – Part I (p. 34)

Dear Jack,

It was very nice to hear from you. Extreme sports are becoming quite popular in my country too. I think that snowboarding is the most well-liked extreme sport in Russia. It's much less expensive than skiing and its great fun.

My friends and I love skateboarding in the summer and snowboarding in the winter. There aren't any special skateboard ramps in my town, so we just use the streets. In the winter, we go up into the hills and mountains around my town to snowboard.

Where are you having your birthday party? Is it going to be a family party, or are your friends all coming too? At my last birthday party, my friend was the DJ. Are you having music at your party?

Write and tell me how your party went, and Happy Birthday!

Best wishes,
Katerina

MODULE 2

Unit 2.1

Exercise 1b (p. 36)

I think the text is about a teenager who had an eating disorder and who needed medical help to cure the problem.

Exercise 3 (p. 37)

The text probably comes from a woman's magazine or a newspaper supplement. The writer's purpose is to inform people about the problems the disorder causes and how these can be dealt with. The message is that it is important to deal with such problems in a calm, patient manner.

Exercise 4 (p. 37)

- 1 Although my son said that getting into university was no **big deal**, I know that he was very proud of his achievement.
- 2 I was never surprised when she came **top of the class** each year.
- 3 I was so surprised by the news that I **burst into tears** of joy.
- 4 My brother is very concerned about his **body image**; he is always admiring his muscles in the mirror!
- 5 I think **glossy magazines** are expensive and create a false picture of what life is about.

- 6 If the pain does not go away in a day or two, you must seek **medical attention**.
- 7 She has **just turned sixteen** so she's having a birthday party.
- 8 It's alright to have **light snacks** now and again, but you must make sure you eat proper meals every day.
- 9 I find my sister's **mood swings** very annoying; you never know when she is going to suddenly lose her temper.
- 10 The government believes that athletes can **play a role** in setting standards for young people to follow.
- 11 My sister was **scared to death** when she saw the enormous spider in the bath!
- 12 A lack of appetite does not necessarily mean a person is suffering from an **eating disorder**; there may be another cause.

Exercise 5 (p. 37)

make a big deal of it: give more importance to sth than it deserves

get back to normal: return to the usual conditions

turned her nose up at: treated things/suggestions with disapproval and disdain

tearing my hair out: extremely frustrated by events

scared me to death: extremely frightened by sth

come to terms with: accept the reality of an unpleasant situation

get through it together: give each other support to overcome a difficult situation

- I knew she had been using my computer without my permission; I didn't want **to make a big deal** out of it so I said nothing.
- It took a long time for life to **get back to normal** after the severe flooding.
- When I suggested going out for a coffee, my sister just **turned her nose up at** the idea.
- She's been **tearing her hair out** trying to finish the test in time
- It **scared me to death** when a big dog leapt out of the dark in front of me.
- It took me a long time to **come to terms with** the fact that my girlfriend no longer loved me.
- Although the loss of our house put a great strain on our relationship, I knew my wife and I would **get through it together**.

Exercise 6 (p. 37)

sullen: bad-tempered

withdrawn: unsociable

convinced: certain

enraged: very angry

initial: first

tactics: strategies

distorted: twisted

glamour: attractiveness

severe: serious

tearful: crying

underlying: basic

vibrant: energetic

Exercise 7 (p. 37)

- A: Look, Sarah, I'm terribly worried about you. Why don't you go to see a doctor?
- B: No way, mum! I don't need to see any doctors! There's nothing wrong with me! I'm fine, just leave me alone!
- A: I think you should because you don't look at all well. You've lost a lot of weight and that can't be right.
- B: I just don't see the point. It's only because of these exams. I'll be fine. Don't worry about me.
- A: But don't you realise how serious this could be? If you have anorexia it could seriously damage your heart. You could even die, Sarah!
- B: Well ... OK, but only if you promise not to shout at me again.

Exercise 8 (p. 37)

The text describes how a teenage girl, Sarah, and her mother battled with the problems of anorexia nervosa. The mother recognised there was a problem when Sarah was sixteen; her behaviour changed and she lost a lot of weight. After several unproductive arguments, the mother changed her approach and persuaded Sarah to seek medical attention. Eventually, Sarah recovered fully.

Unit 2.2**Exercise 2 (p. 38)**

- 1 I'll **do my best** to finish this by Friday evening.
- 2 My mother makes me **do the washing up** after every meal.
- 3 He **made the decision** to move back to Canada because he missed his family.
- 4 He **did me a good turn** by helping me paint the house.
- 5 I don't like it when people **make fun of** me.
- 6 The two countries decided to **make peace** after being at war for six months.
- 7 I prefer to **do my hair** on my own, than go to the hairdresser's.
- 8 I must **make an appointment** to see my bank manager.
- 9 When you work under pressure you are more likely to **make a mistake**.
- 10 He **made a fortune** drawing sketches of landscapes and selling them online.
- 11 When I grow up, I want to **do a job** I like.
- 12 He **made a promise** to study harder for the next semester.
- 13 The scientists have **made progress** in fighting the disease.
- 14 A scandal would **do considerable harm** to his political career.
- 15 Scientists **do experiments** in their labs.

- 16 I always found it easy to **make friends** when I was a little girl.
- 17 Could you **make space** for my clothes in this cupboard?
- 18 Could you **do me a favour** and bring me some milk on your way back home?
- 19 You need to **make certain** the windows are closed before you leave the house.
- 20 The two countries decided not to **make war** on each other and try to settle their differences peacefully.

Exercise 3 (p. 38)

- 1 'to recover from an illness' means to get better
- 2 'counting calories' is used to express keeping track of how many calories you consume
- 3 'normal eating' is the opposite of 'dieting'
- 4 If sb is 'led to believe sth' they think it is true, even if it isn't true
- 5 To 'have an ideal body image' means you know what your body would ideally look like
- 6 If you have 'healthy eating habits', you eat healthy foods regularly
- 7 'to follow a meal plan' means to eat meals according to a set list of meals
- 8 If sth 'matters', it is important
- 9 'to cause trouble' means to bother sb by doing sth wrong
- 10 If we say 'do not disturb' sb, we mean they should be left alone and not interrupted

Exercise 4 (p. 38)

- 1 I think I'm **coming down with** the flu. My legs ache and I've got a temperature.
- 2 It's only a slight sprain so you'll soon **get over** it.
- 3 You should never let problems at work **get you down**.
- 4 New discoveries have **brought about** changes in the way the disease is treated.
- 5 We'll **look after** your cat while you're away.
- 6 The doctors were afraid that they would not be able to **bring** the patient **round** after he had been in the water so long.
- 7 It can be difficult to **keep food down** when you have a high temperature.
- 8 Stress can **bring on** a headache.

Exercise 5 (p. 39)

- 2 He promised to bring me the money he owed me the following day.
- 3 He threatened to tell mum if I didn't give him back his diary.
- 4 She allowed me to use her phone whenever I wanted.
- 5 She begged me to go with her.

- 6 The teacher reminded us to check our spelling.
- 7 He accused me of vandalising the school gym.
- 8 She apologised for damaging my car.
- 9 The boy denied starting the fight.
- 10 My boyfriend suggested going to Paris that summer.
- 11 She invited me to her party on Saturday.
- 12 She warned the child not to go too near the fire as he would burn himself.

Exercise 7 (p. 39)

- A: Can I offer you some biscuits?
 B: No, thanks. I'm OK for the moment.
 A: How about some tacos?
 B: Not for me, thanks. I don't really like spicy food. etc

Unit 2.3

Exercise 1 (p. 40)

There is an old Japanese couple in the picture and different food. The lobster is seafood, and next to it are vegetables. Between the two people is a chicken, which is poultry. There is fruit immediately in front of them and on the left is a beverage – orange juice. The yoghurt is a dairy product and at the bottom is a steak, which is meat.

fruit – apples, strawberries

seafood – crabs, oysters

beverages – tea, coffee

dairy products – milk, cheese

meat – lamb, rabbit

poultry – duck, turkey

Exercise 2 (p. 40)

The title means that it is possible to have a long, healthy and successful life. It relates to the pictures because the pictures show an elderly couple surrounded by food, suggesting that how long we live and how healthy we are depends on what we eat and drink.

Most of the food and drink shown in the pictures are healthy, except perhaps, the steak and chicken. I think it depends on how they are cooked and how often they are eaten.

Exercise 5 (p. 41)

- 1 Eating food that is **low in calories** will help you stay slim.
- 2 Bananas are a popular fruit because of their **health benefits**; they provide energy and they are not fattening.
- 3 It is important to **stay active** as we grow older.
- 4 Cholera and Typhoid are **life threatening** diseases that can be prevented through vaccination.
- 5 Supermarkets are being encouraged to sell more **locally grown** fruit and vegetables.

- 6 Tooth decay can be caused by having too many **sugary drinks**.
- 7 Doctors try to **prevent illness** as well as cure it.
- 8 Removing animal fats from your diet helps prevent **heart disease**.

Exercise 6 (p. 41)

The Okinawans' diet is a healthy one, containing a lot of fresh fish and a variety of fresh, locally grown vegetables. They do not consume dairy products or sugary drinks but they drink a lot of green tea, which is healthy.

- A: How similar is your diet to the one described in the text?
 B: My diet is totally different! I don't eat much fish, for example.
 C: Neither do I. The other big difference is that they don't eat fast food. I eat fast food once or twice a week.
 A: I don't eat soya, either. Do you?
 B: No, I don't like it. Do you like green tea?
 C: Sometimes, but not often. etc

Exercise 7 (p. 41)

In order to live longer we should first of all be careful about what we eat. It is important to maintain a healthy diet because, as the saying goes, 'we are what we eat'. If we eat too much fat, for example, we will be more likely to get heart disease and this can shorten people's lives.

It is also important to exercise if we want to be active into old age. Exercise helps keep muscles strong and joints flexible, so we will be more likely to enjoy a long, active life.

Unit 2.4

Exercise 1 (p. 42)

- If people want to have good eyesight they should eat food which is rich in vitamin A, such as dairy products.
- Fruit and vegetables are good for the skin because they contain vitamin C.
- Meat, fish and eggs contain vitamin D, which helps build healthy bones. You should also consume dairy products because they contain calcium.
- People should eat meat, fish and eggs if they want healthy blood cells because these are rich in iron. They also need B vitamins, which are found in bread, cereals and potatoes.
- If people want a lot of energy they should eat carbohydrates such as bread, cereals and potatoes.

Exercise 2 (p. 42)

- A: For lunch yesterday, I had a tuna sandwich and orange juice. Tuna is rich in protein, iron and vitamin D; the bread is full of carbohydrates, fibre and B vitamins. Orange juice is rich in vitamin C and

carotene, which is very good for healthy skin. What did you have?

B: I had steak and chips and some frozen yoghurt. The steak is full of protein, iron and vitamin D; the chips have carbohydrates, fibre and B vitamins. Yoghurt is a dairy product, so it is full of calcium, zinc and vitamin A. etc

Exercise 6 (p. 42)

- Don't **lose heart!** I'm sure you'll pass your driving test next time.
- The company has **missed its target** of expanding abroad within five years.
- We **missed the train** and had to wait hours for the next one.
- A group of hikers **lost their way** in the mountains.
- You're **missing the point**. That is not what I am trying to say at all.
- The airline company should compensate you when they **lose your luggage**.
- We'll **miss the plane** unless we leave now!
- Unfortunately many people **lose money** on investments.

Exercise 7 (p. 43)

low salt	low sugar
well-done	well-/home cooked
high fibre	soft drink
low/high fat	well-balanced
well-fed	high/low calorie
well-made/home-made	home-grown
well-boiled	

- I always check for the **low salt** label before I buy snacks.
- You should only eat meat that is **well-done**.
- **High fibre** food such as cereal is good for the digestion.
- **Low fat** dairy products have fewer calories than ordinary ones.
- He is a **well-fed**, happy, healthy child.
- I love my mother's **home-made** bread.
- This water might be contaminated, so make sure it is **well-boiled** before using it.
- Some food that claims to have **low sugar** content may contain other forms of sweeteners such as glucose or honey.
- The meal was excellent; everything was **well-cooked** and tasty.
- A **soft drink** will not quench your thirst as well as a glass of water!
- Doctors are concerned that people today are not following a **well-balanced** diet.
- Most drink manufacturers offer **low calorie** versions of their popular brands these days.

Home-grown vegetables taste much better than the ones you buy in supermarkets.

Exercise 9b (p. 43)

By 10 o'clock tonight I will have done my homework and I will have had my dinner.

By this time tomorrow I will have finished the project.

At this time tomorrow I will be playing football.

At this time next Monday I will be studying.

At this time on Saturday I will be watching a film at the cinema.

Exercise 10 (p. 43)

Mark

problem: no energy

advice: high energy drinks, see his doctor, see a dietician

Sophie

problem: dizzy spells

advice: change diet, see a dietician

Bill

problem: not sleeping

advice: relax with a good book and a cup of tea

Bill and Sophie react positively to the advice.

Exercise 11 (p. 43)

A: I want to lose some weight. What do you think I should do?

B: If I were you, I would go on a diet.

A: Mmm, I'm not sure that's a good idea.

B: Maybe you could take up jogging.

A: That's not a bad idea. I think I'll do that.

B: I hope things work out for you.

A: I want to join a gym but I can't afford to. What can I do?

B: If I were you, I would take up jogging.

A: Mmm, I'm not sure. Sometimes the weather isn't very nice to go jogging.

B: Maybe you could do fitness training at home.

A: That's not a bad idea. I'll try that.

B: I hope that works for you.

A: I want to cut down on junk food, but I can't. What should I do?

B: If I were you, I would stop eating out and eat in instead.

A: Mmm, I'm not sure. I don't have much time to cook proper meals.

B: Maybe you could borrow my cook book. It's called 'The Thirty-minute Chef.'

A: That's not a bad idea! Thanks!

B: Good luck!

Unit 2.5

Exercise 2 (p. 44)

- A: I think that bus drivers have to be skilful because they have to drive in difficult conditions.
 B: Yes, and they also have to be patient when the traffic is heavy.
- A: I think that fire fighters have to be brave because their job can be very dangerous.
 B: I agree. They also need to remain calm when they are dealing with a serious fire.
- A: I think that painters have to be imaginative in order to produce good paintings.
 B: That's true. They also need to be artistic, of course!
- A: I think that gardeners need to be reliable so that they look after the plants properly.
 B: I agree. They also need to be patient because plants take a long time to grow.
- A: I think that reporters need to be honest so that they can report the news accurately.
 B: That's right. They also need to be polite when they interview people.
- A: I think that teachers need to be tactful as they sometimes have to deal with problems in the classroom.
 B: I agree. They also have to be well organised so that they give interesting lessons.
- A: I think that bank clerks need to be polite when they are dealing with customers.
 B: True. They also need to be honest because they are handling other people's money!

Exercise 4 (p. 44)

state-run: government-organised

qualities: characteristics

candidate: applicant

fellow workers: colleagues

bulletin: announcement

nationwide: across the country

broadcast: transmit

schedule: timetable

anxious: worried

under threat: in danger

option: choice

impressive: remarkable

fierce: intense

Exercise 5 (p. 44)

- World leaders must work in **close cooperation** to solve global problems.
- Due to **mass media** coverage the whole world can enjoy the Olympic Games.

- We have a good relationship on a **personal basis** as well as through our work.
- I have every confidence in her as she is a **qualified professional**.
- I know exactly what to do because they gave me sound **practical advice**.
- News networks** all over the world broadcast the election results.
- Enjoyable **free-time activities** are important to relieve stress.
- Now he has risen a little on the **career ladder** he has more responsibility.
- When the economy is suffering, there is no such thing as **job security**.
- The police tried to protect the **general public** from the actions of the rioters.

Exercise 6 (p. 45)

I am a news editor and I work as part of a team. We prepare the news reports that come in to us from journalists so that they are ready for the news presenters. This involves checking details and making sure that the final report is clear and easily understood. We often work irregular hours in order to meet deadlines. I enjoy my work as it is varied and interesting although it can sometimes be stressful.

I am a professional medical advisor. My job is to give people practical advice about health problems, over the phone. Usually the problems are minor complaints that can be easily dealt with. Sometimes simple solutions are all that are needed such as when children have a cold. At other times we advise people to call an ambulance or we do that for them. We run a 24 hour service so I work at different times on a shift basis. I am happy to be able to help people with their worries.

My job is very unusual. They call me 'The Nose' because I have an extraordinary sense of smell. Perfume companies compete for my services because they want to have the best-selling perfume. My job is to advise them on what ingredient a perfume needs to be popular. I travel a lot all over the world and so my hours are definitely not 9 to 5, I have to be flexible. I enjoy my work and feel privileged to have such a special skill.

Exercise 7 (p. 45)

Working in the fire service must be very stressful. You have to face difficult and dangerous situations and you often have to put your own life at risk in order to help somebody. However, it must also be very satisfying when you know you have saved somebody who might otherwise have died. I imagine that it is also rewarding to work in a team with others who share your desire to help people.

Unit 2.6

Exercise 1a (p. 46)

I think a waitress has got a part-time job.
 I think a policeman has got a full-time job.
 Perhaps a lawyer has got a 9-5 job.
 A nurse has probably got four weeks holiday a year.
 Nurses and policemen work shifts.
 A waitress probably works nights.
 I think an architect works on his/her own.
 A firefighter works with others.
 A gardener works with his hands.
 I think they all work overtime.
 Nurses, policemen and firemen work at weekends.
 Perhaps an architect works from home.
 A lawyer works indoors.
 A policeman often works outdoors.
 A nurse/policeman has to wear a uniform.
 A lawyer has to wear a suit to work.
 A pilot has to travel a lot.
 A waitress has to work late.
 Policemen, nurses and firemen have to work under pressure.
 Architects and lawyers have to attend meetings.
 I think a lawyer and an architect have to have a degree.
 A carpenter is paid by the hour.
 A policeman is paid a salary.
 An architect is paid good money.
 A policeman needs to be patient/friendly and sympathetic/trained.
 A waitress needs to be well-mannered.
 A lawyer needs to be qualified/honest/well-organised.
 A policeman/waitress need to be communicative.
 A nurse needs to be qualified, careful, etc.

Exercise 5 (p. 47)

There must have been an accident.
 He must have sprained his wrist./broken his arm.
 He might have fallen over.
 She must be in pain.

Exercise 6 (p. 47)

- 1 The government's next goal is to **provide** housing **for** the homeless.
- 2 It is important to carry antihistamines with you if you are **allergic to** something.
- 3 The doctors will probably have to **operate on** his injured knee for the second time in one month.
- 4 My grandma **suffers from** asthma.
- 5 She has a lot of problems **coping with** her work at the moment.
- 6 Unfortunately, a large number of people are **addicted to** caffeine.
- 7 I never thought I would win; I'm still **recovering from** the shock!

- 8 His repeated lateness **led to** his being fired from the job.
- 9 She **complained** to the hotel manager **about** the rude behaviour of one of the porters.
- 10 Tom has been **complaining of** severe headaches for the past two weeks.

Unit 2.7

Exercise 6a (p. 49)

- 1 What British people feel confident about
- 2 Children in Africa
- 3 Why people leave the countryside
- 4 What causes city water to be wasted
- 5 Why the situation hasn't improved
- 6 What is being done to deal with water problems
- 7 What people can do to help

I expect to listen for the answers to these questions.

Unit 2.8

Exercise 4 (p. 50)

- A: I would like to go to a nice open-air café where we can just relax and talk. How about you?
 B: Well, I don't know about that. I like to have a good meal on Saturday evenings and you can't do that in a café. They only serve snacks.
 A: You've got a point there. So where would you prefer to go? A fast food place or a smart restaurant?
 B: I would prefer a restaurant because I love good food. It doesn't have to be expensive, but it must have a varied menu.

Exercise 5 (p. 51)

- Relaxing atmosphere – place to unwind after a busy day
- Good for entertaining business clients
- Choice of food
- Do not have to cook or clear up

Exercise 6a (p. 51)

- A: An end-of-year school party is very important and the food needs to be just right. What do you think about a cold stand-up buffet? I think it's a good opportunity to circulate and meet people.
 B: It is and it could be cheap, but isn't it awkward trying to hold your food. What's your opinion of fast food? Most of our classmates like fast food.
 A: That's true, but they eat that kind of food every day and it's very unhealthy.
 B: OK. A three-course dinner is a nourishing meal, but is probably too formal for a school party.
 A: Definitely. What about a barbecue? Barbicues are fun and the food is really tasty.

- B: I like that idea. The only problem is that a barbecue depends on the weather. If it rains, we can't cook.
- A: It is an end-of-year party so it will be early summer. I think the barbecue is the best idea.
- B: I agree. Let's just hope it stays dry!

Exercise 6b (p. 51)

They decide on the cold stand-up buffet because there's a variety of choice to suit everyone and they can select their own food. It is also cheap and it will give everyone the opportunity to circulate and meet each other.

Unit 2.9**Exercise 1b (p. 52)**

- semi-formal, to an aunt who you don't see often
- formal, to the secretary of the golf club committee
- informal, to a good friend from school/college
- semi-formal, to friends of your parents who you don't know very well.

Exercise 1c (p. 52)

- I was really sorry to hear that you have been in hospital. I can imagine how difficult it must have been.
- I am writing to apologise for not attending the annual dinner last week. This was due to illness.
- Congratulations on getting the summer job! Fantastic! Now you'll be able to save up for your holiday.
- It was really kind of you to help out with Mum and Dad's twenty-fifth wedding anniversary celebration.

Exercise 3b (p. 53)

Great to hear from you / It was really nice to receive your letter.

Thanks for letting me stay with you / It was so kind of you to have me to stay with you.

Thanks for offering to send my diary to me, too / As for my diary, thank you very much for offering to send it to me.

Sorry John broke his wrist. Ouch! Poor thing! What happened? / I'm sorry to hear that Mr Thompson broke his wrist. That must have been extremely painful. How exactly did it happen?

Write soon / I hope to hear from you soon.

Exercise 4 (p. 53)

Dear Aunt Margaret,
Please forgive me for not writing sooner but I have been busy studying for my exams.
Thank you very much for the coat that you and Uncle John sent me for my birthday. It is very useful in this cold weather. We went for a family meal at my favourite Thai restaurant and everyone had a lovely evening. At the

weekend my friends and I went ice-skating together and we celebrated my birthday with a cake and delicious hot chocolate afterwards.

You must be very proud of your granddaughter. Which medical school has she got into? What area of medicine does she want to specialise in? When will she start the course?

I look forward to hearing from you again soon. Please give my love to Uncle John and pass on my congratulations to Sally.

Best wishes,

Rachel

Unit 2.10**Exercise 3 (p. 55)**

- He is creative, reliable, helpful and likeable.
- creative** – came up with ideas for projects, e.g. to make birdhouses and nesting boxes/taught how to build a compost pile
reliable and helpful – comes to every club meeting/always punctual/follows through on projects/consistently volunteers to help
likeable – positive attitude makes him popular with members

Exercise 5 (p. 55)

- patient → needs to keep teaching material until everyone understands
- imaginative → needs to keep finding new teaching methods
- approachable → students need to feel that they can discuss problems
- hard-working → needs to prepare lessons well
- organised → needs to plan ahead to cover syllabus
- dynamic → needs to be able to hold students' attention
- fair → cannot favour one student over another

Dear John,

We would like to nominate Ms Jenkins for this year's Teacher of the Year award.

Ms Jenkins is an excellent teacher. She gives her full attention to every child in the class and makes sure that everybody has understood the point she is trying to get across in every lesson in an imaginative way. For example, when she was explaining the principles of food preservation to us, she illustrated the lesson in a practical way, bringing different foods into class at her own expense.

Secondly, Ms Jenkins is very concerned about the welfare of the children under her supervision. She is a very warm, sympathetic person who encourages children to discuss their problems with her in confidence. We consider her to be more than just a good teacher, she is also a friend and adviser.

In conclusion, we have no hesitation in nominating Ms Jenkins for the Teacher of the Year award.

Best regards,

Zoe Brooks (Class President)

Unit 2.11

Exercise 2 (p. 56)

The model answer includes all the required information. Where the notes have included an instruction (Say when and why, etc) the appropriate information has been included and the questions in the original email have been answered in full.

Say when and why – The best time to come is in June because then there'll be plenty of seasonal jobs.

Advise ... – It'd be a good idea for you to try and get a job in a restaurant as a waitress.

No! Stay with my sister – By the way, don't worry about finding a place to stay. My sister says you can stay with her.

One week, beginning of September – I'd love to, but I can only make it for a week at the beginning of September.

Exercise 3 (p. 56)

- 1 I would like to know whether I need to pay in advance.
- 2 I would like to know what exactly the course is about?
- 3 I would be grateful if you could tell me whether you cater for diabetics.
- 4 Do you think you could send me more information?
- 5 I would appreciate it if you could tell me when it is best to come.

Exercise 5a (p. 57)

Dear Elaine,

It's great to hear from you again and learn that you will be coming here next month! I really can't wait to see you again!

Anyway, when are you coming exactly? There is a chance that I will be out of town for a few days next month, but I can schedule things if I know exactly when you will be here. Also, you didn't mention the name of the hotel where you will be staying. Let me know which one it is and I can check it out for you.

As for what clothes to bring, the weather is quite good now although it can get a bit chilly in the evenings, so make sure you have a light jacket with you.

It's very kind of you to think of a present for my parents, but I'm afraid my father is not allowed to eat anything with sugar in it so chocolate is not a good idea! Just buy a few flowers for my mother when you get here, that will please them both!

See you soon!

David

Unit 2.12

Exercise 1 (p. 58)

In **picture 1**, there are fried eggs and mushrooms, tomatoes and beans, sausage and bacon. This looks like a big breakfast meal that I have seen in films.

Picture 2 shows toast and honey and a cup of coffee.

Picture 3 shows a cup of tea and a plate of blini.

For breakfast I usually eat fruit and yoghurt. For lunch I usually eat a sandwich. For dinner I have my main meal, maybe fish and vegetables or salad or a pasta dish.

Exercise 2 (p. 58)

A meal at a restaurant is enjoyable when there is good conversation in friendly company and there is a relaxing atmosphere because I can forget about my problems and it makes me feel happy.

I think a meal at a restaurant is enjoyable when they have an excellent chef and the service is polite because when I eat out this is what I am paying for.

Nutrition is important to me so an excellent chef who uses fresh ingredients makes the experience of eating out enjoyable for me.

I'm a student, so a meal in a restaurant is most enjoyable when there are large portions at reasonable prices because I have a tight budget.

Families enjoy a meal at a restaurant where there is a wide choice of dishes because then there is something to suit everyone.

Exercise 7 (p. 59)

exhausted: very tired

routine: things we do every day

exception: sth that does not fit a pattern

decades: periods of ten years

versions: different types

wandering: walking without a destination

Exercise 8 (p. 59)

An English breakfast is a very big meal made up of fried food that is high in protein whereas the Russian blini and kasha are high in carbohydrates as they are made from grains. They are both better than leaving the house after only a quick cup of coffee.

In both Russia and England there is traditional fast food that has been available for decades and it is available on the streets. In Russia a traditional fast food is pirozhki which is a type of small pie, but in England people often eat fish and chips or just a portion of chips when they are out and about. Pirozhki are probably easier to eat than fish and chips when you are wandering around.

Exercise 9 (p. 59)**Healthy Fast Food**

Fast food doesn't have to be unhealthy. People living hectic lives with busy schedules need to maintain good health and energy levels. Snacking on seeds, fruit and nuts can help maintain high energy levels. Nature has provided these neatly packaged. Take a banana for example, simply unpeel it and you have a very healthy snack that contains no fat, sodium or cholesterol. Bananas contain minerals and vitamins that help control blood pressure and are good for the muscles in your body. Many athletes snack on bananas when they are competing because they are also easy to digest.

If you are looking for more than just a snack, you can still choose fast food if you choose wisely. The web site http://www.helpguide.org/life/fast_food_nutrition.htm gives examples of healthy and unhealthy choices of fast foods to help you.

In fact there are hidden benefits in many fast foods. For example, Japanese sushi and sashimi have high levels of omega-3 oils which are good for the heart and the brain. See: http://www.thesun.co.uk/sol/homepage/woman/health/fit_squad/article1274106.ece

Unit 2.13**Exercise 4 (p. 61)**

hollow ≠ solid	trapped ≠ free
falling ≠ rising	forgot ≠ remembered
cooling ≠ heating	wildly ≠ calmly
forward ≠ backward	

Exercise 5 (p.61)

faint: quiet, slight
coating: covering, outer layer
flakes: small pieces, bits
grating: harsh, rasping
in a flash: all of a sudden
dreadful: awful, terrible
scrambled: climbed quickly

Exercise 6b (p.61)

A: Wow! Who are you?
 B: My name is Zax.
 A: Where do you come from?
 B: I come from planet Trepox.
 A: I've never heard of it before! Where is your planet?
 B: It is light years away in a different solar system.
 A: How long did it take you to get here?
 B: About ten hours. My spaceship can travel very fast.
 A: What is it like travelling in space?
 B: Very boring. There's nothing to look at apart from stars and planets.
 A: Why have you come to Earth?
 B: I am here to study your way of life and report back to my home planet.

Unit 2.14**Exercise 1 (p. 62)**

Tomato juice, broccoli, milk, cheese, lemons, orange juice, water melon, celery, mushrooms, bananas.

Lemons, orange and tomato juice have a sharp acid taste.

Exercise 2 (p. 62)

I know that food goes bad if it is left out of the fridge in warm weather. Bacteria get into food and this makes it go bad.

Exercise 4 (p. 62)

rate: pace
spoil: rot
colonies: groups
moisture: water
utensils: tools
reaction: a process between different substances
enzymes: proteins
preserving: conserving
dormant: not active

A: What is the pH scale for?
 B: It measures how acidic or alkaline things are. Why is the acidity of food important?
 A: It affects the taste of the food and also determines the rate at which micro-organisms grow. What causes food to spoil?
 B: Micro-organisms like moulds, yeasts and bacteria. What does bacteria need in order to grow on food?
 A: Warmth, moisture and time to grow. Why does an apple go brown when you peel it?
 B: Because of the reaction of the enzymes in the fruit and the oxygen in the air. How can we stop this from happening?
 A: By adding some lemon juice. How can we help food stay fresh for longer?
 B: By heating it or cooling it. etc

Exercise 5 (p. 62)

I have learnt that we can measure the acidity of different foods and that some food has a greater chance of going bad. I also have learnt that some micro-organisms that live on food can be deadly. These micro-organisms need three things to grow on food: warmth, moisture and time. If we want to prevent bacteria on food, we need to keep our dishes, surfaces and utensils clean, cool and dry. Food also reacts to the oxygen in the air. We can help food stay fresh longer by heating or cooling it. etc
 Bacteria, together with air and warmth, leads to food going bad.

I would like to learn more about freezing food.

Safe freezing

Freezing is an effective way to preserve food. It is possible to freeze many foods for weeks or even months at a time. When the food is defrosted, few of the nutrients are lost. Freezing is useful for those who want to spend less time preparing meals as several meals can be made at one time and then frozen, thus saving both time and money.

There are a few tips we should follow in order to ensure that we freeze food safely. Firstly, we should make sure that the food is in perfect condition before freezing. It is also a good idea to divide food into small portions as this means more rapid freezing and easier defrosting. Also, a suitable container should be used to store the food. It should be tightly wrapped or sealed so that no air or water can get in or out. The temperature of the freezer should be at -18°C or below. Food should be defrosted in the refrigerator or in cold water. If food is defrosted at a temperature above 5°C bacteria will multiply rapidly in a short time and this could lead to food poisoning.

Progress Check 2

Exercise 3 (p. 63)

- 1 She invited me to go out to dinner.
- 2 He denied eating the last piece of cake.
- 3 He begged me to help him with his homework.
- 4 She apologised for breaking the plate.
- 5 He suggested going to a restaurant.

Focus on RNE

Speaking – Task 2 (p. 66)

- A: It's such a pity that Mark is moving to another school; we're really going to miss him.
- B: I know, we need to organize a leaving event so we can all enjoy ourselves together. I was thinking about a surprise party, what do you think?
- A: The problem with surprises is that they can go wrong. He's probably going to be really busy before he goes. I think it would be better to organise something he knows about. That way he can fit it in with all the other things he and his family have to do.
- B: Yes you've got a good point. We could just have dinner at a local restaurant. He loves Indian food.
- A: That's not a bad idea, but how about something a bit more exciting – like an afternoon at the funfair?
- B: That would certainly be fun. Now you mention something more exciting though, what about an evening at a comedy club? That would be something special wouldn't it?
- A: Yes you're right, it would be. I don't know about you, but I have never been to a comedy show before. It would be a great thing to do – for everyone. We would all have something to look back on, in future – a shared experience. Yes, it's a great idea.

B: Well OK then, we agree on that. I'll check and see what's on and we'll get everyone together to tell them and see what day Mark can come. We need to check how much it is. If we all contribute, we can pay for Mark's ticket as a leaving present.

A: That's a brilliant idea. I'm sure he'll appreciate it. Yes, I agree, let's go and find out what's on ...

Writing – Part 2 (p. 66)

Living in a village and living in a large city both have advantages and disadvantages. Many people feel the attractions of living in a village are greater than those of living in a big city, but I do not agree with this.

The way I see it, a large city offers more facilities for everyone. Young people can meet easily without having to rely on parents or infrequent public transport. There are many more places to go in the city such as a choice of cinemas, cafes, sport centres or parks. Facilities such as hospitals and professional services are never too far away in the city and public transport is readily available.

On the other hand, people who consider village life better, consider such factors as the quality of air, the lack of noise and no hustle and bustle. They feel that stress levels are lower and therefore people enjoy better health. However, I would argue that stress can also be caused by the frustrations of living at a distance from modern conveniences. There is also increasing traffic in the villages because everyone is dependent on their cars.

In conclusion, it seems to me that people will always have different views about the attractions of living in a village or a big city. As a young person, I am happy to live with all the attractions of a large city and spend time in the village for a holiday.

MODULE 3

Unit 3.1

Exercise 2 (p. 68)

In **picture 1**, I can see a sort of beauty contest taking place. There are three young girls in long dresses. They are surrounded by a lot of people.

In **picture 2**, I can see some people dressed in traditional costumes. They seem to be taking part in a kind of competition.

In **picture 3**, I can see a Maypole with young people dancing around it. There are lots of people gathered in a park.

The pictures are related to the title because they were all taken at some kind of a fair.

Exercise 4 (p. 69)

- 1 Susan gave away some of her ceramics as gifts on **special occasions**.
- 2 The **stall holders** were busy arranging their displays.
- 3 The **brass bands** are an entertaining part of the Cuckoo Festival.
- 4 The writer compares the Downton fair to Susan participating in her first **public exhibition**.
- 5 The Cuckoo Festival simply wouldn't be the same without the many **street performers**.
- 6 The couple with the stall next to Susan's gave her a **supportive smile**.
- 7 Stalls lined both sides of the **main street** on the morning of the fair.
- 8 Downton is a quiet little village that enjoys its **old traditions**.
- 9 The writer and his wife followed a **street procession** to watch the crowning of the Cuckoo Princess.
- 10 A few **potential customers** stopped by Susan's stall but they didn't buy anything.
- 11 Downton is normally a **quiet village** but it attracts many visitors for the Cuckoo Fair.
- 12 On the day of the fair, there were many stalls selling **handmade crafts**.

Exercise 5 (p. 69)

drift out of control: slowly lose the ability to keep things organised

seal of approval: endorsement

marvel: be amazed by sth

quaint: nicely old-fashioned

produce: fruit and vegetables

hive of activity: extremely busy place

wares: goods to be sold

lined: in a row on both sides

surplus: extra

critics: people who judge

parting with: letting go of

distracted: had their attention caught by sth else

hustle and bustle: busy, noisy activity

purchase: sth bought

confess: admit

wander: to walk aimlessly

shrieks: screams

gazing: staring

bargains: things bought at a good price

cope: deal

explore: investigate

weaved: moved in and out of

procession: parade

crowning: awarding a title

significance: importance

prolong: extend

feature: aspect

SA: What time of year does the Cuckoo Fair take place?

SB: It takes place at the beginning of spring.

SA: How old is this fair?

SB: It dates back to the 16th century.

SA: How many people attend the fair?

SB: Around 20,000 people attend the fair every year.

SA: What kind of live entertainment do they have?

SB: At the fair, you will find brass bands, street performers and Morris dancers.

SB: What do they sell at the stalls?

SA: They sell handmade crafts.

SB: What does Susan sell?

SA: Susan sells handmade ceramic plates and dishes.

SB: What do the children in bright costumes dance around?

SA: The children dance around a Maypole.

SB: When does the crowning of the Cuckoo Princess take place?

SA: It takes place in the afternoon after a procession.

Exercise 6 (p. 69)

A: Hi, Jane.

B: Hi. Where are you?

A: I'm at the Cuckoo Fair in Downton.

B: What are you doing there?

A: I'm visiting the stalls.

B: Really? Tell me about them.

A: Well, there are lots of things to buy and there are some real bargains.

B: Do you like the fair?

A: It's amazing. I wish you were here.

B: I promise I'll come next year.

A: Talk to you soon.

B: Take care.

Exercise 7 (p. 69)

Dear Cindy,

Just a quick note to tell you how much I am enjoying my new life in Downton. We live in a beautiful old cottage in a lovely quiet village. I love it! At the weekend, I went to the Cuckoo Festival and sold some of my ceramics. My husband and I had a great time watching the street performers and the Morris dancers. You'll really have to come next year. You'd love it!

Bye for now,

Susan

Unit 3.2**Exercise 4 (p. 70)**

1 I'm very tired; I think I'll **turn in** early tonight.

2 I was not **taken in** by his lies; I knew he couldn't be trusted.

- 3 Would it **put** you **out** if I visited you tonight instead of tomorrow?
- 4 He told me to **keep** the money **for** petrol.
- 5 Do you want to **go out** or stay in?
- 6 This lamp **gives off** a lot of light, doesn't it?
- 7 He **came into** a lot of money when his grandfather passed away.
- 8 He helped her **carry out** her research.

Exercise 9 (p. 71)

There is loud music is playing and the delicious smell of hot dogs and candy floss is floating in the air. I can hear the screams of the people on the rides. All around me the many visitors to the funfair are enjoying the brightly-coloured attractions with their flashing lights.

Unit 3.3

Exercise 3 (p. 72)

virtually: almost

tremendous: enormous

limestone: whitish-coloured rock

lemur: monkey-like animal

beady: round and bright

getting to: reaching

struggle: difficult task

adapt: adjust

investigated: examined

Exercise 4 (p. 73)

- 1 Tsingy Bemaraha has a strange landscape with rocks that form **sharp peaks**.
- 2 The park serves as a **wildlife habitat** for a wide variety of species.
- 3 The writer knew it would be difficult to work in the **extreme conditions** of Madagascar.
- 4 It is difficult for plants to grow in the **burning heat**.
- 5 The writer has travelled all over the world on **scientific expeditions**.
- 6 The high **towering cliffs** of Madagascar must be an amazing sight.
- 7 Tsingy Bemaraha is one of the most isolated **nature reserves** in the world.
- 8 The **rocky landscape** of the island makes it hard to get around.

Exercise 5 (p. 73)

- SA: Does Nick Leaver enjoy his job?
SB: Yes, he does. He's visited many different countries.
- SA: What's so special about Madagascar?
SB: Madagascar is the oldest island in the world and has many plant and animal species that are not found anywhere else.

- SA: How does the government protect the plants and animals?
SB: They have created about fifty national parks. Tsingy is one of the most beautiful.
- SA: What's the landscape in Tsingy National Park like?
SB: It's spectacular. There are forests and swamps and huge limestone cliffs.
- SA: How tall are the cliffs?
SB: Some are over 150 feet tall and they are very difficult to climb. On the top they have thorny plants that can survive without much water.
- SA: Which animals did Nick talk about?
SB: He talked about reptiles, birds and frogs and also the aye-aye, which is the world's largest nocturnal primate. He said that it has beady eyes and a strange expression.
- SA: How many plant species have scientists found in Tsingy, so far?
SB: They have found 650 to date.
- SA: Why do botanists do research on these plants?
SB: They are hoping to find cures for illnesses and diseases.

Exercise 6 (p. 73)

Mon 24th April

It's my first day here in Tsingy. Today has been a difficult day. We have been collecting plant samples from the floors of the canyons. Carrying all our equipment is quite difficult as it can be very wet and slippery.

I'm really tired, but I'm also very excited. This place is amazing and tomorrow we will begin climbing up the cliffs to find the plants that grow up there. I'm so happy that I was chosen to come on this trip.

I hope that while I am here I will be able to find plants that can be used to help cure diseases. I feel very lucky to have the chance to be involved in this kind of work and to be able to do my work in such a beautiful and fascinating place.

Project (p. 73)

From the text I learnt where Madagascar is and how big the island is. I also learnt how the island used to be part of the Indian subcontinent until about 100 million years ago, which makes it the oldest island in the world.

I would like to know more about the medicinal value of plants found on the island.

I would like to know more about the animals on Madagascar.

I would like to know more about the lemurs.

Madagascar is famous for its rare turtles and tortoises. Nine species have been identified and five of these are endangered. There are many extraordinary creatures on the island of Madagascar including a tear-sucking moth that feeds on birds' eyes.

Our group are particularly interested in lemurs. We have discovered that there are nearly 90 kinds of lemurs in Madagascar and they are unique to the island. Some examples include the mouse lemur which is as small as a mouse, the indri which sings like a whale and the sifaka which dances on the sand like a ballerina. The aye-aye is a nocturnal lemur and the ring-tailed lemurs are striking in appearance with their long, bushy, black and white striped tails.

Conservation programmes have been set up to protect the lemurs. The changing lifestyle of the local people has meant that their environment is changing. More domestic animals on the island have brought diseases that affect the lemurs and they are also hunted by people as well as wild cats and dogs. Lemurs are also at risk from climate change and deforestation. It is hoped that ecotourism can be encouraged to provide an income for local people. In this way the deforestation can be stopped and the lemurs can be better protected. Our group are also interested in the medicinal value of plants found on the island of Madagascar. We have discovered that one group of researchers are studying the diet of lemurs to see if they are protected from malaria by something they eat. Malaria is a disease caused by mosquitoes that kills millions of people annually. A separate study is investigating whether a plant used by traditional Madagascan healers could be used to treat the disease and save lives.

Unit 3.4

Exercise 1 (p. 74)

- 1 'To keep in touch with people' means to maintain contact with them. We can say 'I am in touch with some of my old friends' and also 'I like to hold on to the friends I make.'
- 2 We say 'to make/see to holiday arrangements.'
- 3 'To see the point in doing sth' means to understand why it is worth doing sth.
- 4 'To try the local produce' means that you eat it to see if you like it.
- 5 'To make up one's mind' means to decide.
- 6 'A tourist boom' means an increase in the number of tourists. This boom may be a 'boost' (help for) to the local economy.
- 7 If an avenue is 'lined with trees', there are trees on either side of it.
- 8 'To keep one's promise' means that you do what you promise to do.
- 9 We say 'a leading travel company' to mean that it is one of the best.
- 10 We say 'to take steps to do sth' to mean that we are starting a process to achieve sth.

Exercise 4 (p. 74)

Last year we went on a camping holiday to Ukraine. We stayed at a family-run campsite that was cheap but nice. We toured many of the tourist sights and visited some lovely secluded beaches where we went swimming. Most days we went for coffee at a quaint café we found. We ate at some nice restaurants that served delicious fresh fish. I bought some wonderful things at a souvenir shop for my friends back home.

Exercise 5 (p. 74)

- 1 My parents and I stayed at a nice hotel in the city centre.
- 2 My sister happily went shopping at the many boutiques on the high street.
- 3 The girls ate hungrily at a local restaurant located on the bank of the river.
- 4 Tony eagerly went swimming in the sea on the bright sunny day.

Exercise 11 (p. 75)

Last summer I went on holiday to Canada. Everything that could go wrong did. Firstly, the weather was awful. It rained every day and it was terribly cold. The hotel where I stayed was noisy and dirty and also very expensive. While I was out walking one day somebody stole my wallet with all my money in it. When I went to the police they said they couldn't do anything about it. Thankfully, I had a credit card in my room so I could pay for the rest of my holiday. This year I'm staying at home!

Unit 3.5

Exercise 1 (p. 76)

If I visited a place abroad, I could visit museums to learn about the history of the country and I could go shopping for presents.

Exercise 2 (p. 76)

- S1: I would choose to visit Tokyo in Japan because I think it must be an amazing place. I love the excitement of city life and Tokyo is a very busy city.
- S2: I would prefer to visit York in England as I am interested in learning about the history and culture of England.
- S3: I have always wanted to go to St. Petersburg as there are so many beautiful old buildings there and also a lot of art galleries.

Exercise 4b (p. 76)

A – 2 B – 7 C – 6 D – 4

Exercise 5 (p. 76)

tranquil: calm and peaceful
casts a spell: has a magical effect
efficient: productive
peak hours: time of highest demand
diversity: variety
logged: cut down for timber
notable: important, interesting
testament: witness, evidence
running commentary: continuous description
abundant: in large quantity
soars: rises high
roam: wander
substantially: greatly

Exercise 8 (p. 77)

SA: Well, in the first place, it's important to explain why the building or the place is interesting, isn't it?
 SB: Of course, so you would have to say how old it is and also include some of the history of the place.
 SA: Yes, I agree. In my opinion, you should also explain the purpose of the building or place, who built it and why.
 SB: People will need to know how to get there as well, and how much it will cost them to visit.
 SA: Yes, we should include that information. I don't think that we need to say whether we like it or not, but we should mention how popular it is.
 SB: Definitely, people like to go to well-known places.
 SA: And if it is a place that is being threatened by something, like development, or it needs repairing, we should mention that because then maybe the visitors will donate some money to help.
 SB: Yes, that's a good idea.

Exercise 9 (p. 77)

Moscow, the capital city of Russia, is the largest city in Europe. There are many famous historical buildings there as well as some fantastic, newer architecture. Visitors should definitely visit the Kremlin, Red Square and Alexander Gardens. One of the best art galleries is The Pushkin Museum of Fine Art.

Unit 3.6

Exercise 4a (p. 78)

When I am on holiday I prefer to stay in modern cities. I like going shopping in trendy shops and seeing beautiful architecture. I enjoy eating in stylish restaurants and walking along busy streets. I love visiting amazing art galleries and experiencing the urban lifestyle. I like swimming in crystal clear waters and going to superb theatres as well. Lastly, I like riding on fairground attractions.

Exercise 4b (p. 78)

If I were you, I'd go to Moscow for your holidays. You can shop in trendy shops and see beautiful architecture. etc

Exercise 5 (p. 78)

Places to visit: The Kremlin, Red Square, Lenin's Tomb – The Mausoleum, St Basil's Cathedral, Bolshoi Theatre, State Tretyakov Gallery

A: Have you ever been to Red Square?
 B: No. What's it like?
 A: It's well worth a visit, although it can get very crowded in the middle of the day. So many people go there.
 B: How about Lenin's tomb?
 A: Oh yes, that's fascinating but it's only open between 10 am and 1 pm and there is always a long queue so get there early and be prepared to wait.
 B: What do you think of St Basil's Cathedral?
 A: It is of course the image everyone has of Moscow. The colourful spires are quite magical and many artists sell painted pictures of it.
 B: So Red Square offers many attractions for the daytime. What about the evening?
 A: If I were you, I would definitely go to the Bolshoi Theatre. The building is a beautiful example of classical architecture and some of the best ballet I have ever seen is performed there.

Exercise 7 (p. 79)

- 1 Mr Thomson will have to **account for** his rude behaviour towards a client.
- 2 Her children are more **important to** her than her career.
- 3 Some people are **optimistic about** the future of the planet and believe we have learned valuable lessons from the past.
- 4 The new product will be **available to** the public at the end of next week.
- 5 I didn't know that broccoli is **rich in** vitamin C.
- 6 She decided to **invest** a big sum of money **in** real estate.
- 7 It was difficult for Karen to **cope with** the stress of her new job, so she left the company.
- 8 Many patients would **benefit from** the new vaccine.
- 9 Although she had the **benefit of** university education, she decided to become a singer.
- 10 If you are **interested in** history, a trip to Greece is a must.
- 11 She **stared at** him in horror.
- 12 Her family **stared in** amazement when she announced that she was getting married the following month.

- 13 Her diet mainly **consists of** fruit and vegetables.
 14 Fruit salad is a tasty dessert that is **packed with** vitamins to keep you healthy.

Unit 3.7

Exercise 4 (p. 80)

Personally, I think a cruise is the best type of holiday because there are so many things you can do. You can go swimming in the pool during the day and enjoy the nightlife once the sun goes down.

Exercise 6 (p. 81)

I think camping holidays are becoming more popular for many reasons. Firstly, it's because they are so economical. Once you have bought all the equipment it is very cheap to rent a space on a campsite. Secondly, camping gives you a sense of freedom. You can do what you want, when you want. Thirdly, it is a great way to get away from it all and explore unspoilt countryside. You can walk or drive to places where very few people go. You are also very close to nature when you're camping. You're out in the woods and you get an experience that you can't get anywhere else. Lastly, camping lets you develop skills that you may have never known that you had. You can learn to cook outdoors, fish, set up a tent, build a fire and so on.

Unit 3.8

Exercise 4a (p. 82)

In picture A, I can see an archaeological site, it might be a temple, and in picture B, I can see a very luxurious hotel with a pool. A good reason why people might go to the place in picture A is out of a sense of curiosity about the past. Another reason would be that maybe they are people who want to gain a better understanding of ancient cultures or perhaps they simply want to admire the beauty of the sites. People who visit these types of places usually have a strong interest in history and architecture. On the other hand, people might go to a place like the one in picture B because they want to relax and the feeling of luxury that staying in a resort provides. Also, they might like seeing new places and meeting new people.

Exercise 4b (p. 82)

People might visit archaeological sites: out of a sense of curiosity, to gain a better understanding of ancient cultures, to admire their beauty, because they are interested in history and architecture.

People might visit a resort: because they enjoy relaxing and the feeling of luxury. Also they can see new places and meet new people.

Exercise 5 (p. 83)

- A: I think the first speaker was successful. Do you agree?
 B: Yes, he spoke for the correct length of time and had some good arguments. For example, he pointed out how different young people are from older people.
 A: Yes, and he gave examples, like going to discos/going on activity holidays.
 A: What about speaker 2?
 B: She said very little but what she said was fine.
 A: Yes, she said that young people are adventurous. But she should have given examples of the things they like to do.
 B: I agree.
 A: And speaker 3?
 B: He had interesting things to say but he did not answer the question.
 A: I think he forgot what the question was!

Exercise 7 (p. 83)

As far as I'm concerned, young people like to have fun because they are young and full of energy. They like to do adventurous things such as skiing and bungee jumping. Apart from that, they don't care as much about museums and famous buildings as older people do.

Exercise 8a (p. 83)

- A: As the Smiths are on a tight budget, I think a hotel would be too expensive.
 B: Yes, I agree with you. Furthermore, the children like being close to nature so a seaside cottage would be better.
 A: Well it certainly is close to nature if they like the sea. Another possibility is the lodge which is in the middle of the countryside.
 B: They are very suitable but maybe the campsite would be cheaper and they would also be very close to nature.
 A: Yes, you are right, that would be the best option. Camping would be great fun for all the family.

Exercise 8b (p. 83)

They decide that the place in picture B would be the best place for the Smiths. It would be a cheap holiday as they could stay in tents and do their own cooking. Also, they would be close to nature and they would be able to meet lots of people who probably enjoy doing the same things as they do.

Exercise 9 (p. 83)

- A: One of the good things about travelling is that you get to see lots of new places and, therefore, you have the opportunity to learn about other cultures.

- B: You can experience different lifestyles as well. For instance, you can try local dishes.
 A: That's right. One of the benefits of travelling is the ability to enjoy new experiences.

Unit 3.9

Exercise 3 (p. 85)

The email accepts the invitation.

- Para 1** thanks for invitation.
Para 2 acceptance of invitation, comments about the event, offer of help, question.
Para 3 comments and questions about the event.
Para 4 thanks again, expressing excitement.

Exercise 4 (p. 85)

- invite:** I'd really love it if you could come; I really hope you can make it!
alternatives: Would you like to come; I'd be so happy if you could come; etc
accept: Of course, I'd love to come; I wouldn't miss it for the world!
alternatives: I'll definitely be there; I'll see you there; etc
thank: Thanks for inviting me; thanks again for the invitation.
alternatives: It was very nice of you to invite me; thank you so much for inviting me; etc

Exercise 5 (p. 85)

- 1 You are a penfriend replying to your English-speaking pen-friend, Henry.
- 2 What your plans for the summer are, whether you can visit your friend in August, whether you would like to go camping or stay in the city, 3 questions about a festival your friend visited.

Exercise 6 (p. 85)

- Para 1** opening remarks, thanks for invitation.
Para 2 answer to question about plans, acceptance of invitation, comments about the trip.
Para 3 questions about the festival that Henry went to.
Para 4 thanks again, expressing excitement.

Exercise 7 (p. 85)

- A** Dear Jenny,
 It was great to hear from you and I'd love to come on your birthday outing.
 I've never been to 'Wild Things' myself, but one of my friends organised a trip there for her birthday. It was really good. They went around the park on a bus to see all the animals and then they had a meal in the restaurant. I think it would be a great place to go for your birthday.

Maybe I could come to your town carnival with my little sister. What day is it on? Will there be any entertainment for children? I love carnivals especially if there are bands playing. Will there be any live music at this one? Anyway, let me know.
 See you soon,
 Mary

- B** 1 an email, invitation
 2 informal, invitation
 3 **Para 1:** opening remarks, reason for writing (to invite)
Para 2: details about the trip.
Para 3: further details, arrangements, etc.
Para 4: losing remarks, expressing hope that the person can come.

Hi Carl,
 How are you? I've been really busy so I'm going to my grandma's next weekend for a break. Would you like to come with me?
 My grandma lives out in the countryside. She's really great and loves having visitors. She won't mind at all if you come along. Her cottage is right next to a big lake, so we could go out in a boat and do some fishing. There's also a great restaurant by the lake where they have barbeques every Saturday night.
 If you want to come, we can meet at the train station at 7 o'clock on Friday evening. Oh, and bring your fishing rod!
 I really hope you'll come, let me know soon.
 Jack

Unit 3.10

Exercise 1 (p. 86)

narrative techniques:
 We spent all day on the beach...; In the evenings,...

descriptive techniques:
 It was such a pretty place, ...; ...a huge balcony with a gorgeous view...

Exercise 3 (p. 86)

- Rubric 1**
- 1 pen-friend
 - 2 your English pen-friend
 - 3 informal
 - 4 a description of your work at the tourist attraction and why you enjoyed it
 - 5 both techniques, e.g. The place was really beautiful. One day, I was working in the café when...and then...

- Rubric 2**
- 1 student who attended a summer sports camp
 - 2 the sports camp director
 - 3 formal

- 4 explanation of why you are writing, a description of the item of clothing and where it may be and a request for it to be returned if found.
- 5 both techniques, e.g. It is my favourite jacket. I was in the changing rooms after hockey practice...

Rubric 3

- 1 pen-friend
- 2 your English-speaking pen-friend
- 3 informal
- 4 information that will answer Max's questions about your experience of going on a student exchange programme and 3 questions about the school trip he is organising.
- 5 descriptive techniques, e.g. My host family were very friendly.

Rubric 4

- 1 pen-friend
- 2 your English-speaking pen-friend
- 3 informal
- 4 information that will answer Julie's questions about your new flat and 3 questions about the camping trip that she went on.
- 5 both techniques, e.g.. The neighbourhood is very nice. Last week, I was talking to the man who lives next door and...

Exercise 5 (p. 87)

- 1 No information about the neighbourhood.
- 2 neighbours, weather
- 3 I've met some of the neighbours, the girl who lives next door
- 4 I look forward to your reply – formal style
- 5 I've just won a writing competition at school.
- 6 really - used 5 times

Dear Julie,

How are you? I'm writing to tell you all about my new home.

I really love my new flat! It's quite small but very cosy, with a lovely warm fireplace. Also, it's on the seventh floor, so it has a fantastic view of the city, especially at night when all the lights are twinkling! I like the neighbourhood because there are shops nearby and a park at the end of the street.

I've met some of the neighbours and they seem pretty friendly. I've even made friends with the girl who lives next door. She's very nice and exactly my age!

Why was your camping trip awful? Who did you go with? Was the weather bad?

By the way, I've just won a writing competition at school. Well, I must go now, write soon.

Love,
Samantha

Exercise 6 (p. 87)**Rubric 1**

Hi Sam,

Are you looking forward to the summer holidays? I can't wait.

Last summer I worked at an amusement park by the beach. I'm hoping that I can get a job there this year as well. The park is a pirate-themed attraction for children, called Treasure Island. They have some great rides and a really nice pool.

I was working as a pool attendant and I loved it. I did have to work long hours but the work wasn't too hard, mostly just watching the children. I enjoyed being outdoors all day in the sunshine, I got a brilliant tan. And of course, at the end of the day, I could go swimming myself!

Anyway, I have to go and study for my exams now.

Speak to you soon.

Ryan

Rubric 2

Dear Ms Roberts,

I am writing with regards to a jacket that I may have left at the camp during my recent stay.

The jacket is made of dark blue cotton and has got a white fleece lining. It has a logo on the back, a star with the words 'Go-getter'.

I think that I may have left the jacket in the girls' changing rooms. I was playing in the final match of the hockey tournament on Friday afternoon, and I cannot remember wearing it after the match.

I would be extremely grateful if you could post the jacket to me, if you have found it. If you could telephone me and let me know how much the postage will be, I will send you a cheque to cover the cost.

Yours sincerely,

Anna Cook

Rubric 3

Dear Max,

It was good to hear from you. You're right, I went on a student exchange programme last summer.

I had a great time! I stayed with my host family for two weeks. They were really nice and made me feel like one of the family. They had three dogs and we used to take them for walks every night.

During the week, all the students would meet up every day and go on trips. We went to museums and art galleries and we also played sports together. My favourite trip was when we all went to the theatre to see a musical show.

Where were you thinking of going for your end-of-term trip? How many students are there in your class? Do you think your classmates would like to go to see a show?

Let me know what you decide to do.

Best wishes,

Mary

Unit 3.11

Exercise 1a (p. 88)

- 1 an email
- 2 your English-speaking pen-friend
- 3 recommendation and reason, background information about the film, good features of the film, questions about the exchange student's visit.
- 4 present simple, present perfect, present perfect continuous.

Exercise 1b (p. 88)

Yes, the writer does include all the information asked for in the rubric.

Exercise 1c (p. 88)

The writer recommends the film as: a brilliant action-packed adventure with a thrilling plot and excellent special effects. The actors give fantastic performances and the writer thinks that most young people would enjoy the film.

Exercise 2 (p. 89)

- 1 – c film – romantic comedy; western; adventure; musical; independent
- 2 – g beginning/ending – slow; predictable; happy; sad
- 3 – b characters – well-rounded; amusing; believable; central; main
- 4 – f success – enormous; amazing; incredible; instant
- 5 – d novel – crime; romantic; prize-winning; popular; classic
- 6 – a plot – complicated; thrilling; simple
- 7 – e theme(s) – central; general; similar; underlying; important

- 1 She didn't enjoy watching **horror films**.
- 2 The book has a totally **unexpected ending**.
- 3 The film featured a lot of very **likeable characters**.
- 4 The film proved to be a **box office success**, despite receiving bad reviews.
- 5 She particularly enjoyed reading **historical novels**.
- 6 Unfortunately, the film had a very **predictable plot**.
- 7 Most of his books had quite **unusual themes**.

Exercise 4 (p. 89)

- 1 A letter.
- 2 Your pen-friend. An informal style.
- 3 **Para 1:** opening remarks/background info about book
Para 2: review of book
Para 3: questions about Matthew's decision
Para 4: closing comments

Hi, Matthew,
Thanks for your letter. I've just finished reading a book that I think you would enjoy, *Gwynedd*, by David Jones. It's a thriller, set in thirteenth century Wales.

The story is based on true events and is very exciting. The writing is excellent and the characters really come to life. The plot is quite complicated but the end is a real surprise. It's the best book I've read in ages.

I was surprised to hear that you're taking a year out. What do your parents think about it? Are any of your friends taking a year out too? A lot of students here go travelling in their gap year. Is that what you're planning to do?

Anyway, I hope you enjoy the book.

Write soon,

John

Unit 3.12

Exercise 1 (p. 90)

Pic. 1 This is a famous cathedral in Vladimir, Russia. It is sometimes called the Dormition Cathedral. It is one of the famous 'White Monuments' and it is important because it is one of the oldest and biggest churches in Russia.

Pic. 2 This is the city of Bath, which is in the southwest of England. The picture shows Pulteney Bridge, designed by Robert Adam. It is one of the best examples of Georgian architecture in Britain.

Pic. 3 This picture shows the Taj Mahal, which is in India. This is a very famous white marble temple which is beautifully decorated. It is an important testament to the skill of the Mughals, who built it.

Pic. 4 This is Yaroslavl, which is in Russia. Yaroslavl is famous for its old buildings, especially the churches. They are important because of the frescoes inside them.

1 – C 2 – D 3 – A 4 – B

Exercise 3 (p. 90)

- 1 Vladimir lost its prominence as a result of foreign occupation.
- 2 A monument built by a devoted husband can be found in the city of Agra.
- 3 It is surprising that Bath has many fine Georgian buildings because the city was bombed during World War II.
- 4 You would go to Yaroslavl to see examples of the best wall paintings.
- 5 Agra is noted for having a long tradition of learning and literature.
- 6 Bath became a popular place to visit in the 18th century because of the hot springs and the many places of entertainment there.

Exercise 4 (p. 90)

symmetry: proportion
mausoleum: tomb

established: set up
prosperity: wealth
former: previous
renowned: famous
exteriors: outer surfaces
fashionable: stylish
extensive: widespread

Exercise 6 (p. 90)

I would like to visit the Taj Mahal. I have seen many photographs of this building and I think it looks amazing, so I would like to see it for myself.

Project (p. 90)

The Kazan Kremlin is situated in the Republic of Tatarstan. It is a group of historic buildings that date back to the period between the 16th and 19th centuries. They were built on an ancient site and some of the remains of the earlier structures, dating back to the 10th century, were integrated into the new buildings.

The Kazan Kremlin is considered important because the site and the monuments are an exceptional example of the combination of Tatar and Russian architectural influences. Originally a Muslim monument, it was conquered by Ivan the Terrible in 1552 and became Christian. It therefore represents both faiths as well as being a symbol of historical continuity. UNESCO declared the Kazan Kremlin a World Heritage site in the year 2000.

Unit 3.13

Exercise 1 (p. 92)

I think that this picture shows a fantasy land. I think this because the houses look very strange and there are waterfalls coming from the towers.

Exercise 2 (p. 92)

They are in a monastery, which is high up because the air is thin. I think they must be worrying about what is going to happen to them in this strange place.

Exercise 4 (p. 93)

monastery: a place where monks live
unaware: not realising sth
spacious: having a lot of room
accommodation: a place to stay
satisfactory: acceptable
attitude: a feeling about sth
suffering: experiencing pain
barbarian: uncivilised, wild
civilised: cultured
combine: join together
tradition: custom
rare: uncommon
native: from that place
subtle: not obvious

Exercise 5 (p. 93)

- 1 When we went camping last week, we enjoyed the **thin air** of the mountains.
- 2 Tony's **witty comments** always keep people entertained at parties.
- 3 "Good morning ...," Paul replied to Sue's greeting with a **tight smile**.
- 4 My bedroom has a **fine view** of the city.
- 5 She sat on the park bench enjoying the **pleasant feeling** of the cool breeze in her face.
- 6 While we stayed on the island, a **native servant** prepared the meals for us.

Exercise 6 (p. 93)

Conway feels relaxed and at ease. He is oblivious to his companions' reactions and the details of his arrival because he is so relaxed.

Exercise 7 (p. 93)

Dear Jim,
 Hope you are well. I must tell you all about my latest adventure.

I was very lucky to survive a plane crash with three other passengers, Conway, Barnard and a Miss Brinklow. Well, a Chinese man called Chang, led us to the most amazing Tibetan monastery, high up in the mountains.

The journey was very tiring and I found it very hard to breathe because of the thin air. As soon as we arrived, we were shown to our rooms. Mr Chang was very polite and invited us all to dinner that evening.

However, I was very worried about what might happen to us and decided to make plans for us to leave as soon as we could. The others didn't seem to be worried at all, in fact Conway was thoroughly enjoying himself. He had lived in China for nearly ten years so he was used to their culture. Eventually, we did leave and I will write and tell you about my next adventure.

Yours sincerely,
 Mallinson

Unit 3.14

Exercise 1 (p. 94)

In the big picture I can see a tent and picnic table in a forest. The people who are staying in the tent must be off exploring. In the second picture I can see a beautiful exotic island. If I had a choice, I think I'd go to the exotic island because it would be so relaxing and romantic.

Exercise 2 (p. 94)

Eco-tourism is a kind of tourism that places emphasis on not damaging the area that you are visiting. Also, it is a type of tourism that aims to help the locals who live in the area.

Exercise 5 (p. 94)

Instead of staying at a resort, Kate could stay in traditional accommodation where the money she spends would go to the locals. Perhaps she could do something other than participating in water sports or visiting the water park. She should walk to places because the car pollutes the environment. In addition, it would be better if she bought local handicrafts as opposed to souvenirs from chain stores and went to restaurants owned by locals. Finally, she could also go to places of entertainment that are owned by locals where she would learn much more about the local culture.

Focus on RNE**Speaking – Task 1 (p. 98)**

I believe that public transport is very important in our everyday life because it is a convenient way to get to your destination. It is especially helpful for those who work in the city centres where taking a car is sometimes impossible. It is also very useful for teenagers since they do not have a driver's license. It allows them to have some independence and not always rely on a parent or another adult to drive them around. While not always perfect, public transport is quite reliable. There are timetables which tell you when the means of transport run and since the same routes are followed, you have a rough idea of how long it will take to get to your destination. Many people have their own cars, and while it might be easier to use them in the evenings and at weekends, I believe that public transport is the best alternative for everyday life. It is less expensive to use public transport than pay for petrol and car maintenance. What is more, if more people used public transport our city streets would be less congested and there would be less pollution. So public transport is not only more economical, it also helps us protect our environment.

Writing – Part 1 (p. 98)

Dear Sarah,

Thank you for your letter. At our college there is a Career's Advisor, who helps us to decide which occupation to choose. I have made an appointment to see her next week. I am hoping that she can give me some advice about training to become an engineer. I would like to work at the aircraft factory that is in my town. My favourite subject at school was Science so I would teach that, but I think I would be a very bad teacher!

Why is your grandfather staying with you? Does he live a long way away? My grandparents live very near to me so I see them every day. How long is your grandfather going to stay with you?

Best wishes,
Lucy

MODULE 4**Unit 4.1****Exercise 1 (p. 100)**

In the pictures I can see a volcanic eruption, a forest fire and a lightning strike.

Floods, forest fires, heatwaves and thunderstorms are quite common in my country.

Exercise 2 (p. 100)

A: The title of the text is 'Into the eye of the Storm', so the text must be about a storm.

B: I can see a man in the picture. He is looking at a storm, a tornado. His camera is pointed straight at it.

A: He must be a cameraman or a meteorologist. He is really interested in the storm and wants to get a good picture of it.

B: Maybe he works for a TV station. etc

Exercise 4 (p. 101)

rips: tears

destructive: damaging

demolish: knock down

grabs: snatches

capture: record

depicts: portrays

swiftly flowing: quickly moving

gave way: collapsed

dodged: avoided

fleeing: running away

literally: actually

sucked: drawn forcefully

committed to: decided on

devoted: dedicated

seek perfection: look for excellence

make up for imperfections: compensate for faults

SA: What would you see, feel and hear if you were faced with a tornado?

SB: I would see clouds gathering, and then a funnel of air. I would hear a rumble and howl in the distance. I would feel scared.

SA: Why is Warren different to most people?

SB: He doesn't run away from storms. He likes to photograph them.

SB: How old was Warren when he went on his first chase?

SA: He was twelve.

SB: Why weren't the other children allowed to hang around with Warren?

SA: Because their parents felt his activities were too dangerous. etc

Exercise 5 (p. 101)

2 Warren's pictures of **extreme weather conditions** are quite famous.

- 3 His photographs have been used as **promotional material** for albums.
- 4 Warren nearly drowned in a **flash flood** when he was twelve.
- 5 His first chase had a **profound effect** on his life.
- 6 His near-death experience taught him to **live life to the fullest**.
- 7 Catching scorpions was one of Warren's first **profitable pursuits**.
- 8 Warren is always hoping to get the **perfect shot** of a tornado.
- 9 Despite many dangerous situations, Warren has, time and time again, lived **to tell the tale**.
- 10 Warren sold **deadly scorpions** to an old man.

Exercise 6 (p. 101)

- A: What do you remember about Warren Faidley from the text?
- B: He has a dangerous job. He is a storm chaser.
- A: Yes, and he nearly died when he went on his first chase.
- B: He used to collect scorpions and then sell them.
- A: For Warren Faidley chasing tornadoes is the most important thing in his life.
- B: Would you ever do such a risky job?
- A: No, I don't think so. It is far too dangerous.
- B: Yes, I agree with you. No amount of money would be worth the risks involved.

Exercise 7 (p. 101)

Warren Faidley is a person who has always followed dangerous pursuits. He almost lost his life once when he fell into a raging river. This experience had a profound effect on his attitude towards life. He has made a successful career for himself by taking close-up photographs of tornadoes and, as a result, film-makers would like to make a film based on his life.

Unit 4.2

Exercise 8 (p. 103)

- A: Someone told me that Connecticut will experience a rare summer blizzard.
- B: That sounds quite serious.
- A: Did you know that the temperature in Manchester will reach 38°C next month?
- B: Really? That's a bit worrying.
- A: I read somewhere recently that dust storms from the Sahara are spreading across southern Europe.
- B: Oh, that's terrible!

Exercise 9 (p. 103)

In the first picture, I can see a mother and her two sons on a beach. They are wearing light summer clothes so I think the weather is warm and sunny. I am sure they feel happy and relaxed.

In the second picture, there are six people who look as though they are on a skiing holiday in the mountains somewhere. They are all wearing warm clothes such as ski suits, hats and gloves and you can see the snow so it must be cold. I think they probably feel excited because they are skiing.

Exercise 10 (p. 103)

Good evening. Here is the weather forecast for tomorrow, the 28th of August. The warm, sunny weather we have been enjoying for the last two weeks looks set to continue in the south of the country, but a few scattered showers can be expected later in the day in the north. Temperatures will remain average for this time of year with highs of 28 degrees in some areas. And that is the end of the weather forecast. Good night.

Unit 4.3

Exercise 1 (p. 104)

I know that humpback whales are one of the largest species of whale. Whales have been hunted for many years and now there are far fewer than there used to be.

Exercise 3 (p. 104)

moths: insects like butterflies
expertise: skill
confirm: prove
haunting: unforgettable
unique: only one
plight: trouble
enormous: huge
foundation: base
moratorium: ban
blubber: whale fat

Exercise 5 (p. 105)

- 1 Bats use sound to **locate their prey**.
- 2 Justin Timberlake's new song was an **instant hit**.
- 3 Some animal species are **under threat** from illegal hunting.
- 4 A **chance meeting** with a famous fashion designer got him into the fashion industry.
- 5 The doctor and his **fellow researcher** were going to a conference.
- 6 Opinions have changed about **commercial whaling**.
- 7 The beach was closed to swimmers after high levels of **man-made poisons** were found in seawater samples.
- 8 The local residents came out **in full force** to help clean the beaches in the area.
- 9 There is **increasing concern** about global warming.
- 10 Tigers are truly **magnificent creatures**.

Exercise 6 (p. 105)

SA: Where did Roger Payne and Frank Watlington meet?

SB: They met in Bermuda.

SA: What were the noises that Watlington had recorded?

SB: They were humpback whale songs.

SB: How did Roger help the whales?

SA: He released a recording of the whales' songs to raise awareness of their plight.

SB: Did it work?

SA: Yes, the recording was an instant hit and the 'Save the Whales' movement was founded. etc

Interview

A: Roger, how did you discover that humpback whales actually sing to each other?

B: Well, I was in Bermuda when I happened to meet Frank Watlington, who had recorded some strange noises on his underwater microphones.

A: Did you realise what he had recorded?

B: Not at first, but after I had studied the recordings carefully, I realised that the noises were actually the whales singing to each other.

A: And I understand that you released a recording of these haunting songs.

B: Yes, and it was very popular with the public. With the money that sales of the recording raised the 'Save the Whale' movement was begun.

A: Which, I understand, helped to bring an end to commercial whaling?

B: Thankfully, yes. However, the whales are now under threat from pollution in the oceans.

A: Well, Roger, you'll have to come back to talk about that on another show. Thank you for now.

Project (p. 105)

Like many whales, the humpback whale belongs to the rorqual family. Rorquals have dorsal fins on their backs and pleats that run from the lower jaw to the belly. Every humpback whale's fins and tail are unique, just like fingerprints in humans. This means that information can be gathered about the species.

Adult females are longer than adult males. A female is usually between 13 and 15 metres long, whereas males are between 12 and 14. Both male and female weigh between 25 and 40 tons.

They feed on small fish such as krill, shrimps and so on. Each whale needs up to one and a half tons of food every single day.

A female humpback whale usually has a calf every 2-3 years. A whale calf weighs almost one ton (907 kg) when it is born! It drinks its mother's milk for the first year of its life. This milk is rich in fat.

Humpback whales can be found in all of the oceans in the world. They follow a regular migration route. In the

summer they feed in cold waters and in the winter they prefer warmer waters for mating and calving.

The most interesting behaviour of the whale is its song. Male humpback whales sing long, 'complex' songs. A song can last between ten and twenty minutes and is typically repeated for hours at a time. Each group of whales has its own song that changes from year to year. Unfortunately, humpback whales can be an easy target. Many have been killed illegally over the past fifty years, despite having had worldwide protection status since 1966. Sadly, it is estimated that only 30-35% of the original humpback whale population survive.

Unit 4.4

Exercise 4 (p. 107)

- 1 The Earth's weather is regulated by the rainforests.
- 2 Only 2 per cent of 250,000 known plant species have been investigated for their possible medical value.
- 3 Projects to ensure the survival of the ecosystem are constantly being developed by environmentalists.
- 4 Tougher environmental laws will need to be passed.
- 5 The Hawaiian monk seal was nearly driven to extinction by the oil exploration business.
- 6 The environment was being protected by Greenpeace long before it became fashionable.
- 7 The blue whale had been hunted almost to extinction.
- 8 According to some estimates, greenhouse gas emissions will have been reduced in five years.
- 9 A predator had never been faced by the dodo before its natural habitat was invaded by humans.
- 10 The elephant population is going to be destroyed by illegal hunters.

Exercise 5 (p. 107)

Hundreds of species around the world are protected by the World Wide Fund for Nature, but special attention is focused on endangered species. Special measures and extra protection are needed for these species if they are to survive. Over 2,000 projects are currently being funded by the WWF. Also, almost 4,000 people across the planet are employed by the WWF, but more support from the public is always needed. A living planet for future generations can only be ensured by the public.

Unit 4.5

Exercise 1 (p. 108)

Like most countries, my country faces nearly all these problems, apart from deforestation and the extinction of animals. I think some plants are faced with extinction, though.

Exercise 3 (p. 108)

- 1 deforestation
- 2 recycling

- 3 forest fires
- 4 litter
- 5 extinction of animals
- 6 extreme weather conditions due to global warming
- 7 man's effect on wildlife

Exercise 5 (p. 108)

headed for: moved towards

saplings: young trees

installed: put in place

concern: anxiety/worry

arson: starting a fire illegally

proclaim: say publicly

sparkling: shining brightly

massive: very large

participate: join in

as neat as a pin: clean and tidy

evidence: sign/proof

confirmed: definite

harsh: serious/strong

took a turn for the better: improved

Exercise 6 (p. 109)

- 1 Unfortunately, every summer large areas of **valuable woodland** are burnt down.
- 2 The fine they gave him was minimal. It was more or less **a slap on the wrist**.
- 3 The **government grant** helped to fund the clean-up.
- 4 She was very tidy and her home was always **as neat as a pin**.
- 5 Local people suggested **a series of searches** to find the missing boy.
- 6 Although he was sentenced to fifteen years in prison, he still **proclaimed his innocence**.
- 7 The **sonar signal** from the boat, made a strange noise that confused the young whale.
- 8 She finally lost her patience with the bank and closed her account **once and for all**.
- 9 A devastating storm caused **millions of dollars' worth** of damage.
- 10 They only had water for two more days; it was a **desperate situation**.

Exercise 7 (p. 109)

Texts 1, 2, and 4 describe people helping the environment. I think that planting trees is the best idea because forests are being destroyed at a rapid rate and we should help to restore natural woodland. Furthermore, this project will have a long-term benefit to the environment as a whole, unlike picking up litter which will only temporarily clean up that area.

Exercise 8 (p. 109)

Well, last weekend about twenty students from my school went to plant trees in Brampton Forest. I'd never done anything like that before. Anyway, we had to dig holes and then plant young trees in them. It wasn't hard at all. I really enjoyed being out in the fresh air and doing something to help the environment.

Exercise 9 (p. 109)

Hi John,

Do you know what I did last Sunday? I went, with a group of friends from school, to replant trees in Brampton Forest. It was great! We spent all day planting young trees in the woodland area.

I think it will make such a big difference. The fire last year really affected the area, you should have seen it! Many of the trees were destroyed but we managed to plant over 2,000 new ones on Sunday.

It felt good to do something to help the environment, and all that digging was good exercise too!

If we do it again, you must come along.

Bye for now,

Ben

Unit 4.6

Exercise 1 (p. 110)

Picture 2 shows fumes and steam coming from the chimneys of a factory.

Picture 3 shows a young man holding a bird that is covered in oil.

Exercise 2 (p. 110)

- Cars emit gases and as a result there is air pollution.
- Using catalytic cars would reduce this.
- Sprays can damage the ozone layer so they contribute to the greenhouse effect. Using ozone friendly products would help to reduce this.
- Hunters kill animals and consequently more animals face extinction. Governments should introduce laws against hunting to stop this.
- Illegal logging leads to deforestation. We need to start tree planting campaigns to reduce this.

Exercise 4 (p. 110)

- 1 WHO **stands for** the World Health Organisation.
- 2 People must **stand up for** their rights.
- 3 If you turn appliances off and unplug things when you don't need them, you will help **keep down** your expenses.
- 4 The dog was **let off** his leash at the dog park.
- 5 The woman was **giving out/away** chocolate bars for Halloween treats.

Exercise 7 (p. 111)

- A: Malaysia is going to clone threatened turtles.
 B: Could you say that again, please?
 A: I said that Malaysia is going to start a programme to clone turtles that are under threat.
- A: A glacial lake has vanished in southern Chile.
 B: Did you say a lake has vanished?
 A: Yes. It seems that the lake has completely disappeared.
 A: 900 monkeys have been seized from poachers.
 B: What did you say?
 A: I said 900 monkeys have been taken from poachers.
- A: Scientists are alarmed by the number of dead seabirds.
 B: Could you repeat that, please?
 A: What I said was that the number of dead seabirds has alarmed scientists.

Unit 4.8

Student A – Task 1 (p. 114)

There are many ways to improve your health and one of the most important is regular exercise. One idea might be to go running. Another might be to play football. Of course, to exercise we need a healthy diet. We must have plenty of fruit and vegetables in our diet and drink at least eight glasses of water every day. Perhaps we should cut down on junk food and fizzy drinks. Home-made food and fruit juice is much better for us. We should go to the doctor regularly to get health checks. The doctor can also give us good advice about how to prevent illnesses. Personally, I play a lot of team sports and eat a lot of fruit to keep in good health.

- Yes, they are because people always need to relax. Stress is very bad for the health and more free time means less stress.
- I'm not sure. We eat a lot of junk food these days and spend a lot of time in front of the TV. In the past, there was no TV or junk food.
- We are definitely concerned about health issues. We want to be healthier and live longer so learning about the issues is a great help.
- I don't think so. Everybody knows that we should eat fruit and vegetables, drink water or fruit juice and get plenty of exercise. The difficulty is doing it!
- My lifestyle is quite healthy. I get lots of exercise and I try to eat the right things.
- I could spend less time in front of the TV and stop eating crisps and chocolate.

The speaker in the model answer says that the benefits of exercise are that it helps you to burn calories and so lose weight. The speaker also points out that exercise tones your muscles and keeps your body in good condition, while eating well means you stay healthy.

Student A – Task 2 (p. 114)

- A: I think a cooking healthy food workshop would be a very good idea for Health Week. It is very important to know what to cook and how to cook it.
 B: Yes, that would be great, because everyone can get involved in a workshop and we can learn something. The sport and keep fit day is a good idea, but we already have PE lessons at school and they teach us about keeping fit.
 A: I would have to agree. We need something different. I know a lot of students suffer from stress and a talk advising them how to beat it would be useful.
 B: Yes, but it wouldn't be very interesting. What do you think about a walk in the countryside? I don't think that would be very popular.
 A: I disagree. I think a lot of students would enjoy that. We could get some fresh air as well as learn about wildlife in the countryside. OK, which special event shall we choose?
 B: I believe the cooking healthy food workshop is best, because all the students can join in and we learn something that we can do at home.
 A: I think you're absolutely right. The workshop is the best idea for Health Week.

The speakers in the model answer agree on organising a cooking healthy food workshop, because everyone can take part. It doesn't matter how fit the students are, or if the weather is bad, unlike the other options. In addition, the students can learn about healthy food and practice their cooking skills.

Student B – Task 1 (p. 115)

We must protect the environment. First, we must reduce pollution. One idea might be to use public transport and cut down on exhaust fumes. Then we might make factories put filters into their chimneys so that they don't pollute the air as much. Also, it is very important to protect the countryside because it is home to a lot of wildlife. Let's not forget that we get a lot of fresh food from farms in the countryside. People can save energy by switching off lights when they leave a room. They can also recycle as much as possible and not waste water. Governments need to pass more laws to reduce pollution and protect the environment. A good idea would be to run awareness campaigns so that everyone can learn how to help.

- Yes. I could recycle more things like newspapers and aluminium cans.
- Young people are very concerned about environmental issues because they will have to deal with all the problems in the future.
- I think a television campaign with famous sportsmen and actors is best to increase people's awareness of environmental issues. People pay attention to celebrities.

- It is possible to solve the world's environmental problems but we have to do things now and not leave them to future generations.
- I live in a city so air and noise pollution affect me the most.
- We are all to blame for the world's environmental problems and that is why we must all work together to solve the problems.

The speaker in the model answer says that the government should pass new laws to make recycling household rubbish compulsory and introduce fines for dropping litter. They should also make people more aware of environmental issues. People can help by reducing the amount of energy that they use in their homes and by using their cars less often.

Student B – Task 2 (p. 115)

- B: I think a clean up the park or beach day is a very good idea for Environment Week because it is something that all the school could get involved in.
- A: Yes and we can see the results at the end of the day. What do you think about a workshop on how to make homes more environmentally friendly?
- B: It's a good idea, but students might find it a little boring. I like the idea of a morning planting trees in the local park because this is something that helps the community.
- A: You're right. And the students would enjoy a morning in a park away from school.
- B: I don't think the afternoon collecting money for a local environmental group is a very good idea. The students need to see some results. The money raised would be useful but it might be spent a long time from now.
- A: That's a good point. So, what event will you choose for Environment Week?
- B: A clean up the park day is a great idea, but I think planting trees will be more popular with the students because the trees will hopefully be around for many years.
- A: I agree. That's the best idea.

The speakers in the model answer decide to organise a tree-planting event because it will be more fun for the students than the other options. They agree that students may feel awkward collecting money and that cleaning up the beach will not have such long-term benefits as planting trees.

Unit 4.9

Exercise 2a (p. 117)

- 1 the pros and cons of package holidays
- 2 your teacher

- 3 **advantages:** economical, everything is organised for you, travel in a group with people who share your interests
disadvantages: not very relaxing, little flexibility, heavy itinerary
- 4 formal or semi-formal

Exercise 2b (p. 117)

Model 1 is the best. It is written in a semi-formal style, a different paragraph is used for each point made, each paragraph begins with a topic sentence that is supported with examples and linkers. There is a balanced conclusion that briefly summarises the previous points.

Exercise 2c (p. 117)

Alternative topic sentences: There are many good reasons for opting for a package holiday./On the other hand, there are some bad points to booking a package holiday.

Exercise 3 (p. 117)

list points: Firstly, Secondly, Furthermore, To start with, First of all, Finally

conclude: To sum up, All in all

link similar ideas: Furthermore, In addition, Also

add points: Furthermore, In addition, Also

make contrasting points: However, On the one hand ... on the other hand

Firstly → To begin with

Secondly → Also

Furthermore → Moreover

However → But

To start with → First of all

In addition → A further point is that

For example → This means that

To sum up → In conclusion

On the one hand ... on the other hand → While ...

Unit 4.10

Exercise 1 (p. 118)

Para 1: Introduce the topic

Para 2: Give the arguments in favour of the statement with justifications/examples

Para 3: Give the arguments against the statement with justifications/examples

Para 4: Give a well-balanced summary of the topic

Exercise 6b (p. 119)

Begin: More and more people these days are shopping online. It goes without saying that buying things in this way has both advantages and disadvantages. *Technique – make reference to a situation*

End: When all is said and done, the saying ‘Buyer beware’ is the best advice that can be given when talking about shopping online. *Technique – end with a quotation*

Exercise 7 (p. 119)

It seems that, nowadays, more and more people prefer watching DVDs at home to going to the cinema. Will the time come when we will give up going out and socialising at all? Or is it just a passing trend?

There are some advantages to watching DVDs at home. Firstly, it is far more economical than going to the cinema. Going to the cinema can be very expensive as ticket prices have soared in recent years. On the other hand, the rental price of a DVD is very low. Secondly, watching DVDs at home offers you more flexibility. You have a choice of what you want to watch and when you want to watch it.

However, there are some disadvantages to renting DVDs. In the first place, staying at home means you miss out on the whole cinema experience. Sitting in a big cinema surrounded by other people is a great experience. In addition, watching something on a TV screen cannot compare with watching something on the huge screens found in cinemas. The colours are brighter and the stars of the films are larger than life.

On balance, it seems that while watching DVDs at home is cheaper and more convenient, it does mean that you miss out on the wonderful atmosphere offered at a cinema. As a famous director once said, “Cinema should make you forget you are sitting in a theatre.”

Unit 4.11

Exercise 1a (p. 120)

SA: I know that the Valley of the Geysers is in Russia and that the Volga River is the longest river in Europe.

SB: I know that rice terraces are fantastic formations carved into the land thousands of years ago.

Exercise 1b (p. 120)

In the Valley of the Geysers, landslides or explosions could happen.

The Volga River could become polluted if industries pour their waste products into the water.

The Rice Terraces could crumble away if they are not looked after properly.

Exercise 4 (p. 120)

Text A

- 1 A geyser is a hot spring which sends hot water or steam out of the ground.
- 2 In 2007, an enormous landslide happened which covered two-thirds of the valley.

- 3 The officials decided not to clear away the landslide as it had happened naturally, and they thought that they shouldn't interfere with nature.

Text B

- 1 Poisoned water and the destruction of the natural flow were the main problems that affected the Volga River during the 20th century.
- 2 Fish farms were introduced to increase the population of fish.
- 3 Action is being taken to limit the pollution deposited in the river, and impose regulations on how the waters are fished.

Text C

- 1 The terraces were built by the people of ancient tribes, using hand tools.
- 2 The terraces are not being farmed and so they are now grasslands, which are being eroded by natural forces.
- 3 The terraces have been placed on UNESCO's 'endangered sites' list. In addition, the younger generation is being taught about the cultural heritage of the terraces.

Exercise 5 (p. 121)

	Location	Problem	Solution
Valley of the Geysers	Eastern Siberia, Russia	Landslide	No action taken
The Volga River	Russia	Water pollution/ Reduced number of fish	New regulations against pollution/Fish farms set up
Rice Terraces	Philippines	Erosion and neglect	Protection set up/Education

Text A

There was a huge landslide in the Valley of the Geysers, in Eastern Siberia, but the authorities decided not to clear away the debris as it was a natural occurrence.

Text B

The Volga River in Russia had become polluted with industrial waste and the fish were unable to breed. Regulations have been imposed and fish that were bred in fish farms have been put into the river.

Text C

The Rice Terraces in the Philippines were in danger from human neglect and natural erosion. They have now been protected and the younger generations are being taught how important they are.

Project (p. 121)

In 1994 about 22 percent of the world's forests and 50 percent of its coniferous forests were in Russia. At this time, vast areas of Siberian forest remained untouched. These forests are very important to the ecology of the whole planet.

However, environmentalists fear that the rate of deforestation in Russia will increase dramatically, especially in remote regions. There is a great demand world-wide for timber and many foreign companies are interested in logging in these areas. Despite the practical difficulties that are involved, the companies know that they will make enormous amounts of money from the wood that they collect.

Russian environmentalists are working to protect the Siberian forests, which are known as the taiga. The taiga is the largest forest in the world, far larger than the Brazilian Amazon. In fact it covers over 2 million square miles.

If logging in the taiga continues, scientists warn that there will be a significant increase in global warming.

Unit 4.12**Exercise 1 (p. 122)**

Perhaps Herman Melville lived by the sea or he may have been a sailor. He may have chosen to write about a sea adventure because he wanted to write an exciting story.

Exercise 4 (p. 122)

- 1 The sailors had been searching for the whale.
- 2 Ahab was sure that he had seen the whale first.
- 4 The men followed the whale in small boats.

Exercise 5 (p. 122)

peered: looked closely

beneath: below

spout: gush of water

fate: destiny

rhythm: pattern of sounds

swiftness: speed

noiseless: without a sound

Exercise 6 (p. 122)

mast: tall pole in the middle of a ship

sails: large pieces of cloth that catch the wind

lookouts: people who watch for events at sea

instant: moment

glimmer: sparkle, shine

broad: large and wide

Exercise 7 (p. 123)

Dear Jack,

I must tell you what happened today on the ship.

The sailors lifted Captain Ahab up to the top of the main mast so that he could look for Moby Dick, the white whale that bit off his leg. Well, he finally spotted the enormous creature, before any of the other lookouts. Of course, all I could see were the jets of water that the whale was spouting.

The whale didn't seem to have noticed the ship and was swimming away into the wind. Captain Ahab was very excited and ordered the men to lower the boats into the water so that they could chase the whale. Unfortunately, I had to stay on board and keep the ship safe.

I could see everything from on board the ship, although I really wished that I was in one of the small boats, racing across the water after the whale. The sea was very calm and the boats looked like shells as they sped towards Moby Dick.

I have to get back to work now. I'll write and tell you what happened next as soon as I have time.

Best wishes,

Joseph

Unit 4.13**Exercise 1 (p. 124)**

The picture shows a polar bear on some ice. The title, Global Warming, suggests that the article will be about how these animals are under threat because they will lose their habitat as the earth warms up and the ice melts.

Exercise 3 (p. 124)

precisely: exactly

uncertain: unclear

increased: gone up

repercussions: consequences

species: types

reduction: lessening

food intake: amount of food

decreased: became less

summer fast: period when food is absent

sustain: maintain

receding: shrinking

alarming rates: disturbing speeds

cataclysmic: disastrous

maternity dens: places where a wild animal gives birth

collapse: fall down

emission: discharge

conditions: states

Exercise 4 (p. 124)

Greenhouse gas emissions must be reduced.

We must stop burning fossil fuels.

We must stop destroying forests.

We must do more to recycle materials.

Project (p. 124)

The Loggerhead Sea Turtle can be found in nearly all the world's temperate and tropical oceans. During the winter months they migrate to tropical and subtropical shores.

Sadly, however, this species is in decline. Many are captured in fishing nets or die due to human interference. And many more are likely to be lost because of global warming. Increased storms and rising sea levels could damage or destroy nesting areas and nests. It is estimated that nearly one third of the beaches used by turtles in the Caribbean could be lost this century. Furthermore, warmer seas can even upset the ratio of males to females. Some turtle species could become entirely female in the future.

Focus on RNE**Speaking – Task 2 (p. 128)**

- A: Well, in my opinion, going to a restaurant won't be much fun because we might have to dress formally. Also, it may be very expensive.
- B: But that will depend on what type of restaurant we go to. If we went somewhere unusual, for example a Japanese restaurant, we could try some different food. And of course it would be quite easy to organise. Personally though, I'd prefer to go bowling. That's much more sociable. What do you think about that option?
- A: I love bowling too, but not everyone does so it could be boring for them. As far as I'm concerned, we need to find an option that will suit most people. For example, since we all enjoy music, what about a rock concert?
- B: If you ask me, it would be great to see some live performances and there'll be a lot of people our age there. But don't you think that the tickets might be too expensive?
- A: Maybe you're right. There's also the problem of finding a concert that everyone will enjoy.
- B: Yes, that could be a problem because everyone has their own favourite type of music.
- A: It seems to me that the best option is going to the cinema because it's nearby and it won't cost a lot of money. Do you agree?
- B: Yes, I agree. We all go to the cinema regularly, but we've never all been together. To my mind, as long as we choose the sort of film that everyone enjoys, that will be a great night out!

Writing – Part 2 (p. 128)

All children have to learn basic skills like reading, writing and maths. Schools nowadays should also make their students study a foreign language as this will help them in the future.

Personally, I think that this is a good idea as learning another language is much easier when you are young.

Also, if children are taught a foreign language at school they will find it easier to learn other languages when they are older. Today, countries communicate much more with each other than they did in the past and often they use a common language, like English, to do this. In addition, being able to speak another language will help them to find work or to start a business.

On the other hand, schoolchildren today already study a lot of subjects. They need to learn about new subjects such as technology and computers and this does not leave them much time to study a foreign language. If they are interested they can learn after they have left school. There may also be some children who find learning languages difficult. However, I do think that every child should be given the opportunity to learn a foreign language if they want to.

In conclusion, I believe that every child should have to learn a foreign language for at least five years. They will benefit from this when they are older as it will increase their job opportunities and they will have the skills to learn more foreign languages.

MODULE 5**Unit 5.1****Exercise 1 (p. 130)**

- 1 *Ss' own answers*
- 2 Our education, our families and our motivation affect what we do later on in life.
- 3 It is important to consider personality and physical abilities when choosing a career because we should do something that we are suited for. In this way we will be happy and we will be better at what we do.
- 4 Job satisfaction comes from feeling we have contributed to the work and our contribution makes a difference.

Exercise 2 (p. 130)

I think someone would choose to be a fashion designer because they love clothes and accessories and they are creative.

- 1 Is it an easy career to follow?
- 2 What are the most important personal qualities you need?
- 3 How do you get started?

Exercise 5 (p. 131)

- A: What was Tanya doing 'with quiet determination?
- B: She was sewing small beads onto a piece of silk. What did Tanya want to be?
- A: She wanted to be a fashion designer. Who gave Tanya careful instructions about sewing?
- B: Her grandmother did. Who did her brother think was a victim of peer pressure?

A: He thought anyone who paid attention to fashions and trends was a victim of peer pressure.

What was Dmitri's opinion about clothes?

B: He thought they were just something you threw on in the morning before going out into the outside world.

How many times had Tanya had the same conversation with her father?

A: Countless times.

Exercise 6 (p. 131)

I understand why Tanya's father disagrees with her career choice. He wants the best for her and to him the best is to go to university and study for a degree. This is what parents think is the best. Sometimes parents have to be reminded that some people have other talents and they want to follow a career in a different direction because that is what they believe will bring job satisfaction.

Exercise 7 (p. 131)

In the future I would like to have a career as a vet because I love animals. My uncle is a vet and I often spend time with him at work during my school holidays. I have learnt a lot from him. I know I will have to study hard and it will take years to qualify as a vet, but I am determined to do this. At first it will be difficult but every time I am able to help an animal it will be worth it.

Unit 5.2

Exercise 2 (p. 132)

- 1 The man was arrested when he tried to pay his hotel bill with **counterfeit money**.
- 2 He had to wear a full set of **false teeth** because he had lost his own teeth at an early age.
- 3 There have been several films produced about **artificial intelligence**.
- 4 I wear **fake fur** because I'm against animal cruelty.
- 5 Many soldiers have **artificial limbs** to replace a missing arm or leg.
- 6 He was charged with providing **false documents** to the town council.
- 7 "You sang beautifully!" "Thank you," she said with **false modesty**.
- 8 She hopes to specialise in **artificial intelligence** when she completes her degree.

Exercise 7a (p. 133)

The crimes we see in the pictures are burglary and vandalism. In my opinion, murder is the most serious crime in this list. Then, I would say mugging because people are often physically injured and drug dealing because it affects people's health and well-being.

Exercise 7b (p. 133)

lock doors and windows/use a peephole/ask for identification/keep door locked if not sure/children should never say they are on their own/make sure locks, doors and windows are strong/get an alarm system/do not enter the house if it looks burgled

stay alert on the street/walk with friend/stay away from dark areas/call the police if you see anyone suspicious/don't carry a lot of cash/don't carry purse/put everything in an inside pocket/hand over cash if mugged/don't try to stop a crime/call the police

Exercise 8 (p. 133)

- 2 A: I'm afraid I have a complaint about my computer.
B: What seems to be the problem?
A: It keeps shutting itself down.
B: Oh dear! I don't know what to say. Leave it here and we will have a look at it.
- 3 A: Could you help me please? The glass on the watch I bought is cracked.
B: Oh, I'm so sorry. We'll fix that right away.
- 4 A: I'm sorry to say, this, but I am very disappointed with the dress I bought.
B: What is the problem?
A: Well, it stank when I washed it and now it is too small.
B: Oh dear! I don't know what to say.

Unit 5.3

Exercise 1 (p. 134)

Ann appears to be a student. She is probably not married and does not have children. She dresses casually, but trendily. She may have a part-time job.

John is married and has at least one child. He looks quite smart and appears to be well-dressed. John is good with computers and seems to be quite easy-going.

Laura appears to be a hard-working, happy person. She dresses casually for work. Laura may be a student who works part-time.

Peter is a hard-working man. He lives in the countryside and probably has a large extended family. Peter obviously works with animals and must be patient and dedicated to do the kind of work he does.

Jim is a classy dresser. He probably lives in a fashionable district in the city centre and is not married. Jim works hard and spends a lot of his time reading reports. In his free time, he likes playing sports.

Jane is a busy working mum. She is married and has a young family. Jane probably lives in a nice modern flat. Jane is well-educated and has a well-paid job in an office.

Exercise 2 (p. 134)

I am a student at university. I would say I am quite easy-going, but I work hard and know what I want. I live in a flat with two roommates near our university campus. I like to think I am well-dressed most of the time. Of course, I have days when I am tired and just throw on anything, but I try to look my best on a small budget. Fortunately, my roommates and I are the same size and we have similar tastes, so we swap clothes a lot. When I am not studying I keep busy with sports. I play tennis and volleyball and work out at the campus gym. I don't work because I don't have time. I feel sorry for the people that have to balance working and studying, it must be difficult to keep up with everything and still have some social life. Right now I love my life and there is nothing I would change about it.

Exercise 3 (p. 134)

I think nanotechnology might affect our lives in many ways. Because these things are so small, they can be used in ways that were never thought possible before. Scientists will be able to develop new technology for all kinds of things around the home, office and even for use in the medical field.

transportation: cars and planes safer and more efficient/ stronger due to lighter materials/less fuel needed/faster/ easier to operate

consumer products: cleaning materials safer and more efficient/self-cleaning glass and fabrics save time and money

environment: fewer chemicals/less need for fossil fuels/ drinkable water

food: hunger wiped out/genetically-engineered crops/ more wheat, fruit, vegetables and animal food sources/ better quality

medicine: improved diagnosis/ early detection and treatment/drugs directly injected into bloodstream/ faster, more positive results/cure or control of many diseases.

Exercise 5 (p. 135)

- 1 There are many **potential dangers** with nanotechnology.
- 2 Doctors can often remove **cancerous tissue** from patients.
- 3 What was once only read in **science fiction** is now a reality.
- 4 Scientists are hoping to improve methods of **fighting disease**.
- 5 Cars with better **fuel efficiency are better for the environment**.
- 6 A **foreign body** is something in the body that shouldn't be there.
- 7 Some scientific theories suggest that this may reduce **global warming**.

- 8 The craftsmen use **traditional materials** such as wood and stone.
- 9 We are hoping to prevent an **environmental catastrophe**.
- 10 Scientists must use **extreme caution** with this new technology.
- 11 Skin is a **natural barrier** against infection in the body.
- 12 **Biological membranes** cover our cells and help protect them.

Exercise 6 (p. 135)

controversial: debatable
minute: tiny
seeking out: looking for
branch: area
repair: fix

concerns: worries
rapidly: quickly
mutation: change
benefit: help
proceed: go ahead

Exercise 7 (p. 135)

positive: medical research, new technology to fight illness and disease, food packaging, disinfectants and dressings for wounds, waterproof fabrics, manufacturing certain items like cosmetics and DVD's, may benefit the environment and reduce global warming

negative: may be dangerous, may cause DNA mutations, may be harmful to the environment

Exercise 8 (p. 135)

Nanotechnology will most definitely change people's lives. The question should be whether it will change our lives for the better. I think the research needs to be further developed before an actual decision is made on whether this technology is the scientific break-through it appears to be. If it can actually do all of the things scientists believe it can do, then I think it will be amazing. However, we must be cautious not to start using this technology before we know all of the risks and possible dangers.

Unit 5.4**Exercise 3 (p. 136)**

- 1 She was wearing **false** eyelashes.
- 2 **Practising** a skill helps you get better at doing it.
- 3 Interviewing the suspect was part of his **investigation**.
- 4 All **electric** appliances should be unplugged when they are not in use.
- 5 My dad works in a **factory** that makes games.
- 6 I **think** it is time to buy a new car.
- 7 He **completed** the circuit in record time.
- 8 They have taken **steps** to ensure the safety of the children.
- 9 He has **progressed** well in his studies.

Exercise 10 (p. 137)

For me, happiness means surrounding yourself with people that matter and help you enjoy life. I don't care what kind of work people do or where they live as long as they are good people and bring something positive to my life. I always try my best to support and show interest in my friends' lives and I look for people to do the same for me. These are the things that make me happy: enjoying life and spending my time with other people who feel the same way.

Unit 5.5**Exercise 1 (p. 138)**

Shopping: Shopping has become more than simply a necessary activity, it is now a social event. Shopping malls with their air-conditioned environment provide places where people can go to spend their free time. Online shopping is the latest modern trend.

Transport: Modern life involves faster transport links to places near and far. Cars, aeroplanes and high speed trains are now taken for granted.

Food: Fast food is a modern phenomenon. People have busy lives and often rely on ready-made take-away meals instead of cooking.

Communication: Modern communications are fast and the tools for communication are getting smaller and smaller and easier to take everywhere you go. Mobile phones, ipods and laptop computers are seen everywhere thanks to wireless connections.

Education: More and more people are learning online. People of all ages are taking up courses to learn new skills and also to learn about modern technology and how to use it efficiently in their jobs.

Entertainment: Many young people today also rely on their computers for entertainment. The cinema, theatre, concerts etc are forms of entertainment that are also improving with technological advances. This is another characteristic of modern life.

Exercise 2a (p. 138)

E-bay is fantastic. You can get some really good bargains on just about everything. You bid for what you want and that way you don't pay more than you can afford. Sometimes you don't get what you bid for if someone else can pay more but then you just wait for another time. Of course, sending text messages is very important nowadays. We can stay in touch with our friends all day.

Exercise 3 (p. 138)

- 1 Charity shops welcome people's **unwanted goods** which can be sold to raise money for their cause.
- 2 **Sleeping compartments** are available on many long distance flights.
- 3 Extreme **weather conditions** are causing many problems all over the world due to global warming.

- 4 **Text abbreviations** are difficult to understand for new users.
- 5 Supermarkets often have goods on display near the checkout that encourage **impulse buying**.
- 6 **Internet forums** are online message boards where users share information and ideas on a given subject.
- 7 Plastic **carrier bags** are dangerous for very young children to play with.
- 8 Most students at university are on a **tight budget** and have to be careful with their money.
- 9 A **complex code** lies behind all computer programmes.
- 10 The **departure lounges** in major airports are designed to accommodate waiting passengers' needs.

Exercise 5 (p. 139)

My friends and I use text messaging all the time. It's convenient and fun and you can do it anywhere, anytime. There's nothing I dislike about it. Some text abbreviations are:

BZ: Busy

CM: call me

DMI: Don't mention it

MOS: Mum over shoulder

WAYN: Where are you now?

CUZ: because

CD9: Code 9 (means parents are around)

EZ: Easy

TTG: time to go

ZZZ: sleeping, bored, tired

Exercise 6 (p. 139)

Teenagers text their friends all the time. Of course we get into trouble if we do it in class and teachers will take our mobile phones away if they catch us. On the way home it's a great way to pass the time on the bus. I usually text my friends then. People think we've been together all day, but although we have been in the same place we don't have time to chat really. School is for lessons, so there's loads to chat about after school.

Unit 5.6**Exercise 2 (p. 140)**

- 1 It fits really well.
- 2 don't get so upset / be patient
- 3 Don't say anything about it.
- 4 Be prepared to work.
- 5 She tells everyone what to do / she's the boss.
- 6 If I was in his position

Exercise 9 (p. 141)

Andrew: Marks & Spencer – department store; he likes it because he can get everything he needs in one place.

Claire: StyleMaven – second hand shop; she likes it because it is inexpensive and she can find some unique pieces.

Vicky: Dena’s – boutique; she likes it because she can get one-of-a-kind items and she likes the quality and fit of designer clothes.

Exercise 10a (p. 141)

My favourite place to shop is a place called Clothesmart. It is a clothes shop that friends of mine opened about 15 years ago. I love shopping at unique, independent shops that have one-of-a-kind pieces. I like to wear things that no one else has and create my own sense of style.

Exercise 10b (p. 141)

Clothes do change a person’s appearance. People automatically categorise other people by how they are dressed. If you see a woman or man wearing a suit, you assume she/he is a businessperson or professional of some kind. Whereas, if someone is wearing jeans and a black shirt and leather jacket, you assume they are a student or ride a motorcycle. People wear different clothes in different situations. You wear things to work that you would not necessarily wear at the weekend or on holiday. Some people even change their look according to their mood or the weather. Often, people will wear black or other dark colours when they are feeling down. You can change your appearance simply by wearing a different colour.

Unit 5.8

Student A – Task 1 (p. 144)

I am going to talk about the importance of fashion in teenagers’ lives.

First of all my friends and I dress casually. Basically we wear what suits us and what we feel comfortable in and I think this is what influences our style choice. We all give each other advice on what suits us or not and help each other in this respect. Both boys and girls wear jeans and trainers every day and we all wear T-shirts or shirts. Sometimes the girls wear tops with low necklines or they wear skirts instead of jeans.

As I have got older I have been able to make my own choice of clothes whereas previously I wore what my parents bought for me. I probably wear more colours now – I particularly like colourful socks!

I think my style says I am not extremely fashion conscious but I do take pride in my appearance.

- I think young people are generally concerned about fashion because it helps them feel more self confident.

- I think designer labels are worth the price if it is a classic piece of clothing or footwear because you pay for excellent quality and the item will always look good. They are not worth the price if you are only going to wear it a few times because unless you have a lot of money it is a waste.
- People are often judged by others on what they wear because clothes give the first impression of a person. If someone is wearing old jeans to a job interview it will not give a good impression. I don’t judge people by the clothes they wear, I prefer to judge people by their character and their actions. However, I do notice people’s clothes if they are especially striking.
- I think fashion companies target girls and boys because they are in the business of selling clothes, shoes and accessories.
- Generally fashion goes round in cycles but every time it comes around it is adapted and in that way it becomes original so it is a combination of recycling old ideas and originality.
- Definitely. Celebrities influence teen style because they are role models for teenagers.

The speaker in the model answer says his personal style is functional. He wears clothes that are comfortable and that keep him warm and dry. He says that he does like to wear colourful shirts. He thinks his style shows that he is an ordinary type of person who doesn’t have a lot of money. He doesn’t say anything specific about designer clothes but he does say he is not interested in fashion.

Student A – Task 2 (p. 144)

- A: Why don’t we have a talk on international festivals? That would be interesting for everyone and relaxing too.
- B: The thing is it might just be like another lecture and we have those all the time. I think a music concert would be a great event for Carnival Week. Carnivals always have music.
- A: That’s true, but rather than just listening to music, if we have the dance competition there will be music as well and something to watch.
- B: I suppose you’re right, but if we are going to involve everyone maybe the costume-making workshop would be best.
- A: Well maybe not because not everyone is good at that kind of thing and some people would feel left out or embarrassed.
- B: That’s a good point, I hadn’t thought about that. Thinking about it, I think the dance competition is the best choice. After all, competitions are fun for everyone.
- A: Yes, they are – so we’ll recommend the dance competition.

The speakers in the model answer decide that a costume making workshop is the best choice of special event for carnival week at their school. They come to this decision because they think it will be fun for everyone. All the students will be involved in creating and designing their own costumes. This will help them get into the festival spirit.

Student B – Task 1 (p. 145)

I am going to talk about the ways in which technology makes our lives better.

Everyday I use a computer, I watch the TV, I listen to music on my iPod and I text my friends on my mobile phone. I use the computer to do work for school – it's much more convenient than looking at lots of books for information. Instant access to information is important for students and for everyone. Busy executives can conduct their business more efficiently and with Internet access in the home families can get information for anything they might need; from finding a plumber to world news. With mobile phones and the Internet we have instant communication with friends and family all over the world.

Of course, it was my parents' and grandparents' generations that invented the technology we all use today. However, when they were younger they did not have access to it as we do today. We are very lucky to benefit from all these inventions and technological discoveries. They make global communication easy and we have a world of entertainment at our fingertips.

- I think some people are becoming less sociable because of the Internet because they prefer to sit in front of their computer instead of being with people. On the other hand, some people use the Internet to create a social network.
- Young children should not need to have a mobile phone. They should always be in the care of an adult and therefore a mobile phone is not necessary.
- Use of computers and mobile phones does raise concerns about their effect on our health. Some say that computer monitors do affect people's eyesight and mobile phones can be harmful to the ear.
- Mental arithmetic and spelling skills are useful for exercising the brain. Therefore, even though computers can perform these tasks for us, I believe we should also encourage children to learn these tasks.
- We live in a world where communication happens at such a fast pace that we are getting used to that pace. When things don't go so fast and there is a hold up, we get frustrated because it is not what we are used to.

The speaker in the model answer uses the internet to make cheap phone calls and to get information when studying.

Student B – Task 2 (p. 145)

- B: I think that the students would enjoy a visit to a science museum. It would be entertaining and educational and they always like to get out of school for a morning or a day.
- A: Yes, that's right. It would be even better if we could have a guided tour. What do you think about a talk on robotics by a researcher? I think that's another great idea.
- B: I'm not too sure. If he brought some robots to show the students then, yes, it's a good idea, but if it's just a talk, I don't think the students will be that interested.
- A: OK. What about a tour of the local planetarium? Everyone's interested in stars and planets.
- B: I really like the sound of that. I know lots of my friends are really into space and all that. They'd love a trip to a planetarium. What's your opinion of a discussion with scientists from the university?
- A: That sounds very boring to me. For one thing, the level of the discussion might be too high for some of the students. Let's not forget that we need to involve the entire school.
- B: That's a very good point. So what do you think is the best option for the special event? I'm going to choose the tour of the local planetarium.
- A: I agree. The visit to the science museum would be good, but a tour of a planetarium is much better.
- B: OK. The special event for Science and Technology Week is a tour of the local planetarium.
- A: Can't wait!

The speakers in the model answer decide on a visit to a science museum. Generally they think that more students will enjoy it. Other reasons given are that it would be educational and it would be easy to arrange.

Unit 5.9

Exercise 1a (p. 146)

Para 1: introduces the subject and states the opinion clearly

Para 2: first viewpoint with reasons/examples

Para 3: second viewpoint with reasons/examples

Para 4: opposing viewpoint and reason/examples

Final para: restates opinion in different words

Para 1 and the final para contain the writer's opinion.

Exercise 1b (p. 146)

Viewpoints	Reasons
<p>Para 2 we can learn about the local culture, traditions and history when visiting another country</p> <p>Para 3 trying another cuisine expands our knowledge</p> <p>Para 4 some people do not take advantage of their travel experience</p>	<p>Para 2 going to museums, cultural events and festivals gives us a useful insight into the history of the country</p> <p>Para 3 allows us to discover new tastes and new ways of preparing food</p> <p>Para 4 they stay on the resort and do the same things they would likely do at home</p>

Exercise 2 (p. 147)

- 2 In my opinion, all students should study abroad. If they were to do this, they would improve their language skills.
- 3 To my mind, if people followed a vegetarian diet, they would be healthier.
- 4 The way I see it, if children learnt a foreign language in pre-school, they would become fluent quicker.
- 5 in my view, if we all used public transport, pollution would be reduced.

Exercise 3 (p. 147)

- 1 Firstly, some tourists do not respect the places they visit and leave rubbish everywhere. Secondly, some tourists can be very noisy and disturb the locals.
- 2 To begin with, while space exploration is important, the money spent on it could fund agricultural schemes in under-developed countries. In addition, research could be funded to improve crop yields.

Exercise 4 (p. 147)

- 1 It can be argued that better education would deter people from crime.
- 2 Nevertheless, people argue that a good education is necessary to get a well-paid job.
- 3 However, banning cars from city centres might not help reduce pollution levels.
- 4 In contrast, some people argue that computers make our lives easier.

Exercise 5 (p. 147)

In rubric 1 you have to give both sides of the argument presenting the good and the bad aspects of young people watching television.

In rubric 2 you have to discuss the practicality and effectiveness of banning the use of cars in urban centres.

For both rubrics you must also state your own opinion on the topic.

Paragraph plan

- Para 1:** introduce the topic and give personal opinion
- Para 2:** first viewpoint with reason and examples
- Para 3:** second viewpoint with reason and examples
- Para 4:** opposing viewpoint with reasons and examples
- Conclusion:** restate opinion in different words

1 Watching television is a popular pastime for many young people. I believe that there is nothing wrong in watching television as long as we do not spend all our free time in front of the TV. Parents can also help to ensure that TV viewing is a positive experience.

Many people say that young people watch too much television and that this is simply a waste of time. They believe that young people should use their free time more constructively, for example taking up a sport or reading.

It is also argued that watching so much television promotes violence. Some people say that because a lot of violence is shown on television, young people believe that violence is just a normal part of life. Children might copy what they see on TV and get seriously hurt.

On the other hand, there are people who feel that television is very educational. Through documentaries television can educate us about the world. Young people can learn from what they see and make their own judgements about what is good and bad.

In conclusion, as far as I am concerned viewing in moderation is beneficial because it helps us to relax and it can be educational. We need a balance of activities in our lives. As Cicero (106 BC-43 BC) said "Never go to excess, but let moderation be your guide."

2 It has been suggested that pollution and traffic congestion in towns and cities is affecting people's quality of life. Some people believe that if cars are banned in urban centres it will improve the situation. The way I see it, if this is introduced it will cause further inconvenience and that will not improve people's quality of life.

In the first place, public transport is not able to serve all the needs of all the people. It would require more transport; more buses, trains and trams and these would contribute to the levels of pollution.

In addition, if only cars are banned there would still be other vehicles. There would be taxis, motor

bikes, vans and lorries, all of which create pollution too. Traffic levels may decrease slightly but not enough to improve the speed of the public bus and tram services which will still be subject to delays.

It can be argued that by banning cars there would be health benefits. People going into urban centres would walk more and would be less stressed as they would not have to find parking spaces.

In conclusion, while there are a few good reasons for banning cars in urban centres, overall I do not agree that it is a good proposal. Dan Bellack said "Life is too short for traffic" but it is also too short to be waiting for a bus! I believe people must be given the freedom to choose for themselves whether to take the car.

Unit 5.10

Exercise 1 (p. 148)

suggestions: install litter bins along popular streets/in busy shopping areas, pay road sweepers to work overtime, set up park-and-ride schemes, build a multi-storey car park

possible results/consequences: quick, cheap solution to litter problem, help solve the problem, cars could be left outside the town, alleviate the problem of parking during busy periods

Exercise 2b (p. 149)

- 2 – c Avoid caffeine or watching TV before bed. By doing this, your mind will not be overstimulated.
- 3 – a Take some exercise during the day. The consequence will be that your body will be tired and ready for sleep.
- 4 – b Make your room dark and quiet. If you do this, your environment will be suitable for sleep.

Exercise 3 (p. 149)

- A: Another solution would be to avoid using our mobile phones in public.
- B: This would mean that they will look for suitable vacancies on your behalf. It would also help if you looked in newspapers and on the Internet, or asked friends about vacancies.

Exercise 4 (p. 149)

- 1 This rubric is asking you to write an essay expressing your opinion about children having mobile phones. You should say if you agree or disagree with the statement and give reasons why / why not. You should explain both points of view.
- 2 This essay is about providing solutions to the problem of animals becoming extinct. You will need to explain the cause(s) of the problem, make suggestions and give results and consequences.

- 3 This essay requires you to present the advantages and disadvantages of the Internet and express your opinion about whether it has changed our lives for the better.
- 4 This rubric is asking you to write a letter to a newspaper suggesting solutions to the environmental problems in the town that are detailed in the extract.
- 5 In this essay you need to express your opinion about the effect of tourism on your country. You should explain the positive and negative effects and say whether you think it is mostly good or bad.

NOTE: Use the model plans provided on pages 146 and 148 to structure your essays remembering to put question 4 into a letter format.

- 1 Nowadays it is a common sight to see children and young teenagers using mobile phones everywhere. Some people believe that they should not be allowed a mobile phone. However, I would not entirely agree with this as I believe there are times when mobile phones are appropriate.

To begin with, they are extremely useful in time of emergency. There may have been an accident and someone needs to phone an ambulance or it might be a simple phone call to tell a worried parent that a son or daughter is going to be late. In these situations a mobile phone is very handy.

In addition, a parent could use the phone to check on where a child might be and what they are doing. They may want to pass a message on or remind the child to call in at the supermarket on the way home. Mobile phones can be very convenient.

On the other hand, some children and young teenagers use mobile phones too much. They take them to school and use them in both the classroom and the playground. Having an expensive mobile phone could also make the child a target for thieves or muggers.

To sum up, mobile phones are definitely useful in an emergency and they can also provide peace of mind for both parents and children. As far as I am concerned, children and teenagers should be allowed to have mobile phones as long as they are only used in moderation.

- 2 Every day we hear about more and more species that are under threat of extinction. Many people believe that there is nothing they can do about it, but I believe there are a number of things we can do. One possible solution is to put threatened species in zoos. If this were done, the animals would receive the special care needed to save them. They would be protected from hunters and the environmental dangers that are threatening them. Given the best

environment possible, they could then be encouraged to reproduce to ensure the survival of the species. Furthermore, new laws could be made governing hunting. The right authorities could punish people if they hunt where and when they shouldn't. More rangers could be employed to ensure wildlife reserves are safe from hunters and the animals would be better protected.

Another suggestion is for increasing numbers of us to join an ecological group. In this way, our donations can go towards supporting animal reserves where animals in danger would be looked after.

All in all, there are a number of solutions to the problem of animals being protected from becoming extinct. I believe we all need to play our part in this and create a global force by joining groups that promote the protection of animals that are in danger.

3 The Internet has changed our lives in many ways. There are good and bad aspects of these changes but overall I believe the Internet offers us so many advantages that they outweigh the disadvantages.

Firstly, the way we communicate is now fast and efficient using emails, video links and telephones that connect via the Internet. This has had great influence on business worldwide, enabling markets to expand to cover a global network. Secondly, information is available to us at our fingertips. This can be useful for all members of the community including families needing information about local services, students studying and businesses undertaking research.

We also use the Internet for entertainment and this may prove a disadvantage. Some people think that we are spending too much time in front of our computers, becoming anti-social and neglecting our health as a result. Possibly a minority of people do, but in general I think there is sufficient education about these risks and people are sensible. Children must be guided in this respect by parents and teachers.

On the whole, I believe the changes brought to us by the Internet are revolutionary and exciting and we are lucky to be living at this time and able to enjoy its benefits. In 1997 Bill Clinton said, "When I took office, only high-energy physicists had ever heard of what is called the Worldwide Web.... Now even my cat has its own page."

4 Dear Sir/Madam

I recently read an article in your newspaper about the environmental problems in our town. I completely agree with the writer that there is graffiti and litter everywhere and it is a disgrace. This problem could be resolved in several ways.

Firstly, we need a campaign in schools to educate the younger members of our community. The clean-up day mentioned in the article helped a lot last year and perhaps it could be done more often.

Furthermore, people should be encouraged to leave their cars behind by making the centre a car-free zone once a week and promoting the health benefits of walking. Perhaps a competition could be held to encourage residents and local businesses to create attractive flower and plant displays in pots and flower beds which would improve the appearance of our streets. This would make it a pleasure to walk in the town.

Regarding the pollution of the river, in my opinion this is a matter for councillors to address as a matter of urgency. They should introduce a bye law that will stop the factories dumping their waste in the river. The penalty for doing so must be severe enough to be a deterrent.

I am convinced that if we all start taking pride in our environment, the problems detailed in your recent article will be a thing of the past.

Yours faithfully

Mr James Lambert

5 Nowadays, more and more people are travelling to different places as tourists. In my opinion, the development of tourism is a good thing as it strengthens the local economy.

Firstly, local hotels and restaurants enjoy a busy holiday season as the majority of tourists require accommodation and food. They can offer employment to a greater number of staff to cope with the increased number of customers. Transport facilities are also in high demand and this creates more jobs in airports, railway stations and ports and for taxis and car hire firms.

In addition, local shops and markets benefit from having a greater number of shoppers. Visitors buy a wide range of goods from basic groceries and fresh produce to luxury goods. Many tourists like to take home souvenirs and local crafts people can produce more handicrafts to meet this demand.

On the other hand, the influx of people to tourist centres also brings problems. It can put a strain on natural resources and facilities such as water, drains and local transport. Noise levels are sometimes intrusive and traffic can be a problem for local people.

In conclusion, I believe that tourism is more beneficial than harmful as it brings much-needed cash and employment to different areas. Any negative effects are counteracted by the advantages of tourism to a country and it can indeed be essential in order to provide an improved standard of living for the local people.

Unit 5.11

Exercise 1 (p. 150)

In my opinion, a hero needs bravery because he or she has to do things that other people wouldn't or couldn't do. They need the intelligence to be able to judge situations and other people. Kindness and generosity are important as well. A hero should care for other people and give his or her time, energy or money to those in need. Another characteristic that every hero should have is determination. They need the ability to carry on when others would have stopped or given in.

Exercise 2 (p. 150)

I think the person in the picture is a doctor. He is probably considered a hero because he has unselfishly devoted his life to helping other people.

The person in the second picture seems to be someone who is concerned about our planet. Perhaps he is a hero because he fights to protect the environment.

Exercise 5 (p. 150)

Text A

- 1 He works at the Moscow Research Institute of Child Surgery and Traumatology.
- 2 His love for children.
- 3 He thinks a doctor should be kind and caring and professional at all times.

Text B

- 1 He created the modern television wildlife programme.
- 2 As a child he used to collect fossils.
- 3 Many species may have become extinct and our grandchildren will not be able to see them.

Exercise 6 (p. 151)

truly: certainly

prestigious: impressive

catastrophes: tragedies

faculty: department

paediatric: relating to children

devotes: dedicates

bestowed: awarded

a close second: nearly the best

virtually: nearly

broadcasters: tv and radio presenters

naturalists: ecologists

intellectual: academic

impact: effect

inherited: took over

outlook: view

radical: drastic

Exercise 7 (p. 151)

- 1 In order to specialise as a paediatric surgeon he had **to continue his studies**.
- 2 He loves to share his passion for the **natural world**.
- 3 He wants to make sure his grandchildren won't have to rely on a **picture book** to know what animals look like.

- 4 Both these men are **world-famous** for the work they do.
- 5 **Every aspect** of Professor Roshal's work has to do with children.
- 6 Both Sir David Attenborough and Professor Leonid Roshal are **modern heroes**.
- 7 The interests they had as **small boys** continued into adulthood.
- 8 He is **best known** for his amazing documentaries which are often shown on television.
- 9 Brad Pitt's interview will be broadcast live on a **prime-time** entertainment programme
- 10 A doctor has to be kind and caring **at all times**.

Exercise 8 (p. 151)

Both Professor Roshal and Sir David Attenborough are professional men who have a passion for their work. They both work in the field of science but in different areas. Professor Roshal works in the area of medicine and Sir David Attenborough is a zoologist. They both showed interest in their chosen careers from an early age and through their work they have both gained prestigious titles.

Both men are concerned with children but in different ways. Professor Roshal specialised in paediatric surgery and has been called the 'Children's Doctor of the World'. Sir Richard Attenborough is very outspoken on environmental causes. Through his influential position as a broadcaster he hopes to ensure we preserve our natural world for our grandchildren and future generations.

Exercise 9 (p. 151)

Rachel Zimmerman was born in Ontario, Canada in 1972. She is a renowned scientist due to an invention she created when she was 12 years old.

Rachel invented the Blissymbol Printer which is a device that helps people who are unable to speak, communicate with others. Many severely disabled people all over the world have benefited from her invention such as those born with cerebral palsy.

Rachel Zimmerman's invention began as a project for a school fair. She created computer software using Blissymbols. When someone uses the program they point to symbols using a special touch pad and the Blissymbol printer translates them into a written language. The device was entered in the World Exhibition of Achievement of Young Inventors and won a silver medal. It also won the Television Youth Achievement Award.

When she went to college, Rachel decided to study physics and space studies and went on to work for the Planetary Society in California to teach people about space exploration. She is passionate about the needs of people with disabilities and hopes to adapt many space innovations to help them.

See: <http://www.women-inventors.com>

Unit 5.12

Exercise 1 (p. 152)

I think it is set in the future because the buildings the men are looking at seem to be very advanced.

Exercise 4 (p. 152)

- 1 The bicycle was left in the rain, **exposed to the outside world**.
- 2 When Ben told Susan the news, she **stared at him in mild surprise**.
- 3 Danny **displayed a kind of pride** as he handed in his work.
- 4 The parachutist landed well after **dropping from the sky**.
- 5 Sam had to admit to himself that this time she was right.
- 6 Human life cannot be **separated from nature**.

Exercise 5 (p. 152)

squirmed: moved the body because of uncomfortable or nervous feeling

privacy: a situation in which your actions are not seen by others

affection: a positive feeling of gentle love for someone or sth

phenomenon: an extraordinary event

rarely: not often

reservoirs: lakes designed for water storage

invention: the design and creation of sth that has never before existed

nuclear reactor: a power plant that creates electricity

gunpowder: explosive substance used in weapons

except: apart from

Exercise 6 (p. 152)

over the top: excessive

On account of: because of

Against his will: opposite to what he wanted to do

Read up on: find information about sth

Exercise 7a (p. 153)

I think the boss wants to tell him that people have been producing rogue robots and he wants Baley to investigate the crime.

Maybe he wants Baley to go outside and this is why he is showing him the view from the window.

He might be about to tell him that their world has been invaded by unknown creatures.

Exercise 8a (p. 153)

In the 'old days':

- people wore glasses if they couldn't see well
- it rained a lot more.
- people went outside all the time
- people used steam engines
- gunpowder was used

Exercise 8b (p. 153)

Baley and Julius live in a world that is shut off from nature. None of the buildings have windows and use nuclear power as a source of energy. Robots play a large role in their world and are becoming more and more influential. People live on chemical supplements and food that is grown in huge greenhouses because there are no longer any outdoor farms. The animals have long ago become extinct and plants only grow in some places on the planet. These 'plant museum lands' are sometimes visited by people who are interested in history. They look at them from viewing capsules, but most people only see them on their viewing screens at home.

Unit 5.13

Exercise 1 (p. 154)

- Yes, I have seen this label before.
- You would find this label on a new appliance for your home, such as a refrigerator, cooker or washing machine.
- The label contains information on how much energy the appliance consumes, how much space there is inside and how much noise the appliance makes.
- Energy eaters are appliances that use more energy than is necessary. They use energy even when they don't need to, which is a waste.

Exercise 3 (p. 154)

I learnt that there are many simple ways to help save energy and make our homes more efficient, such as changing light bulbs and unplugging things that I am not using.

Project (p. 154)

There are many simple ways to save energy. The most obvious is to turn things off and unplug them when we are not using them. Every time we leave a room, we should turn out the lights. If you are going away for more than a day, you can unplug electrical appliances like the TV and cooker and lower the settings on the refrigerator. If we all contributed to saving energy, our world would be a much better place.

Focus on RNE**Speaking Part 2 – Task 2 (p. 158)**

- A: The four options are all interesting, but I think a musical sounds the most entertaining. What do you think?
- B: Yes it does, but I think it is going to be a lot of work to organise and everyone has so much to do at this time of the year. How about a film night instead?
- A: Well it would be nice to have something that the students could actually do. I'm sure we would all enjoy a good film but finding one that no-one has seen might be difficult.
- B: That's a good point. So that leaves the poetry evening or the talent show. Of the two of them, the talent show sounds more fun.
- A: Yes, I agree. A poetry evening is great if you like poetry, but there are some students who are not very keen on it. I'm sure everyone can enjoy a talent show though.
- B: Yes. It would give everyone who wants to, a chance to get involved and the others will enjoy watching. So I think that's it then. Do you agree on the talent show?
- A: Yes, I agree.

Writing – Part 2 (p. 158)

Some people say that children spend too much time using computers and this is not good for their health, but at the same time schools are increasing the numbers of computers they have. In my opinion, computers are with us to stay and children must be able to enjoy the benefits they provide.

The way I see it, computers and the internet are wonderful modern facilities that allow us to connect to people all over the world and access knowledge. This is a wonderful advantage that we now have in modern society. Schools need to have computers so that children can learn from them and about them. Children will need this knowledge in their lives for the future.

On the other hand, people who are concerned about children's health say that sitting in front of the television or a computer all the time is not good for them. They argue that children not only use computers to access knowledge, but spend all their free time playing computer games and many of these show violence. This can affect the mental and physical health of children. They would like children to stop spending their free time using computers and read or play sport instead.

In conclusion it seems to me that it is unrealistic to expect children to only use the computer for their studies. However, if parents limit the time their children spend playing computer games and encourage them to take regular exercise, a good balance can be achieved.

Further Writing Practice: Stories**Exercise 1 (p. 198)**

- 1 a story
- 2 students/readers of the school magazine
- 3 My brother and myself.
- 4 A frightening experience, maybe an accident.
- 5 'It was raining heavily yesterday' at the beginning.
- 6 between 120-180 words
- 7 I can begin by setting the scene.

Exercise 2a (p. 199)

- 1 Paragraph 1
- 2 The writer was trapped.
- 3 He experienced an earthquake and the building he was in collapsed.
- 4 He was rescued.
- 5 He was terrified, but in the end he felt relieved.

Exercise 2c (p. 199)

The man walked to work on a rainy day. He changed into his uniform in the security building. Just as he was beginning his patrol he heard a rumble and the building started to collapse. He fell down and when he realised he was trapped he started shouting. Then he heard voices. A man found him and rescued him.

Exercise 4 (p. 199)

- 1 We will easily finish the project on time.
- 2 The shelter literally started to collapse.
- 3 I heard him shout frantically for help.
- 4 The fireman climbed down carefully.
- 5 His leg was hurting terribly after the accident.

Exercise 5 (p. 199)**A Flight to Remember**

It was a beautiful morning and Harry and his pupil Jim were looking forward to the flying lesson as they climbed into the plane.

Shortly after taking off they saw smoke coming from the engine. Harry tried to call the control tower, but the radio was dead.

Jim started to panic, so Harry decided to make an emergency landing as soon as possible. He spotted a flat grassy field and quickly landed the plane with smoke still pouring from the engine.

A farmer was in the field as the plane came down. As soon as the plane came to a rest he rushed over and forced open the door so that Harry and Jim could escape from the wreckage.

Fortunately, Harry and Jim were not seriously hurt. The farmer was later given an award for his bravery.

Beginning and ending a story (p. 201)**How to set the scene**

When we write a story we begin by setting the scene. In order to do this, we imagine that we are looking at a picture and we try to describe the **place** (where), the **time** (when), the **weather**, the **people** involved and their **feelings**. We can use our **senses** to make the description more lively. That is, we can describe what we **see** (e.g. *a huge python*), **hear** (e.g. *hissing*), **feel** (e.g. *soft jungle floor*) or **smell** (e.g. *the scent of trees*).

We use **direct speech** (e.g. *"Help!" she screamed*), a **variety of adjectives** (e.g. *horrified, stormy*), adverbs (e.g. *silently, strangely*) and **verbs** (e.g. *whispered, screamed*) to make a story more interesting.

Exercise 10 (p. 201)

- 1 using direct speech
 - 2 asking a rhetorical question/expressing someone's feelings
 - 3 directly addressing the reader/expressing someone's feelings
 - 4 creating atmosphere/expressing someone's feelings
- A describing your reactions, feelings or mood
 B describing other people's reactions, feelings or mood/creating a feeling of suspense or mystery
 C describing your reactions, feelings or mood
 D using direct speech/describing other people's reactions, feelings or mood/creating a feeling of suspense or mystery

Exercise 11 (p. 201)**A Day to Remember**

Beginning: I was really happy when my friend Nigel invited me to his birthday party. The only problem was it was fancy dress and I didn't know what costume to wear.

Ending: I felt so silly. The others all laughed at me. It certainly was a party to remember, if not for the right reasons! (describing your feelings and other people reactions)

Exercise 12a (p. 202)

Height: of medium height, tall

Build: slim, muscular, overweight, plump, well-built

Face: freckled, wrinkled, ugly

Eyes: slanting, green, almond-shaped

Nose: upturned, long, crooked

Hair: dark, wavy, blond(e), curly

Clothes: elegant, attractive, fashionable, casual

Exercise 12b (p. 202)

I have a picture of Jennifer Aniston. She is of medium height. Jennifer has an oval face, blue eyes and medium-length blonde hair. She's always dressed very fashionably.

Exercise 13b (p. 202)

My friend Phil is a great guy. He's tall and well-built. He has short straight hair and brown eyes. He has a nice nose and lovely teeth. He's a lot of fun to be around because he's intelligent and very lively.

Exercise 14 (p. 202)

- Harry was very **reserved**. He always kept himself to himself.
- Kara is a **sensible** girl. She always does as her mother says.
- David is very **selfish**. He only ever thinks about himself.
- Georgina is very **helpful**. She always lends a hand if people need it.
- Angie is very **naïve**. She believes everything people tell her.
- Benny is very **unreliable**. You can never count on him in times of trouble.
- Flora is so **silly**. She can't take anything seriously for more than a minute.
- Nigel is very **honest**. He would never dream of telling lies.
- Dennis is very **unpredictable**. His moods change from one minute to the next.
- Dad is very **serious**. He never laughs or tells jokes.
- Kelly is very **curious**. She's always asking questions.
- Don is very **dishonest**. He hardly ever tells the truth about anything.
- Rona is so **pessimistic**. She always sees the bad side of things.
- Johnny is a very **sociable** person. He has so many friends.
- Christina is very **witty**. She always has everyone in stitches.
- Jack can be quite **amusing**. He has a good sense of humour.
- Fiona is so **dull**. She never says anything interesting.

Exercise 15a (p. 203)

- 1 a story
- 2 past simple and past continuous
- 3 the second and third paragraphs
- 4 He was a handsome young man. He was slim but muscular and rather tall.
- 5 friendly, interesting and funny – I was laughing at one of his jokes
- 6 cried, replied
- 7 **senses used:** noticed (sight), looked up (sight), heard (hearing), looked out (sight), saw (sight), grabbed/pulled (touch), quiet (hearing)

Exercise 15b (p. 203)

Yesterday Ellie was early for an interview and she went to a restaurant to pass the time there and enjoy a cup of tea. As she entered, she saw a man who she recognised.

He was John, an old friend of her brother's and he invited her to join him. As they sat together chatting, they suddenly heard the alarming sound of screeching tyres. They looked up in time to see a car headed towards them. The young woman gasped in horror and John pulled her into the kitchen. Within seconds they heard glass shatter as the car smashed into the restaurant. The sound of sirens broke the silence that followed as the ambulances and police arrived.

"Thank you John," the young woman said "Your quick reaction saved my life."

"Don't mention it" John replied "After all that's what friends are for. Now, as we didn't finish our conversation, shall we continue where we left off over dinner this evening? However, we will have to find another restaurant, I think!"

Exercise 17b (p. 203)

Beginning: It was a cold rainy day. You know the kind of day I mean? One where you just know something is going to happen. I was in a bad mood when I entered the local restaurant.

Ending: As we watched in terror, the car suddenly swerved. With a huge bang it hit a lamp post just outside the restaurant. John looked at me and whispered, 'I don't know about you, but I have never been so scared.' I agreed and we sat down to finish our coffee.

Exercise 18 (p. 203)

Para 2: Straight away, I noticed a beautiful woman sitting at the back of the restaurant. She had long blonde hair and she was wearing elegant, expensive clothes. When I looked at her more carefully, I realised that I knew her from somewhere. She glanced over at me and suddenly yelled, 'Martha, is that you?' At first I couldn't believe it, but sure enough it was my best friend from secondary school. One of the funniest, brightest people I had ever met.

Para 3: Her name was Jane and I had hung around with her for years but then we had lost touch. As we sat talking about the good old days, we suddenly heard a loud noise coming from outside. We watched in horror as a large lorry sped towards the window of the restaurant.

Exercise 19c (p. 204)

Smell – fragrant pine trees/fresh sea air/delicious aroma

Sight – colourful sailing boats/delicious-looking food/dense evergreen forests/lush green blanket/old wooden beamed

Taste – sweet ... cherries/tasted as delicious as

Sound – bustling waterfront

Exercise 24 (p. 205)

- A**
- 1 A story.
 - 2 The readers of the international magazine.
 - 3 You and your parents.
 - 4 A surprise holiday abroad with your family.
- B**
- 1 A short story.
 - 2 The judges of the competition.
 - 3 You and your family.
 - 4 Getting a very special birthday present when you think everyone has forgotten your birthday.

A Huge Surprise

I had never been so surprised in my whole life. My mum and dad had told me that we were going to a special place for our half term break but they wouldn't tell me exactly where. They told me to pack a sun hat, so I knew it would be somewhere warm at least.

When we arrived at the airport, I found out we were on our way to Athens. I was so excited. I couldn't wait to see the famous Greek ruins. I had learnt about some of the Greek history and mythology in school and dreamed about visiting Greece. Now, I was on my way.

When we arrived it was a beautiful sunny day. We took the metro into the centre of the city and checked into our hotel. Straight away we went to the ancient Acropolis. It was spectacular. The Parthenon is an enormous, old, marble structure that looks out over the city of Athens. I had never seen anything so amazing in my life.

A Special Birthday Present

It was very early when I awoke. Outside, I could hear the birds singing and the sun was just beginning to rise. As I got out of bed I realised happily that this was a very special day. It was my 12th birthday.

I ran quickly downstairs and into the kitchen where my mum was busily making breakfast. "Good morning," she said. She said nothing about it being my birthday. Had she forgotten? That was impossible, wasn't it? I sat down at the table as my two brothers came into the room. "Good morning," they said. They didn't mention my birthday. I was so disappointed, I felt like crying.

Then, I heard my dad coming in from the garage. He'd remember it was my birthday. He came in and gave me a kiss. That was it, just a kiss. As unbelievable as it was, he too had forgotten my special day.

Suddenly, I heard a sound like nails on a wooden floor. I looked up, and running into the kitchen was the sweetest little puppy in the world. He was black with white feet. He had a big red bow around his neck. My family hadn't forgotten my birthday after all. This gorgeous little dog was the best birthday present I had ever received.

Further Writing Practice: Reports/Proposals

Exercise 1 (p. 206)

- 1 The headmistress.
- 2 You are the school secretary. You are writing the report in response to a request from the headmistress.
- 3 Information relating to the suitability of a new wildlife park for school field trips, what there is to see and do there and what the facilities and prices are like.
- 4 A: We will definitely need an introduction.
 B: Yes. We need to state the purpose of the report first.
 A: Then I think we should write a paragraph under the subheading 'Wildlife and Activities.' That's the most important part of the report, I think.
 B: Then we need to write something under 'Facilities and Prices' so that we can consider whether or not the wildlife park is suitable.
 A: Yes, then the fourth and final paragraph should be under the subheading 'Recommendation.'
 B: We don't need to include any other subheadings?
 A: No, they are not included in the rubric.

Exercise 2 (p. 207)

Subheadings	Positive points	Negative points
Wildlife & Activities	Large variety of wildlife, children can hand-feed/pet some animals, nature walks through wooded countryside	Some signs in need of repair
Facilities & Prices	Excellent facilities including education centre, picnic area and children's play area, café and gift shop. Reasonable admission prices. Open all year round.	Café and gift shop are expensive
Recommendation	Excellent for school outings, strongly recommended	

Exercise 6 (p. 208)

Model A is not appropriate. We can see this by the incorrect layout. It begins and ends like a letter, not a report. Instead of 'Dear Mrs Smith', the report should have the headings TO:/FROM:/SUBJECT:/DATE: at the beginning, and end with a conclusion instead of 'Yours sincerely.' The language is far too informal with the use of contractions 'I'm', 'There's', etc. Full forms should be used. The style of writing is also inappropriate. The word 'nice' is used repetitively (a different word should have been

chosen) and the writer makes empty claims 'the other groups are just rubbish.' Furthermore, the use of 'rubbish' is the wrong register. The writer should have included information to support the claims made. The writer has not given details of what Eco-Friends does for the local area, nor stated what the organisation has done for the local wildlife. The writer also forgets to suggest which photographs should be included in the leaflet.

Exercise 7 (p. 208)

- The purpose of this report is to make recommendations ...
- I believe/I feel ... the public will have a clear idea of the work we do ...
- examples of successful local campaigns we have organised/the positive effect we can have in the local community.
- All in all/To sum up

Exercise 9a (p. 209)

Conference Facilities: Large conference room, Conference co-ordinator makes arrangements, Overhead projector, screen and sound system available, Comfortable seating

Hotel Facilities: Disabled access, Large car park

Food: Large varied menu, Delicious home-cooked food, Choice of buffet or sit-down meal

Cost: Expensive menu, Discount for large groups

- The hotel offers a **large**, well-equipped **conference room**.
- A **conference co-ordinator** is available to make all the necessary arrangements.
- An **overhead projector, screen and sound system** are also available.
- The **seating** in the conference room is extremely **comfortable**.
- Unfortunately, the hotel only has **limited dates available**.
- The hotel provides full **disabled access**.
- The hotel is in a central location and has a **large car park**.
- A **large** and **varied menu** is offered.
- There is a selection of **delicious home-cooked food**.
- Clients have the **choice of a buffet or a sit-down meal**.
- Unfortunately, the items on the **menu** are **expensive**.
- The hotel offers a **discount for large groups**.

Exercise 9c (p. 209)**Introduction**

The purpose of this report is to evaluate the Highton Hotel as a suitable venue for our first annual meeting. The report covers conference and hotel facilities as well as an evaluation of the food available and the cost.

Exercise 10 (p. 209)

- 1 **report:** president of environmental group
proposal: group leader of ecological group
- 2 **report:** delegate, to comment on conference and make suggestions for future improvements.
proposal: member of environmental group, suggest best way to spend money raised
- 3 Formal, factual style
- 4 Yes (see model answers)
- 5 See model answers
- 6 **report:** However, although, I would recommend, also, Despite
proposal: Firstly, Secondly, Although, however, I would recommend

- 1) **To:** James Thurber
From: Janet Dorking
Subject: Environmental Conference
Date: 20th July, 20...

Purpose

The purpose of this report is to evaluate the national conference held between the 10th and 12th July at the Conference Centre, Birmingham and to make suggestions for future improvements.

Facilities and Organisation

The Birmingham Conference Centre has an excellent reputation for its facilities and these cannot be faulted. Local staff were friendly and extremely helpful, making sure that the delegates felt comfortable at all times. However, the organisation of the conference could have been better. Several important speeches were scheduled to be given at the same time, and there were a number of last-minute cancellations.

Suggested Improvements

Although the Conference Centre is excellent, I feel it is difficult to justify the cost of hiring these facilities. I would recommend that cheaper facilities be considered for future conferences. There is also a need for better forward planning to make sure that important events do not clash.

Conclusions

Despite the problems mentioned above, this was generally a rewarding and informative conference. I am sure that the organisers will learn from the experience and that future conferences will be even more satisfactory.

- 2) **To:** Jill Sawyer
From: George Bull
Subject: Money raised
Date: 20th July, 20...

Purpose

The purpose of this proposal is to make recommendations concerning the best way to use the funds acquired as a result of recent fundraising activities.

Current concerns

Two major areas of concern felt by the local community can be identified. Firstly, many residents feel that the local authorities are not doing enough to encourage people to recycle waste. Secondly, there is widespread concern about the continuing traffic congestion in the city centre. People are dissatisfied with public transport and consequently continue to use their cars to access the centre.

Recommendations

Although the funds we have at our disposal are considerable, it is felt that the money would do little to increase recycling. This problem would be best dealt with by continuing to bring pressure on the authorities responsible. We can, however, be effective in improving the transport situation. I would recommend that the funds be used to purchase a large plot of land on the outskirts of the city. This could then be used as a car park for a park-and-ride facility, with frequent bus services to and from the city centre.

Further Writing Practice: Articles**Exercise 1b (p. 211)**

- 1 **Key words:** Describe/why is it important ('describe' means a descriptive piece of writing and 'why it is important' means you must give an explanation for your choice)
- 2 **Key words:** your favourite/what can be done ('your favourite' means that you give your own choice/opinion and 'what can be done' means that you need to give suggestions)
- 3 **Key words:** Who/do you/why ('who/do you' means that you must give an opinion and 'why' means you must give reasons. In this case the subject is someone from history which means you are describing a life)
- 4 **Key words:** telling us what you think (opinion and needs reasons/justifications)

Exercise 2b (p. 211)

- | | |
|----------------------|-----------------------|
| 1 Our Natural Beauty | 3 Making History |
| 2 Horse Power | 4 Travelling by Train |

Exercise 3b (p. 211)

- A quotation
- B rhetorical question
- C general thought
- D objective statement
- E addressing the reader directly

Exercise 3c (p. 211)

- A Berlin Has It All
- B George is The Man
- C Back to Basics
- D Zurich, A Place for Everyone
- E Keeping in Touch

Exercise 4b (p. 212)

Rubric 1 – Model 2, Rubric 2 – Model 1

The models follow the plan for writing an article.

Model 1 intro – offer an objective statement
concl – quotation

Model 2 intro – offer an objective statement
concl – quotation

Model 1 intro – Have you ever thought about what the world would be like without your favourite colour? ...
concl – ... In short, colour creates a mood, a thought, a feeling that can not be created by any other thing as easily.

Model 2 intro – Sports can bring people together. ...
concl – ... Imagine how different your life would be without your favourite sport.

Exercise 4c (p. 212)

Model 1 – A Rainbow World

Model 2 – A Few of Our Favourite Things

Exercise 6 (p. 213)

I Music around the world

For me, music is an expression of emotions. I am always amazed at how music can represent specific places and times. No matter where you go, almost every country has its own sense of style and rhythm that is unique. From the moment you hear a particular beat or instrument, you are transported to a different place and time.

Some of my favourite musical sounds and rhythms come from places like Africa and the Caribbean. Drums play a large role in music in these cultures and the beat can be heard and recognised in every piece of music. It doesn't matter where I am, as soon as I hear a reggae beat I think of Jamaica.

Most cultures take great pride in their musical background and use it to express their thoughts and beliefs. It is used as a tool to attract visitors to their countries by sharing their stories and history.

Music is meant to be shared and enjoyed. I think it would be a shame if everyone created the same sounds and rhythms and told the same stories. As an unknown author once wrote, "Music is what feelings sound like."

2 What is your favourite food?

I cannot imagine life without Italian food. I mean I love all Italian food but pizza is something so simple but so delicious and perfect.

Pizza is the kind of meal that can please everyone. It is quite easy and quick to make and involves little, if any, cleaning up afterwards. You can eat with your hands and it's done. The best thing about pizza is that it can vary every time you make it and eat it! Different crusts, toppings, spices, sauces, even cheeses can be used. There are millions of combinations of things that can top a pizza!

Pizza can be served in any setting. You can dress up a pizza with delicacies like caviar and seafood and serve it as a starter or eat it as a family at the kitchen table. You can even grab a slice walking down the street.

Pizza is the most versatile food there is. It is delicious hot or cold, any time of day. I could not make it through a week without a pizza.

3 The Perfect Place to Live

If I could choose anywhere in the world to live, it would be Banff in Canada. Banff is a lovely mountain town nestled in between some of the most beautiful, rugged mountains in the world. It is a place where families can enjoy the outdoors all year round.

Banff offers local residents a small town atmosphere in a world-class environment. Millions of people from all over the world visit Banff for its fantastic skiing facilities. In response to the number of tourists, Banff has built up local natural attractions and provided one-of-a-kind experiences that local residents can enjoy as much as tourists.

At the same time, residents can slip away from the hustle and bustle of the popular tourist attractions to the quiet lifestyle that awaits them just around the corner. It takes only a few minutes to wander back to the side streets and see the lovely homes and gardens that provide families with comfort and security in this mountain retreat.

Banff truly has it all; natural beauty, clean air, safety and security, and as much luxury and excitement as you want. There is no other place as perfect as Banff for me.

Interlocutor Card 1

Unit 2.8 – Ex. 6 (p. 51)

You are discussing what food to have for the end of year school party. These are your ideas about each option:

	+	–
Cold stand up buffet	<ul style="list-style-type: none"> – I think it's a good opportunity to circulate and meet people. – It's cheap. – There is a variety of dishes. – Everyone can choose their own food. 	<ul style="list-style-type: none"> – The idea is not bad, but it can be awkward trying to hold your food standing up and talking to people.
Fast food	<ul style="list-style-type: none"> – I think it would be popular as most people like fast food. – It's cheap. – It can be prepared quickly. 	<ul style="list-style-type: none"> – I think it's a bit boring because we can eat that kind of food every day. – I don't think it's very healthy.
3-Course dinner	<ul style="list-style-type: none"> – I am in favour of this idea because it is a tasty, nourishing meal. 	<ul style="list-style-type: none"> – I am not so sure about this because it's too formal. – It might be rather expensive.
Barbecue	<ul style="list-style-type: none"> – A great idea. Barbecues are fun. – The food is really tasty. – Barbecues are popular in the summer. 	<ul style="list-style-type: none"> – The problem with a barbecue is that it depends on the weather. – If it rains, we won't be able to cook.

Interlocutor Card 2

Focus on RNE – Speaking Task 2 (p. 66)

You are discussing what special event to organise for a popular classmate who is moving to another town. These are your ideas about each option:

	+	–
A surprise leaving party	<ul style="list-style-type: none"> – I think it's a good way to let him know we will miss him. – Everyone will enjoy it. 	<ul style="list-style-type: none"> – Surprises don't always work out. – He may be too busy to attend.
Dinner at a local restaurant	<ul style="list-style-type: none"> – He loves Indian food. 	<ul style="list-style-type: none"> – It's not a bad idea but it's not very exciting.
An afternoon at a funfair	<ul style="list-style-type: none"> – I like this idea because it would be fun. 	<ul style="list-style-type: none"> – It's OK but we've been before
An evening at a comedy club	<ul style="list-style-type: none"> – A fresh idea. We've never done this before. – It would be a shared experience. 	<ul style="list-style-type: none"> – The only problem is that it might be expensive.

Interlocutor Card 3

Unit 4.8 – Task 2 (p. 114)

You are discussing what special event to organise for **Health Week** at your school. These are your ideas about each option:

	+	–
A talk advising on how to beat stress	<ul style="list-style-type: none"> – This could be helpful for students as young people often have to deal with a lot of stress. 	<ul style="list-style-type: none"> – We may have to pay someone to give the talk. – It could be boring for students.
A sport and keep fit day	<ul style="list-style-type: none"> – Most people like to play sports. – The event should be fun. – Everyone can take part. 	<ul style="list-style-type: none"> – Some of the students are not very fit and may find it difficult – The weather may be bad.
A walk in the countryside	<ul style="list-style-type: none"> – This would be something that everyone can take part in. – Students could get some fresh air and learn about wildlife. 	<ul style="list-style-type: none"> – The weather may be bad. – It's not the most interesting choice.
A cooking healthy food workshop	<ul style="list-style-type: none"> – As the students will be taking part, it'll be more interesting than a talk. – Students would be able to learn about healthy food and they will be able to practice cooking it. – We won't have to worry about the weather. 	<ul style="list-style-type: none"> – May be expensive to provide all the food. – May be difficult for large numbers of students to take part.

Interlocutor Card 4

Unit 4.8 – Task 2 (p. 115)

You are discussing what special event to organise for **Environment Week** at your school. These are your ideas about each option:

	+	–
A clean up the park/ beach day	<ul style="list-style-type: none"> – It would be nice for students to do something they see the results of afterwards. – Both of these places are popular with young people. 	<ul style="list-style-type: none"> – Students may get disappointed when the park/beach gets dirty again. – Some students may not enjoy this activity very much.
A workshop on making homes environmentally friendly	<ul style="list-style-type: none"> – We all spend a lot of time at home. – The information learnt could be useful for later life. 	<ul style="list-style-type: none"> – Most young people already know about simple ways of being environmentally friendly at home.
A morning planting trees in the local park	<ul style="list-style-type: none"> – This is a practical activity that students probably haven't done before. – Students will be able to watch the trees grow afterwards. 	<ul style="list-style-type: none"> – Heavy rain would make this activity difficult.
Collecting money for a local environmental group	<ul style="list-style-type: none"> – This is always appreciated by charity organisations. – Students can choose a project to support and feel involved with. 	<ul style="list-style-type: none"> – This activity is not as interesting as the more practical ones. – Some students may feel uncomfortable collecting money.

Interlocutor Card 5

Focus on RNE – Speaking Task 2 (p. 128)

You are discussing what special event to arrange in order to celebrate a classmate's 17th birthday. These are your ideas about each option:

	+	–
The cinema	<ul style="list-style-type: none"> – It won't be too expensive. – They will not have to travel far. 	<ul style="list-style-type: none"> – It will be difficult to choose a film that everyone will like. – Many of them go to the cinema regularly, so it will not be a special event.
A restaurant	<ul style="list-style-type: none"> – It will be a new experience and a chance to try some different food. – It would be easy to organize. 	<ul style="list-style-type: none"> – The meal may be very expensive. – The evening may not be very relaxing and they will have to dress smartly.
The bowling alley	<ul style="list-style-type: none"> – Bowling is great fun for everyone. – Bowling is much more sociable. 	<ul style="list-style-type: none"> – Not everyone loves bowling so it could be boring for them.
A rock concert	<ul style="list-style-type: none"> – We all enjoy music and it will be exciting to see a live performance. – There will be a lot of other people the same age there. 	<ul style="list-style-type: none"> – The tickets may cost a lot of money. – There's also the problem of finding a concert that everyone will enjoy.

Interlocutor Card 6

Unit 5.8 – Task 2 (p. 144)

You are discussing what special event to choose for Carnival Week at your school. These are your ideas about each option:

	+	–
A costume making workshop	<ul style="list-style-type: none"> – A workshop is something different that everyone could join in with. – I think it's a good way to get into the carnival spirit. – Everyone will enjoy it. – The students can be creative. 	<ul style="list-style-type: none"> – I don't think this is such a good idea because not everyone is good at this kind of thing. – Some people might feel left out or embarrassed.
A talk on international festivals	<ul style="list-style-type: none"> – I think it would be interesting for everyone. – It's a relaxing event for students. 	<ul style="list-style-type: none"> – It's not a bad idea but we have lectures all the time.
A music concert	<ul style="list-style-type: none"> – I like this idea because carnivals always have music. – Students will be involved, singing or playing an instrument. 	<ul style="list-style-type: none"> – The problem is that not all students have musical abilities – Just listening to music is a bit dull for a carnival. – Students might get bored.
A dance competition	<ul style="list-style-type: none"> – A dance competition would involve music to listen to and dancing to watch. – It would be fun for participants and the audience. – Most people like to dance. 	<ul style="list-style-type: none"> – I'm not sure about this because some of the boys think that dancing is an activity for girls.

Interlocutor Card 7

Unit 5.8 – Task 2 (p. 145)

You are discussing what special event to organise for Science and Technology Week at your school. These are your ideas about each option:

	+	–
A visit to a science museum	<ul style="list-style-type: none"> – I think it would be entertaining and educational. – Students always like getting out of school for a morning or a day. 	<ul style="list-style-type: none"> – The idea is not bad but not everyone is interested in science. – It covers science but not really technology.
A talk on robotics by a researcher	<ul style="list-style-type: none"> – I think this is a great idea especially if they bring some robots in for us to see. 	<ul style="list-style-type: none"> – It's not a bad idea, but if it might be difficult to find a speaker who can relate to school children. – I don't think students will be very interested in just a talk.
A tour of the local planetarium	<ul style="list-style-type: none"> – I like this idea because everyone's interested in stars and planets. – Students will learn how a planetarium works too. 	<ul style="list-style-type: none"> – It's OK but some students may have been before. – Not all the students could go at the same time so it could be hard to organise.
A discussion with scientists from the university	<ul style="list-style-type: none"> – I am in favour of this idea because students would be able to get a lot of information from them. 	<ul style="list-style-type: none"> – I think it sounds very boring. – University professors are busy people so it might be difficult to arrange for more than one to come.

Interlocutor Card 8

Focus on RNE – Speaking Task 2 (p. 158)

You are discussing what entertainment event to choose for the last day of school. These are your ideas about each option:

	+	–
A talent show	<ul style="list-style-type: none"> – Everyone can enjoy a talent show. – Everyone who wants to, has to a chance to get involved and the others will enjoy watching. 	<ul style="list-style-type: none"> – There are too many talent shows on television. – Students will not learn anything from it.
A musical	<ul style="list-style-type: none"> – I think a musical sounds the most entertaining. – It combines drama and music. 	<ul style="list-style-type: none"> – It is going to be a lot of work to organize. – Everyone has so much to do at this time of year.
A poetry reading	<ul style="list-style-type: none"> – Great if you like poetry. – We could show the connections between poetry and song lyrics. 	<ul style="list-style-type: none"> – There are some students who are not very keen on poetry. – Choosing suitable poems may be difficult.
A film night	<ul style="list-style-type: none"> – I'm sure we would all enjoy a good film. – It would be easy to organize. 	<ul style="list-style-type: none"> – Finding a film that no-one has seen might be difficult. – It would be better to have something that the students could actually do.

MODULE 1

Unit 1.3

Exercise 1b (p. 10)

I can see pictures of people cycling and playing basketball. My favourite sport is cycling. Sports help people in lots of ways. The greatest benefit of sports is that they help us keep in shape. Also, when we play team sports we learn how to work together to achieve a common goal. Sports teach us to deal with both success and failure and how to balance competitiveness with fun. Finally, sports bring people together and help us to relax.

Unit 1.6

Exercise 8 (p. 17)

The last film I watched was *The Devil Wears Prada*. It was a really funny film starring Meryl Streep as the boss at a fashion magazine and Ann Hathaway as her assistant. The film was directed by David Frankel and was very funny indeed. The main character Andy, is a shy college graduate who gets a job at trendy fashion magazine called Runway. Despite her best efforts, she soon finds herself having trouble keeping up with her boss's outrageous demands. This is not a usual Hollywood blockbuster full of special effects, but it is a great film for people of all ages. You shouldn't miss it.

Unit 1.7

Exercise 3 (p. 18)

My brother plays basketball every day after school but I personally can't stand it. I just don't see the fun in bouncing a ball up and down and running backwards and forwards for hours on end. I believe that there are far more interesting games you can play!

Exercise 5 (p. 18)**Speaker 1**

I do see the attraction of bungee jumping and snowboarding and so on. I mean, it must be really exciting jumping off a bridge with a rope tied round your ankles or gliding down a snowy mountainside very fast on a piece of wood. It's just that I find it very scary and I don't think I'm brave enough to do it myself. I suppose that's the thrill of it, though.

Speaker 2

I saw a programme on TV about hang-gliding and I was very impressed. I just couldn't believe how smoothly this guy glided through the air hundreds of metres above the ground without an engine and only the wind holding him up. I would love to have a go myself. As soon as I get the chance, I'm going to look into it.

Speaker 3

I am an experienced canoeist and I go white-water rafting regularly. It's a very exhilarating activity but I think after you've been doing it for a while it can become a bit less exciting. The edge has gone from it for me and I think I might have to look somewhere else to get the same kind of thrill I got when I first started doing it.

Speaker 4

I enjoy sports like golf, darts and swimming. I can see why other people prefer to jump out of an aeroplane or climb a mountain or whatever. Of course, it's the thrill and excitement and perhaps the sense of achievement they get from it. I do sport for leisure and pleasure and to unwind. The physical side to it is not as important to me.

Speaker 5

I am a total thrill-seeker. If it's not exciting and a bit dangerous, I don't want to know about it. I love the action and adventure of base jumping, sky diving and so on. My latest thing is free running where you have to jump, climb or vault over obstacles such as buildings and walls. It's very physical and very exciting. Other sports just don't compare.

Speaker 6

I competed in freestyle motocross competitions for a number of years. It's a sport where you are judged on your acrobatic skills while riding a motorbike. I had to stop competing eventually, but it wasn't because of pressure from my family, even though they did worry a lot about how dangerous it was. In the end, it was the time and expense that were the deciding factors. It was an exciting part of my youth but I've moved on to other things now.

Exercise 7 (p. 19)**Tracey**

We had a fantastic time. The kids absolutely loved it. There were jugglers and acrobats performing amazing tricks. The audience went wild after the trapeze artist had finished performing. There was so much applause that sometimes we couldn't hear what was going on! My youngest son was a little scared of the clowns, but he soon came out from hiding under his seat and joined in the fun.

Exercise 8b (p. 19)**John**

I love the whole mystery that surrounds these shows. Once I saw a show where a magician appeared to cut his assistant in half. It was unbelievable! Then, another time one made a rabbit disappear and then reappear in a hat. It was amazing!

Exercise 9 (p. 19)

Int: Continuing our series on people who chose careers in the arts, in the studio with us today is David Mills, the well-known theatrical actor. David, what got you interested in acting?

David: There were quite a few activity clubs at my high school; clubs for sport, art, photography and drama. I wasn't very athletic or arty, so I decided to join the drama club. I was also a bit shy and I thought it would help me to build up some self-confidence. It was great fun in the club. We put on performances at the end of every term. Some of them were very good, but some of them were disasters. But I discovered that I really loved performing and even when things went wrong on stage it didn't stop me enjoying myself. It just made me want to work harder to get better. That's when I realised that I was suited to a life on the stage.

Int: So what did you do about it when you left school?

David: I auditioned for lots of drama schools and managed to get a place at The Rose Bruford School of Speech and Drama. It was a three-year course and it was very hard work. You have to learn everything there is about performing. We did dance lessons, singing and acting lessons as well as learning about stage management and directing theatre. It was also very competitive. Whenever we had to produce a play, all the students had to compete for the best parts. Everybody wanted the starring role and no one wanted the small parts, which was what made it very good training for life in the real world of theatre.

Int: Did you find it easy to get work as a professional actor after you left drama school?

David: I wish I could say that I walked straight into a major role. But that's rarely the case for anyone just starting out as a professional. The reality is that it takes time to establish a professional career in the theatre. When I started out, I had to do a lot of part-time jobs so that I would have time to go to audition for parts and so that I had a little money to pay my rent and buy food. I was very poor for the first couple of years and I didn't have much luck. In the end, though, I started getting a few small parts and, best of all, I managed to get an agent, too.

Int: How did you become successful in your career?

David: I'd been working for a small theatre company touring plays around Britain and one of the directors from the Royal Shakespeare Company saw me in a performance and I was lucky enough to be invited to join the company for one season. I've never been out of work since. Sometimes I think I would quite like to take a break for a while but when I'm offered a good part by an important company I just can't refuse a good opportunity. Not all actors, even really talented ones, manage to be in work all the time, so I shouldn't complain really.

Int: You've played many parts, but what kind of roles do you like playing the most?

David: That depends on many different things. First of all, the most important thing is that it is a good play and the parts have been very well written. It also depends on the other actors you are working with in the play. I might really love the part I've been given but if I can't develop a good working relationship with the other actors then it can end up being a very disappointing experience. I suppose, though, that like many character actors, the kind of parts I really have fun doing are in comedy roles or getting to play the evil villain because they are the kind of roles that you can play around with a lot.

Int: One of our listeners would like to know if there is anything you don't like about your job?

David: Most people think the life of an actor is very glamorous but actually it's a physically and mentally demanding job. You have to work long unsociable hours and often spend months away from home on tour, which makes it difficult to have a stable family life. But I don't really mind any of those things as I love my work. The only thing that gets on my nerves is working with actors who are badly behaved or moody. Some people think that because they are talented they can behave just as they please and it's very annoying to work with people like that.

Int: And finally, what are your plans for the future?

David: Well, I've been acting for nearly thirty years now and I think that with all the experience I have in the theatre I would quite like to branch out a little and do some directing. At the moment, I'm trying to get producers interested in funding a project that I have in mind. I have a fantastic idea for a show I want to do and I know which actors I want to play in it. All I need now is the money to get it up and running.

Int: Well, David, good luck with that and thank you for joining us. Next we ...

Unit 1.8**Exercise 2 (p. 20)**

Like most people I really enjoy hanging out with my friends. We have a lot of fun together whatever we do but we often go to the sports centre together. I like lots of sports because I'm a very active person, but I especially like playing basketball and I enjoy swimming very much.

I also enjoy spending time with my family. I'm fond of fishing so I often go fishing with my dad down by the lake. I'm keen on jogging too and so is my mum so we regularly go jogging together in the park. My mum also likes gardening but I can't stand it and I don't like to get my hands dirty. I'm not keen on reading either. I do enough of that at school and for homework. And I just hate drawing. I don't see the point in it and I find it very

boring. I really enjoy surfing the Internet though. I find it very interesting, relaxing and fun.

Exercise 6 (p. 21)

I'm going to talk about extreme sports and what the possible benefits and dangers are of participating in such sports. I will also express my personal opinion about extreme sports compared to other sports.

Extreme sports include activities such as snowboarding, hang gliding and ice climbing. They are usually done by individuals although white water rafting is an extreme sport that involves team effort. All extreme sports involve a high level of danger. The risk involved is controlled by the skill the person has and this is achieved through experience.

One of the benefits of extreme sports is that they bring new experiences. For example, they add excitement and adventure to your life. They are challenging because the participants compete against forces of nature and in doing so they experience an adrenaline rush. People also say that they like the feeling of being daring. They get a strong sense of freedom doing these sports, because overcoming the challenges is liberating. Clearly they are a great form of exercise and they can help you get fit too.

However, although extreme sports provide thrills, they can also be dangerous. The risk of injury is very high if athletes lose control. It is true, of course, that people can be quite badly injured just playing a friendly game of football. Injuries such as broken legs are not uncommon, but the risks involved with extreme sports are far greater. If you lose control of a hang glider and crash, it is very likely that you would break bones, injure your back or even get concussion. Falling from a great height, I think you would be very lucky indeed to escape serious injury.

Personally, I'd prefer not to do extreme sports, in spite of the fact that they look very exciting. Although I admire what some of these people do, I'm not very keen on the idea of doing something that is dangerous and carries a high risk of serious injury. I'd rather keep my feet on the ground and jump to put a ball in the basket along with my team. I prefer sport that has a set of rules to ensure the safety of the players. I think I will leave others to enjoy the challenge and risk of extreme sports.

Unit 1.13

Exercise 5 (p. 30)

Andy: You know Kate, with all the environmental problems in the world, we should do what we can to try and save energy.

Kate: What sort of things do you mean?

Andy: Well, there are lots of things we can do at home.

Kate: What? Like turning off the lights when you leave a room and spending less time in the shower?

Andy: Exactly. You can also make sure you close the curtains at night to save on heat and also wash the dishes by hand rather than using the dishwasher.

Kate: Oh yes, I hadn't thought of that. What about at school? Are there things we can do there as well?

Andy: Of course there are. Make sure you always turn off your computer after you've finished using it.

Kate: Yes, and you can also make sure windows are closed if the heating or air-conditioning is on.

Andy: That's right, otherwise you waste energy. You should also make sure that there is nothing blocking the air vents.

Kate: Ah yes, otherwise the heating won't work properly and it will get turned up, which would waste energy, too!

Andy: There are so many things we can do ...

Focus on RNE

Listening – Part I (p. 34)

Speaker 1

My friends think I'm a little bit old-fashioned, but I really believe that the only place to see a film is in the cinema. There's something special about the atmosphere that you can't get alone at home. Maybe it's the big screen, the music, the other people that are sat with you or maybe it's just the fact that you've decided to go out for the night. I can't wait for films to be released months later on DVD and all the advertisements on TV just drive me crazy. And to be honest, these films are meant to be seen on the big screen, aren't they?

Speaker 2

With all the channels on TV, there's always something to watch. I really don't see why I should pay to see these films when there are so many on TV that I can watch in the comfort of my own home. I don't even have satellite or cable. I'm exhausted at the end of the day so I just want to sit down, switch on and watch something so that I can relax. I don't even mind the advertisements. I get so tired of people complaining about ad breaks. I mean, the channels have to make money somehow, don't they? If you can't put up with them, switch off!

Speaker 3

It's changed the way I think about films. I used to be one of those people who were first in the queue when a new film was released and, okay, I still go to the cinema once in a while, but DVD is second to none. For one thing, the picture quality can't be beaten. A film looks better on my TV at home than it does in the cinema. And let's not forget the cost. I can rent a DVD for a few nights, see it as many times as I want, have all my friends over and it still costs less than the popcorn at the cinema.

Speaker 4

We don't have a TV anymore. My son was glued to the TV all the time and I got really annoyed about it. One day, he got back from school to find that I'd given the TV away. You should have seen his face! It wasn't easy at first, but we all got used to living without a TV. It makes going out to the cinema as a family all that more special. Watching a film is now a family treat. We often go for a meal afterwards and make an evening of it. Don't think the house is quiet, though – I had to buy my son a drum kit to make up for the TV!

Speaker 5

I know this home cinema system cost a lot of money, but in the long run it'll save me money. I don't need to leave my flat to see films at all and to be honest I don't want to. It has turned my living room into a cinema with a fantastic picture and superb sound. It's got all the advantages of home with none of the disadvantages of the cinema. No-one will annoy you by talking too loud, there are no mobile phones ringing all the time and you don't need to brave the freezing cold to get to the cinema.

Speaker 6

I didn't want to fall into that couch potato trap – you know, sitting in front of the TV all night every night like my parents. My friends felt the same way – you eat too much and you don't get enough exercise. On the other hand, we wanted to get together and watch films. That's why I bought a laptop and now we can watch films wherever we are. It's quite funny really, seeing me and my mates all round a table in a café or sports centre watching a film. We've even been thrown out of some places because we've been laughing too loud.

Listening – Part 2 (p. 34)

Emma: So where did you go on holiday this summer, Charlie?

Charlie: St Petersburg, but only for a few days. I wanted to do something different this year. For the past three years I've been going to the seaside and, to be honest, Emma, I was getting bored of sitting on the beach for two weeks, so I thought I'd take a city break this year, and it was one of the best holidays I've ever had.

Emma: Isn't St Petersburg cold in the summer? I can't stand the cold. That's why I always try to go somewhere hot on holiday.

Charlie: I was there in July and the sun was shining every day. It wasn't boiling hot, but I certainly didn't need my coat. I was wandering around in a t-shirt most days.

Emma: Really. So where did you go? I know you like art and history, so I suppose you went to all the museums.

Charlie: Look. There are over two hundred museums in St Petersburg. There was no way I could even visit ten of them. I just didn't have enough time. I went to the

Hermitage. You must go. I spent all day there and it's so big that even if I spent a week there I wouldn't get around all the exhibits.

Emma: Two hours in a museum is too much for me. Apart from the beach, all my holidays involve plenty of shopping, eating out at great restaurants and dancing the night away.

Charlie: St Petersburg has got all that. You should try some of the shops on Nevsky Prospekt. It's got everything that every other capital city has got and much more. I went to some fantastic nightclubs as well. Not the ones that all the tourists go to, but the ones the locals hang out at.

Emma: How did you find out about all that? When I go on holiday, I have trouble finding my way back to my own hotel.

Charlie: The Internet. Before I went, I downloaded as much information as I could so by the time I got there, I knew exactly where I was going, how much it was going to cost and how I was going to get there.

Emma: Was it easy to get around the city? I mean, it must be huge.

Charlie: It is, but it's got a fantastic metro system, with some of the most beautiful architecture I've ever seen.

Emma: A beautiful metro system! Then it's nothing like the one I travel on every day.

Charlie: Not at all. You should see the station at Avtovo. It has fantastic columns made of marble and glass. I was really impressed, not only with the architecture in the metro, but with the place as a whole. I tell you, next year I'm going to go on another city break. You get back after your holiday and you really feel that you've done something worthwhile.

Emma: It sounds great, but until I find a city break that is by the seaside, I'm going to stick to my beach holiday.

MODULE 2**Unit 2.4****Exercise 10 (p. 43)**

Mark: Hi, Sophie. Hi, Bill. How are you two getting on with your revision for the exams?

Sophie: Oh, it's going OK, I suppose. But Mark, you look awful! What's the matter with you?

Mark: I don't know, really. I just don't seem to have any energy these days. It's really getting me down. What do you think I should do?

Sophie: If I were you, I'd get some of those high energy drinks! What do you think, Bill?

Bill: Mm, I'm not so sure. I think you'd better see your doctor, Mark.

Mark: That's easier said than done, Bill! It takes forever to get an appointment and then you still have to wait ages when you get there.

Sophie: Perhaps you should change your doctor in that case. Anyway, you are not the only one with problems. Neither Bill nor I have been feeling too great recently.

Mark: Why? What's the problem?

Bill: Well ... I haven't been sleeping too well recently. It's all the stress of the exams, I suppose. What's the best way to get a good night's sleep? Any ideas?

Mark: One thing to do about it is to relax with a good book for an hour before you go to bed and forget about the exams!

Bill: That's not a bad idea, but I'm not sure that it would work.

Sophie: I think Mark's right, Bill. Maybe you could try having a cup of tea while you're reading. It worked for me when I was having trouble sleeping! Tea is good for you, you know!

Bill: Yes, I suppose so. It's worth a try, at least. Anyway, I think Sophie's problem is far more worrying.

Mark: Why? What's the matter, Sophie?

Sophie: Bill is exaggerating, Mark! It's nothing serious, I'm sure. I just get these dizzy spells from time to time ... as if I'm going to faint.

Bill: And you've been on that silly diet for over a month now! I think that's the cause of the problem.

Sophie: Yes, but I've got to lose some weight, Bill, so what should I do?

Bill: I suggest that you change your diet!

Mark: You'd better see a dietician. Some of these diets can be dangerous if you don't get proper nutrition. A good dietician will tell you how much weight you need to lose and the best way to go about it.

Sophie: Yes, I suppose so. So what about you, Mark? Perhaps you should see a dietician, too!

Mark: Oh, I don't know. I'll just be glad when these exams are over and we can get back to normal.

Bill: Well, it's up to you Mark. Gosh, look at the time! Come on, we'll be late for the lecture!

Unit 2.7

Exercise 1b (p. 48)

Steve: I see your favourite café is in trouble, Mary!

Mary: What do you mean?

Steve: The Bistro. It's been closed, apparently. It seems they had a visit from the food inspectors, and they didn't like what they found.

Mary: Why? Was it dirty or something?

Steve: Worse than that. The place was crawling with mice! The inspectors said it's the worst case they've ever seen.

Mary: I don't believe that. I've always found the Bistro to be spotlessly clean – and their sandwiches are fantastic!

Steve: Well, I don't suppose you've ever seen the kitchen, have you? That's where the inspectors found the problem.

Mary: You mean they actually saw mice in the kitchen?

Steve: Not exactly, but they found plenty of evidence. You know, mouse droppings and so on.

Mary: Yuck! That's disgusting. So does that mean the café is closed for good?

Steve: Apparently not. The owners have been given one month to clean the place up and make sure no mice can get in again. They have to pay a big fine, as well – £15,000.

Mary: Well, whatever they do, I don't think I'll be going back there.

Steve: It's a shame, isn't it? It was one of the few places where you could get a cup of coffee without having to pay a fortune.

Mary: Exactly! A large coffee for only 70 pence is almost unheard of these days.

Exercise 3 (p. 48)

Speaker 1

I learned to cook from my Gran. She was a brilliant cook and as a child I loved being in the kitchen with her, mainly because I got to taste all her lovely food as it was cooking. But she was very strict about hygiene. Her golden rule was that every time you handled a piece of food you had to wash your hands before touching anything else. At the time I thought she was being too fussy. I didn't think it was necessary to be so careful, but I realise now that she was absolutely right.

Speaker 2

As a hotel chef I have to keep an eye on all the staff working in my kitchen, especially if they are new to the job. Sometimes they make unbelievable errors. I remember one time I had asked a young lad to chop some chicken and then prepare the vegetables. I turned round and saw that he was slicing an onion on the same board we use for meat! He had no idea that you should always use a separate board for meat products.

Speaker 3

Whenever I eat at a restaurant, and it doesn't matter if it's an expensive one or a moderately priced one, I always ask to see the kitchen. The dining area might look lovely and clean but that doesn't mean the kitchen is. Most restaurants don't mind in the least and are quite happy to let you have a quick look. Funnily enough it's the pricey restaurants that tend to say no as they seem to think it's an insult. If a restaurant refuses, though, I just leave and I don't go back, either.

Speaker 4

I work in nutrition hygiene and it never fails to amaze me that the vast majority of people are under the impression that most cases of food poisoning result from food prepared in restaurants or other professional kitchens. But the truth is that most cases occur in people's own homes. This is because a lot of people don't know much about food safety at all. On the other

hand people working in a professional kitchen have had the proper training so they know all the do's and don'ts about preparing food safely.

Speaker 5

I don't like eating out at all. I don't mean just at restaurants but at other people's houses too. I know where I am with my own food and I don't trust others to have the same standards as I do. When we go on holiday we always go self-catering, so that's not a problem. But if we get invited out for a meal anywhere my husband gets quite embarrassed about explaining why we can't go. If it's something really important like a wedding reception, I'll just pick at bits of food and say I'm not hungry.

Speaker 6

I've never really been one for cooking. It's too time-consuming and I'm always on the go. I've got my favourite places to eat in my home town and I can't say I have ever had a problem with the food at any of them. If I go away somewhere I try to find out where are the best places to eat are before I leave. The only time I had a really bad experience was in France, would you believe it! But it was a stomach virus, not the food. I couldn't eat for days.

Exercise 4 (p. 48)

(A = Interviewer B = James Fisher)

- A:** Until not very long ago, going out for a meal in a restaurant was a rare treat reserved for special occasions such as birthdays and anniversaries. Today, however, the restaurant trade is booming. So how can you be sure that the food you are eating is safe? James Fisher is a food safety inspector with North Cornwall District Council. James, are we at risk if we go out to eat?
- B:** By and large, the answer is 'of course not'. But unfortunately, the number of food poisoning cases that are reported to the authorities is on the rise. In recent years, more than 1 million cases annually. And that figure obviously does not include minor cases where the sufferers have not seen a doctor.
- A:** Just how serious is it if a person is affected by food poisoning?
- B:** In the majority of cases a person suffering from food poisoning will experience stomach ache, diarrhoea and possibly vomiting. These symptoms may last for two or three days and, while unpleasant, they are not usually life-threatening, fortunately. However, if the victim is already unwell for another reason, or if they are babies or very old, the problem can be very serious. Especially if the illness is caused by E. coli.
- A:** We've been hearing a lot about E. coli recently. Could you tell us what it is and why it is dangerous?
- B:** E. coli is the name given to a type of bacteria that lives in our intestines. Normally, we can live with them quite happily, but there is one type, known as E. coli 0157, that can make people dangerously ill.
- A:** I see ... and can anything be done to prevent people being infected with E. coli 0157?
- B:** (laughs) Well, this is where people like me come in! This particular form of food poisoning is usually passed on by raw or undercooked meat, so when we inspect a restaurant we are particularly interested in checking that raw meat is not stored with other foods and that all meat is thoroughly cooked. It is also important that staff who have been handling raw meat wash and dry their hands thoroughly before touching other types of food. People should take the same precautions in their own homes, of course.
- A:** So what do you do if you find a restaurant that is not up to standard? Close it down?
- B:** We do have the power to close down any restaurant or food shop that is not up to standard, yes, but in most cases we prefer to issue a warning and give the owners time to clean up their act. Unfortunately, anyone can open a restaurant – you do not need a licence or any qualifications – so in many cases the problems are caused by ignorance. Not realising the dangers of using the same knife and board to cut meat and vegetables, for example.
- A:** Because that could pass on infections like E. coli 0157?
- B:** Exactly. To be honest, I think that most restaurant owners and chefs want their premises to have a good reputation. They won't stay in business for very long if the word gets around that their food makes people ill, after all! So I see an important part of my job as being education. If I can teach people to maintain high safety standards, that is far better than forcing a place to close down. I don't want people to lose their jobs, after all.
- A:** So, generally speaking, people take notice of what you say?
- B:** Happily, yes. In fact, we frequently have people wanting to start a food establishment – a café or a restaurant – coming to us for advice before they open for business. That makes my job a lot easier because I know that I am more likely to find a clean, well-run kitchen when I visit their premises.
- A:** How frequently do you visit places, in fact?
- B:** Not as frequently as I would like, unfortunately. As you said at the beginning, there has been a boom in the food trade in recent years and new restaurants seem to open every day. We really need more inspectors as I would like to see all premises inspected at least once every six months – at the moment it is once every eighteen months on average.

A: You say once every eighteen months on average – so presumably some premises are inspected more frequently than that.

B: Of course – if we identify a problem. In that case, the owner can expect a surprise visit at any time! The problem for the public is that they are not allowed to inspect the kitchens for themselves – a restaurant may look very clean and attractive in the public areas, but it can be a very different story when you go behind the scenes, as it were. I don't want to give your listeners the wrong impression though. On the whole, I have to say that things are getting better. Standards are definitely improving, and the new scheme requiring restaurants to display inspection results where they can clearly be seen by customers should help tremendously.

A: Does that mean potential customers will be able to read your reports in the restaurant – with the menu, perhaps?

B: (laughs) Not exactly! That would be taking things a little too far, I think! As you know, several organisations already operate a star system for restaurants based on the quality of service, atmosphere and the taste of the food on offer. One idea being discussed is that restaurants should be awarded stars to show how well they comply with health and safety standards. Five stars would mean that the restaurant maintains the very best standards.

A: And a restaurant that had only one star would best be avoided, I presume?

B: Well, it would certainly mean that there was a lot of room for improvement, yes. But there are a lot of details to be worked out before we can say we have a scheme that will satisfy everybody. A lot of restaurant owners doubt whether the scheme would operate fairly because there are not enough inspectors to make it work, and I think that I agree with them. I have been saying for a long time that we need more inspectors.

A: Well, it is good to know that we do have people out there looking after our health. James, thank you so much for joining us this morning ...

Exercise 5 (p. 49)

(A = Announcer B = Dr Susan Drake)

A: As part of our focus on health and safety in the home this week, I'm joined in the studio by Doctor Susan Drake from the A&E department of Bristol General Hospital. Dr Drake, welcome to the studio.

B: It's a pleasure to be here.

A: Perhaps we could start by talking about common accidents in the home. I imagine that most accidents occur in the kitchen, don't they?

B: Well, accidents in the kitchen are very common, of course, but you might be surprised to learn that

most accidents actually happen in the living room. When you think about it, this is where people spend most of their time when they are not sleeping, of course! Another common place for accidents to occur is on the stairs.

A: So what sort of injuries do you see most in your work?

B: Oh dear! Just about everything you can imagine and a lot more besides! Fortunately, the majority of injuries are of a relatively minor nature in medical terms ... we treat a lot of people with cuts that may require a few stitches or broken bones. Very painful for the patient, but not life-threatening.

A: What's the most unusual domestic injury you've ever seen?

B: I think the strangest one was when a lady slipped on some water in her kitchen as she was loading her dishwasher. As she fell she cut her arm quite badly on a knife in the dishwasher, but she also broke her hip, which was far more serious. Luckily, in this case the lady was not alone in the house and so the ambulance service got to her very quickly and she made a full recovery. Unfortunately, broken hips are quite common in older people. The bones often become weak as we get older so old people need to take extra care.

A: A good example of why old people should always carry a personal alarm so that they can call for help in an emergency. Now, I have some statistics here that show ...

Exercise 6b (p. 49)

Int: Although 70% of the Earth's surface is covered by water, only 1% of the world's fresh water is accessible to the six billion people on the planet. In regions such as Africa extreme water shortages can have devastating consequences for the population. Alex Cameron has spent the past twenty years working in Africa helping to develop water resources and is here to tell us about the importance of safe drinking water for everyone.

Alex: I think the problem of water shortages is one that even people in Britain can relate to. Many people have had to endure hose pipe bans during the summer and learn to be more efficient with water to keep their beloved gardens alive. But here we take it for granted that our water is completely safe to drink. This isn't the case for millions and millions of people in Africa.

Int: Can you tell us about some of the problems this causes?

Alex: First and foremost is, of course, the potential for disease. Lack of clean water results in deadly diseases such as cholera and typhoid, amongst many others... And dirty water causes ordinary childhood diarrhoea, which is one of the main causes of death among African children. Poor African children are ten times more likely

to die before they are five than a child from a developed country. Most of these deaths can be prevented simply by providing clean water and making sure that people know how to maintain good standards of hygiene.

Int: What other difficulties do water shortages lead to?

Alex: As water supplies become harder to find in times of drought the people in the countryside have to spend increasing amounts of time searching for it. They can spend up to 8 hours a day collecting just enough water for the bare essentials, leaving very little time to look after their farms and families. This often forces people to move to the cities and many traditional communities are losing their way of life.

Int: Are the conditions any better in the cities?

Alex: A little... but not much. In urban areas about 50% of the water supply is wasted due to poor management. The water pipes in cities are very old and constantly leak, and people don't use the water they have efficiently. Also, as the populations in cities rise there is more and more pressure on the water system. Hygiene and sanitation standards are very low and so more people become ill.

Int: It sounds like a very complicated problem.

Alex: It is. And it's not getting any better either. African governments have been working towards providing safe and sustainable water supplies for 78% of the population by 2015. Unfortunately, the money needed to ensure this is just not available as companies don't want to invest in something that doesn't make a lot of profit ... it is now predicted that the number of people with no access to safe water will actually rise a further 50 million by 2015.

Int: So, is the situation hopeless?

Alex: Not at all. Many aid and development agencies, like the one I work for, are doing a great deal to tackle the problem. We work directly with the affected communities to develop sustainable water supplies. Not only do we help to provide working wells but we give people in the community training on efficient use of water resources and how to maintain hygiene standards to reduce diseases.

Int: Is there anything that ordinary people can do to help?

Alex: Absolutely. Firstly you can help by making more people aware of the water problems Africa faces. The more people know about the devastation unsafe water causes, the more likely that governments of the world will be forced to do something about it. You could also do some fund raising in your community or even make a personal donation, however small ... every little bit helps to build more wells.

Int: You have given us some very valuable insight into the situation ... thank you.

Alex: It's been a pleasure ...

Unit 2.8

Exercise 2 (p. 50)

(*J = John*

M = Mary

P = Paula)

M: Hello, you two! Paula, thanks for the book you sent me. It helped me a lot with my essay.

P: Think nothing of it. I was just glad I could help. Anyway, what are you doing this Saturday? Have you got any plans? John and I can't agree on what to do, actually.

M: Oh? What's the problem?

J: Well ... I'd like to try that new fast food restaurant near the university because I've heard it's really cheap and it has a nice friendly atmosphere. Unfortunately, Paula doesn't agree.

P: No, really, John. I can't stand going to fast food places any more. They all look the same, they're noisy and they all serve the same sort of fried food – the choice is so limited! I would love to go to a good restaurant. You know, a place where you get served by waiters who know their job and you have a good, varied menu to choose from. I've heard that The Salamander in King Street is fantastic!

M: Hmm ... I don't really like the idea of going to an expensive restaurant. I know the food might be good and all that, but I can't really afford it. And besides, it's all so formal – you can never relax properly!

J: I think you're right, Mary. So you agree that we should give the fast food place a try?

M: I didn't say that, John! No, I disagree with you, actually. I think Paula's right when she says they are noisy places ... people trying to make themselves heard over the sound of loud music. To be honest, I'd be quite happy if we went to Gino's. They've got excellent coffee and it's such a relaxing atmosphere.

J: No way, Mary! You're wrong there. I think going to a café is just boring! It's the sort of thing we can do every day! There's nothing special about it, is there?

M: You've got a point there, I suppose, but what's so special about eating fast food? People do that every day as well!

P: Yes, I agree, Mary. There's nothing exciting about going to a fast food place. But I don't want to go to a café either! Oh, well ... I think I'll just stay at home and watch television since we can't agree what to do.

M: Well, I don't know about that! Tell you what – come round to my flat and I'll cook for the three of us. My mum has just sent me some of her Italian recipes – they all seem easy to cook and they are bound to be tasty! Do you both agree to that?

J: Absolutely!

P: Me too!

Exercise 5 (p. 51)

I'm going to talk about eating out, including the reasons people eat out, the advantages and disadvantages and my own personal experience.

To begin with, there are many reasons why people eat out. There are busy working couples who don't want to think about preparing a meal and washing up after a long day at work. Then there are single people who don't like to eat alone and prefer to go out with their friends, or business people who take their clients out for a meal. When people are away on holiday they often eat out and on the whole I'd say eating out is often a form of entertainment. One of the main reasons many people go out for a meal is to celebrate a special occasion such as a birthday or an anniversary. Furthermore, some people like to eat out to try different foods from other countries.

There are many advantages to eating out. One advantage is the relaxing atmosphere of a restaurant. It's a great place to unwind at the end of a busy day. Discussing business over a meal is a way to entertain clients away from the office and also a way to relax and get to know one another. For other people it makes a change from eating at home and it means they can have a choice of what to eat. On the whole, I'd say that having someone else cook, serve your meal and clear up afterwards is a great reason for eating out. In addition, I think most people would agree that if we want to enjoy food from a different country, it's best to have it cooked by people from that country and to enjoy it in a restaurant with the right atmosphere as well.

One of the negative points of eating out is that it can be expensive. Sometimes the quality of the food or the service may be poor. The expense is the main reason many people only eat out for special occasions. Of course, unless the restaurant has been recommended, you can't be sure of the quality of the food or service and it may be disappointing or even disastrous. If a restaurant is popular it can also be noisy. In England, smoking in restaurants is not allowed but in other countries people smoke in restaurants which is a problem for non-smokers.

As far as I'm concerned, I usually go out to eat with my family about once a month. We like to try new places occasionally, but my favourite place to eat is the Chinese restaurant; I love eating with chopsticks.

Exercise 6b (p. 51)

- A:** How about fast food for the end of year school party? The way I see it everyone likes it, it's cheap and it can be quickly prepared. What do you think?
- B:** I agree with you that it would be popular, but as far as I'm concerned, I think it's far too unhealthy. In any case perhaps it's a bit boring because we could have that any day.
- A:** Yes we could, I suppose, I see what you mean. What do you suggest?
- B:** Maybe we could have a barbeque. That would be fun and barbeque food is tasty and popular in the summer.

- A:** It's a nice choice, but the trouble with a barbeque is that it depends on the weather and the food has to be cooked on the spot. You never know in this country do you? You can't rely on the weather in the summer here, it could rain.
- B:** That's a good point. It's a pity because I'm sure everyone would enjoy it, but we don't want to risk the possibility of it being a washout do we? Well, what else is there?
- A:** We could have a 3-course dinner, that would be tasty and then the weather doesn't matter.
- B:** Sure, but I think it's too formal for a school party and it can also be expensive, so I don't think so. How about the cold stand-up buffet instead?
- A:** Oh yes, that would be fine. With a cold buffet there's a variety of choice to suit everyone so they can select their own food. So far it seems like the best choice.
- B:** The only problem with it, is that it's sometimes awkward to hold your food while you eat. But I think you're right, overall it would be the best.
- A:** I don't think we have to worry too much, there will be places to sit down, if people want to they can do so, and the best thing is it's cheap.
- B:** Yes, that's very true. I think we can agree that the buffet is the best option. It will give everyone the opportunity to circulate and meet each other and after all that's what an end of year party should be about.

Unit 2.13

Exercise 6a (p. 61)

Ogilvy ran into the town. On the way he met a man who drove a horse and cart. Ogilvy was so excited, and he tried to tell the man about the cylinder. But he looked so wild and crazy that the man just drove away. Then he saw the inn-keeper. He started to tell him the story of the strange object that had fallen from the sky. But the inn-keeper thought Ogilvy was a madman, and didn't listen to him at all. Ogilvy calmed down a little bit. Suddenly he saw Henderson, a London journalist. He was working in his garden. Ogilvy shouted out to him. He asked if he had seen the bright object in the sky the night before. Henderson said that he had. Ogilvy told him that the same object was now on the Horsell Common. Henderson was so surprised. He thought that it was a fallen meteorite, but Ogilvy told him that it was something much more than a meteorite. He said that the object was a hollow cylinder and there was something inside it. Henderson listened and Ogilvy told him everything he had seen. It took Henderson a while to understand what Ogilvy was saying. After he heard the story, Henderson dropped his spade and grabbed his jacket. The two men hurried back to the common. The

cylinder was in the same place and they could see a circle of bright metal. There was a strange sizzling sound as if air was going into, or coming out of, the cylinder. The men listened carefully and tapped the metal cylinder with a stick. There was no response. 'Maybe the men inside were stunned, or dead' they thought. There was nothing they could do. They shouted to the men in the cylinder that they were going to get help. They promised to come back. Both men were covered in sand and looked very untidy as they ran through the streets. It was early in the morning and people were just getting up. Henderson went straight to the railway station to send a telegram to London about the cylinder.

By eight o'clock, lots of people had heard that there were aliens on the common. They gathered to see the cylinder.

Focus on RNE

Listening – Part 1 (p. 66)

Speaker 1

I'm a teacher at a Junior School and the school is very committed to teaching the children about respect for the environment. In the playground the litter bins are divided into different sections and the children learn how their rubbish will be recycled. The canteen doesn't have any plastic plates, cups or cutlery and all the cleaning products that are used in the school are environmentally friendly. In addition, all the paper that is used in the school is recycled paper. I believe that the next generation must be shown how to care for the environment because the future of the planet is in their hands.

Speaker 2

I try to do my bit to help the environment by reducing the amount of packaging of everything I buy. I buy all my fruit and vegetables from the local market rather than from the supermarkets, where all the produce is pre-packaged. Of course, sometimes I have to shop in the large stores but I always make sure that I take a bag with me so that I don't have to use a plastic carrier bag. And if I am buying something with a lot of excessive packaging, I will remove it and leave it at the shop. Sometimes they are not too happy about it, but they can't really say anything. I just hope that they dispose of their refuse responsibly.

Speaker 3

My mother was 'green' long before it became fashionable. My brother and I would help her carry all our empty bottles to the bottle bank in the supermarket car park. We loved posting the bottles through the slots, mostly for the noise they made when they smashed. But it's definitely had a positive effect on me. I've always tried to recycle as much of our

household's rubbish as I could. Since the local council provided us with special containers to separate our rubbish, it's been a lot easier and now we hardly have any rubbish that has to go to the landfill site.

Speaker 4

I'm saving all my plastic bottles and I ask my friends to save theirs for me as well. I read an article on the Internet about how to make a greenhouse from plastic bottles and I'm going to build one for my daughter. She loves growing her own vegetables and this would help her a lot. I'll need about 1,500 bottles so it could take a while, but it's a good way to recycle them. There are lots of good ideas for recycling on the Internet. I think the younger generation is much more concerned about the environment than my age-group are, but I am trying to educate my friends.

Speaker 5

Quite honestly, I just can't be bothered with all that messing around. Rubbish is rubbish as far as I'm concerned and I'm sure it all ends up at the local landfill site. I haven't got the time to be washing out bottles and cans and folding up newspapers. I live on my own anyway so I don't produce that much household refuse. I hardly ever cook, I tend to eat out or get a take-away most nights, so I only go to the supermarket occasionally. When the big companies start caring about the environment then maybe I will too. But until then I'll just carry on as usual and throw everything in the dustbin.

Speaker 6

I know I should do more but it's hard to find the time to sort through the rubbish. I do separate any vegetable waste that I know is bio-degradable and I put that in my compost maker. My father was a keen gardener and he always kept a compost heap going at the bottom of the garden. My garden is quite small so I have a plastic tub which turns the waste into compost without giving off any nasty smells. We also try to save our newspapers and magazines for the local scouts, who come round every fortnight collecting them for recycling.

Listening – Part 2 (p. 66)

Bob: Hello, Sue! It seems ages since I last saw you. How are you keeping?

Sue: Oh! Hi, Bob. It's not been that long. We were both at that party a couple of weeks ago, remember? Anyway, I'm OK, I suppose. Worried about the exams, of course. But then I imagine that's true for just about everybody. What about you?

Bob: I'm all right, I guess. To be honest, I'm a bit more worried about money than the exams.

Sue: What do you mean? What's the problem? You don't owe anybody money, do you?

Bob: Not really. Well, I owe my father a bit for the bike he helped me buy, but it's not a lot and I know he won't mind waiting. It's just that I don't want to have to ask my parents for money during the summer. I really would like to get a job if I can, but I don't know how to go about it.

Sue: Goodness! Is that all? You had me worried for a minute! Getting a summer job shouldn't be too difficult. I worked for a friend of my mother's last year, helping out in her shop.

Bob: Really? What sort of shop?

Sue: Oh, she has a shop selling clothes for girls ... you know, teenage fashions, that sort of thing. Most of the time I had to put the clothes back on the hangers after the kids had tried them on, but the girls did ask me for advice at times. Actually, I'll probably work there again this summer. I quite enjoyed it last year.

Bob: Yes, well, I hardly think that would be a suitable job for me – certainly not girls fashion. Besides, I'm not sure that my parents have any friends who are shopkeepers. That's the problem when your parents are both teachers; their friends tend to be teachers, too.

Sue: Oh, come on! It doesn't sound as though you are even trying! What about the university notice boards? Have you checked them?

Bob: Yes, I have. The trouble is that I am not the only person trying to find a job and that's all you can see on the boards. There are no jobs advertised, just notices from people trying to find summer work.

Sue: Well, do you have any idea what you would like to do, at least?

Bob: I don't mind, really. All right, I don't think I would be much good working on a building site – I'm just not strong enough for a start! I wouldn't mind working as a waiter or something like that. I like working with people.

Sue: There you go, then! Why don't you start going round the cafés and restaurants offering your services? You know that a lot of them take on extra staff during the holiday season, they get so busy! I'm sure you'll find something if you put your mind to it. You just need to convince them that you are willing to work hard, even if you don't have any experience.

Bob: Actually, I have helped out in the Students' café sometimes, so I wouldn't be completely useless!

Sue: Bob, I don't know what you're worried about! If you've got experience, then I'm sure you'll find something! Now, get moving!

MODULE 3

Unit 3.2

Exercise 7 (p. 71)

What a lovely picture! I can see some young girls and women wearing crisp white cotton dresses and brightly coloured headscarves. It appears as though they are dancing. It is a beautiful spring day and they seem very happy being out in the bright sunshine.

Unit 3.4

Exercise 10 (p. 75)

Mark: Well, hello, Sue! I hadn't realised you were back from your holidays. How was it?

Sue: Oh, Mark, it was lovely! What about you? You just got back too, didn't you?

Mark: Oh, my! Don't even talk about it! Almost everything that could go wrong, did. It was an absolute, total disaster.

Sue: Goodness! What happened?

Mark: Well, to begin with, the weather was awful. I mean, seriously, it rained the whole time.

Sue: What was your hotel like?

Mark: Noisy and dirty. And the restaurant!

Sue: The one in the hotel?

Mark: Yes. The food was really cheap ...

Sue: Well, that's a good thing, isn't it?

Mark: Yes, but they overcharged us. Twice!

Sue: Oh, my. Do I dare ask about the nightlife?

Mark: All the cafés were far too crowded for my liking. I guess I'm too old for that sort of thing.

Sue: Nonsense! Next time you'll have to come away with me.

Mark: Tell me about it.

Sue: Well, you know I went to Barbados?

Mark: Yes.

Sue: Well, we didn't go to the usual touristy places. Our hotel was off the beaten track.

Mark: Was it nice?

Sue: Very. It was nice and cosy. And very good value for money. Oh, and the scenery around it was incredible!

Mark: I'm jealous! I'm definitely coming away with you next year.

Unit 3.6

Exercise 3 (p. 78)

Peter

Another city break? I wouldn't bother. The whole idea of taking a holiday is getting away from it all. For me, nothing compares to a camping holiday. I wouldn't miss the opportunity of being close to nature for the world. Staying in a tent, sleeping under the stars, lying on exotic beaches and swimming in crystal clear waters are the perfect ingredients for an ideal holiday.

Ann

Culture exploration is a must when I travel abroad. I'm particularly interested in ancient architecture, so I prefer staying in historic cities. Last year, I went to Prague. Just walking along the busy streets in the Old Town and visiting gothic temples and art galleries was amazing. If you've never been there, it's well worth a visit!

John

Some of my friends absolutely love going travelling with a rucksack and staying at hostels, but backpacking is just not my cup of tea. I'm a fan of the urban lifestyle and I just can't do without my comforts. When on holiday, I always stay in a top class hotel. The perfect evening out consists of a visit to a superb theatre and then dinner in a stylish restaurant. And before I leave my holiday destination, I make sure I've visited all the trendy shops in the area to buy gifts for family and friends!

Unit 3.7**Exercise 3 (p. 80)****Speaker 1 (male)**

My favourite type of holiday is a beach holiday because I love relaxing by the sea and sunbathing. I also love swimming and water sports so it's ideal for me. To my mind, you can't beat a beach holiday for relaxation. I know I feel completely relaxed after I've spent two weeks in the sun and got myself a good suntan. Sun, sand and sea – that's all I need every time.

Speaker 2 (female)

I love backpacking holidays. It's great to have the freedom to travel from country to country as and when you like. For example, it's so easy to travel around Europe and go from one country to another and back again. If you ask me, it's the best way to travel as much as you want within a country easily and cheaply. I prefer to see as much of a place as I can and since backpacking is so flexible it allows me to do this. I tend to see more of a place because I walk a lot and I stay in hostels and bed and breakfast places which tend to be away from the main tourist areas and I also talk to the local people.

Speaker 3 (male)

I love to go on a city break because I like to see places of interest such as famous buildings and museums. As far as I'm concerned, there is nothing nicer than staying in a nice hotel in the centre and visiting all the museums and art galleries and so on. It's so educational. I love visiting ancient ruins, too. I'm not really bothered about the beach or the nightlife. I like to use the hotel facilities and learn about the culture and history of the place I am visiting.

Speaker 4 (female)

My favourite type of holiday is a camping holiday. In my view, it's the best because I love to be close to nature. I love to be outdoors and I like cycling and walking so I simply pack my tent and set off. The great thing about camping is that you can camp on the beach one night and then in the mountains the next. I love the freedom it gives me.

Exercise 5 (p. 80)**Speaker 1 (male)**

The reason I love to travel is that it broadens my knowledge of people, places and cultures. Every time I go abroad I try to learn as much as I can about the local people, their language and their traditions and customs. I tend to stay away from the main tourist areas, and I try to use the local language as much as I can. I always take a phrasebook, but sometimes I even have a few lessons before I go. I can speak some French, Spanish and Russian and at the moment I'm learning a bit of Chinese.

Speaker 2 (female)

The biggest benefit of going abroad for me is the sunshine. Where I live, we're lucky if we see two weeks of sunshine a year. The rest of the time it's cloudy or rainy or both. I like to visit hot countries and just relax in the sunshine. I like to sunbathe and come home with a great tan.

Speaker 3 (female)

I'm very interested in history, so the benefit of travelling for me is the chance to visit ancient ruins and actually go to the places where great events of the past took place. For instance, I've been to Egypt and visited the Great Pyramid to see for myself this great wonder of the ancient world. I've also been to Rome to see the Colosseum and to China to see the Great Wall. Wherever I go, though, I spend most of my time either at ancient sites or in museums. History is my passion and to be able to stand in the spot where great people of the past have stood sends a thrill of excitement through me.

Speaker 4 (male)

I like to go places where I can do unique activities that I just wouldn't have the chance to do at home. I would like to go skiing in the Swiss Alps, scuba diving on the Great Barrier Reef, or swimming with the dolphins in Florida and so on. For me, travelling is all about exposing myself to new things whether it's a ride on a canal boat in Venice or a camel ride in Egypt. I haven't done all of these things yet, but I will.

Speaker 5 (female)

The thing I love most about going on holiday is having someone else cook, clean and look after things while I relax and unwind. I travel first class and book myself into a luxury 5-star hotel and then I indulge myself. My food is prepared for me, my room is kept clean and tidy, someone brings me a drink when I want it and I pamper myself. I always stay in hotels that have a chauffeur service so I can go shopping and have someone else carry the bags. It may sound selfish, but I work hard all year, so I think I deserve to live like a queen even if it's just for two weeks.

Speaker 6 (Male)

I suppose I'm lucky because my wife and I are both retired now, so we can go on holiday whenever we like. That's a

good thing for us because we both love cruising and prices vary a lot depending on the time of year. The reason we like it so much is because you get everything – excellent accommodation and food, as well as fantastic entertainment. We even get lectures on board about the places we are going to visit, so we know exactly what to look out for when we go ashore.

Exercise 7 (p. 81)

Millhouse Farm is a family run campsite. It is in an idyllic rural setting just a short distance from many places of interest and local restaurants, pubs and shops. We offer visitors the opportunity to relax in the peace and quiet of the surrounding countryside and enjoy the scenery and attractions of this wonderful area. In addition to the pleasure of the great outdoors, campers at Millhouse Farm also benefit from a fishing lake, a playground and children's play area, and facilities for netball, volleyball and football. Indoors, there is table tennis, table football and a pool table. We also provide tourist information brochures with details of what there is to see and do in the area.

Our amenities are the best you can get. We provide hot showers free of charge in individual shower rooms as well as in a separate bathroom for the disabled. We have a dishwashing and vegetable preparation area as well as a laundry room with washing machines, dryers and ironing facilities. Our shop stocks an incredible range of food, drink, sweets, newspapers, magazines and toys.

Exercise 8 (p. 81)

Sarah: Well that's school over for a couple of weeks. It's holiday time! Are you going anywhere special this year, Danny?

Danny: I'm going to stay in the countryside at a campsite.

Sarah: A campsite! You mean to say you'll be in a tent, without a proper bed, cooking your own food, a thousand tiny insects crawling all over you? And worst of all – no shops!

Danny: Relax. It's not like that at all, Sarah. The place I'm going to is run by one of my parents' friends. I've been a few times before. It's a great place with lots of restaurants, pubs and shops within walking distance. I'm going to have a great time, I can tell you. It's got a special play area for children, with slides, swings and an adventure playground.

Sarah: Aren't you a bit too old for all that? I thought you were into sports.

Danny: I am, but I'm going with my family so we need something for my little brother to do. You know how lively he can be. Someone needs to watch him all the time.

Sarah: You look after him a lot at home, don't you?

Danny: I help out when I can, but that's what a brother should do, right? Hopefully though, Mum and Dad will be looking after Alex while I get a chance to show off some moves on the basketball court. There's also a football pitch. It's sometimes difficult to get a full team together, but we didn't let that stop us last year.

Sarah: I went camping once and it rained every day, even though it was the middle of summer. Of course, I'd left my umbrella and my raincoat at home. We got soaked to the skin and there wasn't anywhere for the things to dry. I was walking around in damp socks for ages.

Danny: They've thought of everything at this place. There's a laundry room with washers and dryers, and if you want to look your very best, there are also facilities to iron your clothes.

Sarah: Iron my clothes on holiday! You must be joking. When I go on holiday, I want everything I have at home – and more! I want sunbathing, good food, great friends and – above all – huge shops. I don't want to do any cleaning, ironing or cooking, that's for sure. I don't do it at home so I certainly don't want to do it on holiday.

Danny: Well this place might not have the shopping centre you're looking for, but it does have all the basics. There's a camp shop that sells a wide range of food if you want to do your own cooking. If you want something to read, it has all the latest newspapers and magazines and it even has a few toys to keep the kids happy. Look, Sarah, I know you like the city, but a holiday is not all about spending money. What about the fresh air?

Sarah: You could be right. Some fresh air would be a welcome break from all the pollution in the city.

Danny: You know what the best thing about the campsite is? In the very middle, it has one of the most beautiful lakes I've ever seen. You can hire a boat, row out to the middle of the lake and just lie there under the sun, floating wherever the water takes you. It's so relaxing and the only thing to bother you is the sound of the ducks.

Sarah: Now that sounds good!

Exercise 9 (p. 81)

Interviewer: Tonight, we have Jamie Fletcher, a travel writer, who is here to talk about his stay in an ice hotel. Jamie, an ice hotel seems very odd indeed. What made you go there?

Jamie: The simple answer is that my editor sent me there, but it's also the nature of the job, I suppose. Nobody wants to read about how I spent two weeks on the beach – that'd be boring, which is why I don't do that kind of writing. What the readers want is the weird and the wonderful, and the ice hotel certainly fits that bill.

Interviewer: Can you tell us a little about how ice hotels started?

Jamie: It all started back in 1990, when a French artist held an exhibition in a sort of large igloo – a kind of

shelter made of blocks of snow – in a place called Kiruna, way up in the north of Sweden, inside the Arctic Circle. Apparently, one night some of the visitors decided to sleep in the exhibition hall and it seems they enjoyed the experience. The first ice hotel opened soon after and it has been rebuilt ever since.

Interviewer: Did you say 'rebuilt'?

Jamie: Don't get worried – it doesn't mean it's poorly-constructed and in need of constant repair – the roof isn't going to fall on your head. In the spring, the ice melts as the weather gets warmer, and by the middle of summer there is nothing left of the old hotel and a new one has to be created out of new ice.

Interviewer: Having to rebuild a hotel every year sounds like a lot of hard work.

Jamie: It is, but it also has its benefits. The owners can easily change the number of rooms in the hotel. That's one reason why visitors are told to book well in advance – if the owners know how many guests they'll have, then they know how many rooms to build. In other hotels the room is cleaned before you arrive; here, the room is literally built just for you.

Interviewer: What about the furniture? Is that made of ice, too?

Jamie: Just about everything in the hotel is made of ice and in some hotels, even the plates and glasses are ice. Obviously, they won't serve you a hot meal on an ice plate, you'll be served cold food. You have to remember that the idea is not that you would spend a long time in these places – most people only stay for one or two nights, usually one. If you want to stay longer, there are chalets available that are heated to a comfortable temperature. You can also get a hot meal in nearby restaurants to warm you up.

Interviewer: I can't help thinking that this place is a little too cold for me.

Jamie: It's not as cold as you might think. Even when the temperature outside is minus thirty, the temperature inside rarely falls below minus three degrees. The air is very dry – despite all that ice – so it's not quite as bad as you would imagine. Of course, guests are told to bring warm clothes, but the hotels will provide them for people if necessary. And on the plus side, the beds are actually very warm, so a good night's sleep is no problem whatsoever.

Interviewer: It all sounds very interesting, but I'm not too sure that you've convinced me to go.

Jamie: It is expensive and it is a long journey for such a short break. Look, this is not the sort of place you would take the family to for a two-week summer break, but if you're looking for a holiday with a difference, I'm sure you'll find the ice hotel an unforgettable experience.

Unit 3.8

Exercise 3 (p. 82)

John: If somebody ever offered me a choice between a road trip and a cruise, I guess I'd probably opt for the cruise. I mean, you can visit different places on both a road trip and a cruise but it seems to me you would see a broader selection of sights on a cruise. Also, you travel overland on a road trip whereas on a cruise you travel by sea. I love the sea; it's just so calming. On the other hand, I'm not so keen on driving. If the truth be told, both types of holidays are suitable for families, because they both offer lots of activities to keep kids amused. I believe young people would like to go on a road trip rather than a cruise because I think they feel a greater sense of freedom; they can go where they want, when they want. Also, a cruise is very luxurious and expensive while a road trip is not. Many younger people simply cannot afford a cruise. I think the biggest advantage of a cruise is that entertainment is provided on a cruise but you have to find your own on a road trip.

Exercise 4b (p. 82)

In picture A, I can see an archaeological site, it might be a temple, and in picture B, I can see a very luxurious hotel with a pool. A good reason why people might go to the place in picture A is out of a sense of curiosity about the past. Another reason would be that maybe they are people who want to gain a better understanding of ancient culture or perhaps they simply want to admire the beauty of the sites. People who visit these types of places usually have a strong interest in history and architecture. On the other hand, people might go to a place like the one in picture B because they like relaxing and enjoy the feeling of luxury that staying in a resort provides. They might also like seeing new places and meeting new people.

Exercise 5 (p. 83)

Speaker 1 (male)

As far as I'm concerned, young people prefer different types of holidays to older people because they like to do different things. Young people like to do things such as listen to music and dance so they would prefer a resort with lively nightlife whereas older people would not. Apart from that, young people tend to be more active than older people so they prefer activity holidays.

Speaker 2 (female)

I think young people like to have fun. They like to be adventurous. They don't care as much about museums and famous buildings as older people do.

Speaker 3 (male)

Older people have more money than younger people so they can afford to go on cruises and stay at luxurious

hotels. They are retired and have more leisure time to go on holiday. They also have a broader knowledge of the world.

Exercise 8b (p. 83)

Ann: ... I don't think that picture A would be a good choice for the Smiths because I'm sure it would be very expensive and they are on a tight budget.

Bob: I agree. To my mind, I don't think picture C would be a very good choice either, I mean, they would be close to nature, but it does look like a rather isolated destination and the children might get bored.

Ann: I think you're right. I don't think picture D would be suitable for the same reasons. It is close to nature, and the family could go swimming but I really don't think it's the best choice.

Bob: You're right. Picture B would be best for the Smiths. It would be a cheap holiday as they are accommodated in tents and they could do their own cooking.

Ann: True. In addition, they would be close to nature and they could be able to meet lots of people who probably enjoy doing the same things as the Smiths.

Focus on RNE

Listening – Part 3 (p. 98)

Well here we are. This is the area where I grew up, and I have many happy memories of what it was like playing in the fields that started at the back of the houses. That was our house, over there, by the way. Anyway, the farm – it was only a small farm, really. And it's funny to think that it was inside the city boundary, with houses all around it. I think Mr Jones, the farmer, kept only twenty cows at most, so it's hard to imagine how he made a living from it. I suppose he must have had more land elsewhere, but we never thought about that. To us it was just the farm with four fields, and that's what we called them ... First Field, Second Field, and so on.

Between First Field and Second Field there was a spring with beautiful, clean water bubbling out of the ground. I used to love playing there. I remember there were always small shrimps in the water and insects running around. I used to wonder where those little animals in the water could possibly have come from. The spring was surrounded by willow trees which kept it shady and cool in summer and, as long as we let some water flow downstream, Mr Jones didn't mind if we made a dam to create a large pool we could paddle in. He got annoyed once because we had got so good at building the dams that we almost stopped the flow of water completely! He destroyed that one and explained how important the water was to his animals and the wild plants that grew along the banks of the stream and so after that, we

always made sure that the water could pass through the dam once we had filled the pool to the size we wanted. I remember we found two or three metal pipes which we put in the wall of the dam for the water to flow through. It looked very professional!

What else can I tell you? There used to be an old tree that I liked to climb, right here, but it's gone now, which is a pity. I'm glad that most of the bigger trees are still here, but the 'bumpy tree', as I called it, has been cut down. I don't know what kind of tree it was, but it wasn't very big and the trunk wasn't smooth like most trees. It was covered in these strange bumps, and that is what made it easy to climb, of course. I could get about two metres above the ground – quite a safe height, really – and sit there listening to the birds and the insects. Sometimes I used to sit in that tree for what seemed like hours, just watching the world go by and imagining that nobody could see me. Of course, I'm sure my mother knew where I was all the time because you could see the tree clearly from our kitchen window, but she never said anything.

Now that I think about it, we didn't go into the other two fields nearly as often as the two I have just described to you. I suppose that was partly because they were further away, but they were also a lot more ordinary than First Field and Second Field. Third Field and Fourth Field were flatter and they got a lot muddier when it rained. I think that's really what kept us out of them. They were bigger fields and Mr Jones kept his cows there most of the time and they made the mud worse, as you can imagine. We didn't mind the cows, and they didn't mind us most of the time, but we were careful to keep away from them when they had young calves with them. The mothers can get quite aggressive at such times.

Yes, it's a shame that the old farm is gone. Actually, we all knew that it was going to be turned into a golf course one day, and I suppose that a lot of people get a lot of pleasure from playing golf, but a golf course is no place for adventurous young children who want to use their imaginations in their play, so I think they have lost out. And you can't play in the streets any more. When I was growing up here, you hardly ever saw a car parked on these streets. Just look at them now! Nearly every family has two cars – they don't seem to be satisfied with one! I don't understand it myself, and it certainly means that there is no room for children to play. Apart from that, it is simply not safe! No, on the whole, I am glad I grew up here when I did. It was far better for us kids back then; the children round here today don't know what they're missing. They have more material goods like computers and stuff, but, on the whole, I feel sorry for them.

MODULE 4

Unit 4.7

Exercise 1 (p. 112)

Father: Good morning, Jamie. You're up very early this morning – unusual for you on a Saturday.

Jamie: Morning, Dad. Well, I'm up for a good reason.

Father: Oh, what's that then?

Jamie: My school is having a 'bottle drive'.

Father: Sorry?

Jamie: A bottle drive. All the students at the school – well, at least all the older students – are going to go around the neighbourhood and ask people if they want to donate any old bottles they have.

Father: Why? So they won't just throw them away?

Jamie: Yes, that's one reason. Some people don't take time to recycle and they just throw their old bottles in the bin. That's not a good thing because glass takes such a lot of time to break down and the bottles just lie there in the landfill sites.

Father: Well, that means that a bottle drive is a great way to help out the Earth. And we know how important that is.

Jamie: True. But there is another reason why we're going door-to-door asking for bottles.

Father: Oh?

Jamie: Yes. Some of the bottles are refundable and we're going to take those ones to the recycling centre and get the deposit back on them.

Father: Really? What are you going to do with the money?

Jamie: We're not sure yet. Some of the children thought it would be a good idea to use it to buy some saplings. You know, young trees, to plant in the school grounds.

Father: Yes, that sounds like a good idea.

Jamie: Some other students want to use the money to get some leaflets about recycling printed up. They thought that we could pass them out to local residents.

Father: Hmm, I think I'd go with that suggestion. It's a brilliant way to educate people about the importance of recycling. Maybe the leaflets would persuade them to get more involved in recycling.

Jamie: Actually, I think you've got something there. I'll let the students in my class know what your opinion is.

Father: So, I hope you have a good day. Let's hope people are generous. Here's a little donation to get you started.

Jamie: Hey, thanks, Dad!

Exercise 2 (p. 112)**Speaker 1**

I guess you could say that I have always been influenced by others a bit too much. Growing up, my passion was drawing – and I was good. People used to predict that I would be a successful artist. When it came to college, I wanted to study art, but my father had other ideas. 'Art

won't get you a career,' he said. 'You have to do something that will pay the rent. Accounting or law,' he said. 'Art is a hobby, not a job.' So here I am today, a lawyer. And I know now it was the worst thing I could have done. I should have trusted my instincts.

Speaker 2

In my final year of university, one of my friends left to start his own business. He asked me if I wanted to join him. Back then, I was foolish and attracted by the excitement of the unknown. I said 'yes' without a second thought, dropped everything, but the business didn't work out. I thought about going back to get my degree, but by then I was too in love with having money from working. Being a penniless student didn't attract me. So I never went back. I am sure if I had, I would be a lot better off than I am now.

Speaker 3

I met Natasha when we were both travelling around India. As soon as we started talking, I felt a strong connection to her. Natasha was funny, intelligent and interesting. We became very close. When my holiday was up and I had to leave to go back to England, I wanted to ask Natasha to come back with me. But I didn't. I was too scared that she would say no, I guess. I left without telling her how I felt about her. I wish I had. At least then I would know what her answer would have been. Now I will never know.

Speaker 4

My best friend was never afraid of risk. He'd try anything and everything and wasn't afraid to fail. I believe that these are the sort of people who go on to great things in life. It certainly happened to my friend. Ten years ago, he had this crazy idea for a new chain of fast food restaurants. Right at the beginning, he asked me to come in with him. I turned him down. What a fool! I turned down the biggest chance of my life. You see, my friend is now a multi-millionaire and his chain of fast food restaurants operates in countries across the world.

Speaker 5

I was brought up to save and not spend. 'You have to plan for your future, son,' my father said. So I watched every penny. My friends were very different. If they wanted something, they bought it. If they wanted to do something, they did it. When I was eighteen, my two best friends decided to travel the world for a year. They wanted me to join them. All I could think of was the money it would cost. I said no. Five years later, we are all in well-paid employment and money is not an issue for any of us. The difference is that my friends have seen the world and are much richer for it.

Speaker 6

I've been very lucky to have had a very successful, highly-paid career as a top executive with a major company for over twenty years. The trouble is, though, that I have to

travel constantly. It's not that I haven't enjoyed travelling the world on business, it's just that it left me with little time or family life. I would dearly have loved to have spent more time with my children. I feel that I never got to enjoy all the important stages of their lives as they grew up. Sometimes I think it would have been better if I'd had a lower salary and more contact with my children.

Exercise 3 (p. 113)

DJ: Today in the studio we have Sam Ciustrami, a volcanologist from Naples University. Sam has been studying volcanoes for more than twenty years. Welcome to the programme, Sam.

SC: Thank you. It's great to be here.

DJ: Sam, all week listeners have been sending in questions they'd like you to answer. I'm going to kick off with one we got from a listener in London, which is: how many active volcanoes are there in the world and what country has the most volcanoes?

SC: Well, if we talk about the surface of the earth, we know of at least 1,500 active volcanoes – active meaning that they have erupted within the past 10,000 years. But there are also volcanoes in the ocean – thousands and thousands of them. As for the country with the most volcanoes, it's Indonesia by far. They have about two hundred. Everywhere you look there seems to be a volcano!

DJ: I think I read somewhere that Indonesia has a population of over 200 million. So that's already a lot of people living by a volcano. But how many people worldwide live near active volcanoes, Sam?

SC: A lot. More than half a billion people, in fact. And most of them do not even realise that they are. More people need to learn about volcanoes – just like you are doing today.

DJ: But why have communities grown up around volcanoes? I mean, we know the risks, but is there some benefit to living by a volcano?

SC: Actually, there are several. But one of the biggest is that volcanic materials produce some of the most fertile soils on Earth. Communities around the world have settled on the slopes of volcanoes simply because they can feed themselves on the abundant crops the soils produce.

DJ: Sam, one thing many of our listeners want to know is whether scientists can predict when a volcano is going to erupt.

SC: Unfortunately, no. We still cannot predict precisely when a volcano will erupt, nor can we say exactly how big an eruption will be. What we can do, however, is detect warning signs. You see, many volcanoes provide signals that something is about to happen. For example, the number of earthquakes in the area increases or the types of gases the volcano emits changes.

DJ: When was the last really big volcanic eruption?

SC: About 74,000 years ago. Luckily, really huge eruptions do not happen very often. But the last one was Mount Toba in Indonesia about 74,000 years ago. The explosion was so big, the volume of ash ejected into the air blocked the sun for months and reduced the temperature around the world by 21 degrees!

DJ: It seems to me you have a fascinating job, Sam. But is there anything you don't like about it?

SC: Well, one bad aspect of the job is, of course, that it can be very dangerous working near a volcano! But the fact that you are one of the first people to know that a volcano is likely to erupt and can protect communities by warning them of the danger is wonderful!

DJ: Well, that leads me very nicely onto the next question, which is what you like best about being a volcanologist.

SC: Well, I love the fact that I am, in a sense, a detective. I am trying to understand the clues volcanoes can give us in order to predict what they are likely to do in the future. And, you know, I think it's rare to have a job that people are so interested in. Everyone wants to know more about volcanoes. People have a natural curiosity.

DJ: OK. It's almost time for us to go to a commercial break. Sam, why don't you lead us into it by giving us an interesting fact about volcanoes?

SC: Well, many people are surprised to learn that on any given day, there are volcanoes erupting somewhere on Earth. Stromboli volcano near southern Italy is erupting this very minute. So are continually active volcanoes in Ethiopia and Indonesia.

DJ: Thanks, Sam. We will be back after the break to take some calls from our listeners.

Exercise 4 (p. 113)

Int: Welcome to the show, Marius. It's great to have you here. I want to start by saying that travel writing is a dream job for many people. The idea of exploring the world and getting paid to do so is something many of us would love. Is life as a travel writer everything it appears to be?

M: Well, I am extremely lucky to have the job I have. Although very few people get rich doing it, it makes for a very rich life! So, yes, I think the perception the general public has of a travel writer's job is spot on. There is nothing more wonderful than exploring this fascinating planet of ours.

Int: What would you say are the biggest rewards of your job?

M: The fact that, through meeting other people and seeing other cultures, you learn more about yourself and about life. You see, travelling constantly changes and challenges your ideas about people ... about life ... about yourself. In many ways, travel wakes you up. You see what life is all about. And then there's the memories of course, the freedom, the new friends, and the fact that you get to explore the planet.

Int: And what about the challenges? What are some of the difficult aspects of the job?

M: Well, of course, there are many. But with regard to the writing process, one of the biggest challenges is to discipline yourself to take the time to write every single day. It's so easy to put off writing for a day when you are travelling, because life on the road is so fascinating. But then, before you know it, that day has become a week and you've lost your story. You see, a place is like a dream. Unless you record it instantly, it will gradually fade and fade and you will never be able to get it back. You must catch the sensations – the sound, the smell, the colours of a place – immediately.

Int: What would you say to people who are considering a career in travel writing?

M: Do it because you love writing. Do not do it for the money, the travel, or the adventure. Anyone who's in this job so that they can become rich or famous is going to be very disappointed. But anyone who is looking for personal development, stimulation and challenge will be richly rewarded.

Int: What separates the successful writers from the unsuccessful?

M: Well, before considering becoming a travel writer I think you should ask yourself what you, in particular, have to contribute. That is, what is it about your interests and experiences that will let you say something new? Millions of people visit the pyramids in Egypt every year and many of them write beautifully about it. What is it about you that will allow you to say something fresh? Travel writing is fiercely competitive, so it's essential to have a distinct style or a definite point of view.

Int: You said travel writing was not the best career a person could choose if they wanted to make money. Do you have hard feelings about the low pay?

M: For me travel is a joy and a privilege. I can honestly say that I don't think of the financial side. The fact that we are poorly paid has never been a concern for me. Besides, one of the wonders of travelling is that you don't have to be rich to live like a king. In many countries, even the poorest of us can experience luxuries and conditions that would be completely out of reach at home.

Int: You said that travel constantly challenges your ideas. Can you talk a little more about this?

M: Most of the people you meet when you are travelling face more hardships in one day than you or I will have to face in a lifetime. In this way, travelling humbles you. But it inspires you too, because you see what human beings are capable of in the face of great hardship. Some of the happiest people I have met are some of the world's poorest. How can one not learn from seeing this?

Int: Thank you, Marius. It's been a pleasure.

M: Likewise.

Unit 4.8

Task 1 (p. 114)

I'm going to talk about the best way to stay healthy. I'll include the benefits of exercise, how diet affects our health and the importance of having regular health checks. I'll also tell you how I stay healthy.

I'll begin by talking about how regular exercise has many benefits. Exercising burns calories and so helps us to lose weight. It also tones our muscles and keeps our bodies in good condition. You don't have to go to a gym to exercise, cycling and swimming are two of the best forms of exercise and they are fun too. Even gentle exercise, like walking, can make a difference and will make you look and feel better. Exercise can help you to stay active throughout your life.

As I mentioned earlier, what you eat is also very important. To stay healthy you should try to eat a balanced diet that includes a lot of fresh fruit and vegetables. Processed foods often contain large amounts of salt and sugar which is not good for us and junk food, such as hamburgers and hot dogs, sometimes contain a lot of fat and very few nutrients. Eating the wrong kinds of food or simply eating too much food will make you put on weight. Being overweight can lead to many serious health problems, for example, heart disease.

Of course, it's very important to have regular check-ups with your doctor and your dentist. A few quick tests can show up any health problems that you may have. These can then be treated immediately, before they get worse. Your doctor can give you advice about staying healthy and which form of exercise and diet would be best for you.

Speaking for myself, I do make an effort to keep fit and healthy. Since I'm not very good at sports or athletics, I get my exercise by cycling to college every day and going swimming most weekends. I'm quite careful about what I eat and drink. I try to eat at least five portions of fruit or vegetables every day, as the health experts advise, and I only eat meat once or twice a week. Luckily, I love fish which is very good for you.

Task 2 (p. 114)

A: May I begin? Thank you. Well, if you ask me, the talk about beating stress isn't a good option. It could be difficult to find someone to give the talk and we may have to pay them. Personally, I don't think that it's a very suitable subject for young people and it could be quite boring. Do you agree?

B: Yes, I do. Although I do think that young people can get very stressed I'd have to agree that the talk could be boring. As far as I'm concerned, we need to choose an event that everyone will enjoy. Most people like to play sports so why don't we organise a sports day? What do you think?

A: I think you're absolutely right that the event should be fun. However, some of the students are not very fit and they may find it difficult to do the exercises or sports. To my mind, the walk in the countryside would be a better option because it would be much easier for the people who are not very good at sports.

B: That's a good point as everyone would be able to take part in the walk. Also, it would definitely be easy to organise. The only problem could be the weather, if it's cold or rainy. If we choose the cooking workshop we won't have to worry about the weather.

A: Yes, you're right. And if you ask me, as the students will be taking part, it'll be much more interesting than the talk. They'll be able to try some new foods too. I think we should definitely organise a cooking workshop, do you agree?

B: Yes, that would be great because everyone can take part, it doesn't matter how fit you are or about the weather. All the students will learn about healthy food and they will be able to practice cooking it as well. I agree with you, we should choose that option.

Task 1 (p. 115)

I'm going to give a short talk about ways we can protect the environment. I'll include ways pollution can be reduced, the importance of protecting the countryside and what people can do personally to help. I'll also mention some things that the government can do.

I'll begin by talking about ways to reduce pollution, which of course harms both humans and nature. Firstly, one way of reducing air pollution caused by exhaust fumes from vehicles such as cars and taxis is to encourage people to use public transport more and to walk or cycle more. Another way is for car companies to develop cars that run on cleaner fuels. We must also develop alternative energy sources such as wind and solar energy instead of burning fossil fuels like oil which create a lot of pollution.

Secondly, I think that it's extremely important to protect the countryside, mainly because it is home to thousands of animals and plants that all depend on each other. Therefore, I believe that teachers should educate children at school about 'the country code', including not dropping litter that could harm animals and not harming or taking any plants or flowers. It's also very important to protect and plant trees, as trees help to clean polluted air.

Of course, there are definitely things that we can all do to help protect the environment. Everyone can help save natural resources and reduce pollution by recycling their rubbish, for example. And, as I've already mentioned, we can all use public transport or walk and cycle more instead of using our cars. Also, we can save

energy and water in the home by doing small things such as using energy-saving light bulbs and taking shorter showers.

Finally, there are some things that I think governments should do. They should pass new laws, for example, such as making recycling household rubbish compulsory and introducing fines for dropping litter. They should also give a lot of money and other resources to develop new 'green' solutions such as different kinds of alternative energy. Lastly, I believe they should also run environmental awareness campaigns including TV adverts and sending out information to people's homes.

Task 2 (p. 115)

A: Ok, let's begin. Now, I think a clean-up day at the park or on the beach is a really nice idea for an event during an environment week. I like it because it's a practical, hands-on activity that everyone can get involved with.

B: Yes, I agree with you. It would be nice for the students to do something that they will see the results of afterwards. I think they will experience a great feeling of satisfaction after cleaning up the park or beach, especially as both of these places are popular with young people.

A: Yes, those are both good points. I think something like this would show the students how easy it is for them to get involved in protecting the environment, too, because it's a very simple idea to clean up a public place. Now, what about the next possibility, a workshop on how to make homes more environmentally friendly? Do you think that would be a good idea?

B: Well, yes I do, because we all spend a lot of time at home and if we know how we can make our homes more environmentally friendly then that's an easy way to help solve some serious environmental problems – like saving resources such as electricity and water, for example.

A: Actually, I'm afraid I don't agree because I think most young people already know about simple ways of being environmentally friendly at home, such as recycling household rubbish. Other things, such as installing solar panels for heating water, are things that only our parents can do something about. School students don't own houses, after all.

B: Yes, I see what you mean, but the information would be useful for later life and a workshop could be quite a lot of fun. We could include different activities like games and quizzes.

A: I suppose so, but I don't really think this is the best idea we've discussed so far. I think a morning planting trees in the local park could be a good option, though, because it's another very practical idea. What do you think?

- B:** Yes, I absolutely agree with you. I think the students would really enjoy doing something like this that is hands-on and that they probably haven't had the chance to do before. Also, we could teach the students about the importance of trees for environmental protection before we do the activity. Maybe we could make a little information leaflet.
- A:** That's a really good idea. The only problem would be if it was raining heavily, but we would just have to change the activity to another day if that happened.
- B:** Right. Moving on to the last option ... an afternoon collecting money for a local environmental group. I think this is a helpful idea, as charity organisations do a lot to help the environment and they sometimes find it difficult to raise money, but it's not as interesting as planting trees or cleaning up a park or beach. Do you agree?
- A:** Yes, I do. Also, I think some young people might feel uncomfortable collecting money from people. I think they would prefer to do something more practical. So, which idea do you think we should choose?
- B:** I think we should go for either the clean-up day or the tree-planting morning. Maybe the tree-planting because the students will be able to watch the trees develop afterwards. If they clean up a park or beach, they may get disappointed when it gets dirty again. Also, some students might not enjoy this activity very much.
- A:** I think I agree with you. Trees are so important and this would be a fun activity that I think most of the students would really enjoy. So, let's choose that option.

Focus on RNE

Listening – Part 1 (p. 128)

Speaker 1

I always used to be out and about with the Saturday crowds and when the shops started opening on Sundays, I was there too. I suddenly realised, though, that my house was full of things that I'd bought and never used. So I decided to stop. I now think long and hard about anything I want to buy. I ask myself two questions. One: Do I really need the item? Two: Is there anything I can use instead of buying the item? I've saved money and the house is slowly but surely emptying of all the useless things I bought.

Speaker 2

I love shopping. It's like a hobby for me. Whenever I have any free time, the first place I go to is the shopping mall. I can spend entire days just wandering around these places. They're like a day out. You can do some shopping, have a meal in a restaurant, do a little more shopping and finish with a film at the cinema – and all under one

roof. I spend too much money, though, and I do get anxious about that, especially when I get my credit card bill at the end of the month.

Speaker 3

I like to think I'm a sensible shopper. Whenever I go to the supermarket, I always make a list first and stick to it. I make sure I ignore all those little extras they have around the checkout. If I want larger items, I'll always wait for the sales. You can save a small fortune just by waiting a little and then getting the best bargains. And I don't have any credit cards. When you use a credit card, you're borrowing money that you don't have. I much prefer to save up for something. I think I enjoy it more that way.

Speaker 4

I can see the attraction of these malls, I really can, but there's something about the experience I don't like. Maybe, it's the fact that all the shops are under one roof. The air seems dry and recycled and I often leave these places with a really bad headache. I much prefer to buy whatever I need from the small shops in my area. I find the people are friendlier and you can stop and have a chat. It may cost a little bit more, but I feel it's worth it.

Speaker 5

I'm very busy during the week, so all my shopping has to be done on Saturday. I'd get up early, head into the centre, try and get everything on the list and then back home to find that I'd forgotten the milk or something else. Shopping is so much easier on the Internet. I have time after work to find the things I want, get them at a better price than in the shops, and have them delivered straight to my doorstep. I can even order food from the supermarket now. It's much more convenient.

Speaker 6

I know a lot of my friends use it, but I would never buy anything online. Some people are worried about security. They feel that giving their bank details out would allow criminals to clear out their bank accounts. It has happened, but it's not very common. For me, the problem is one of choice. I like window shopping. I love to take my time when shopping and perhaps buy something that I never expected to find. You can't do that with the Internet – you have to know exactly what you're looking for and it takes all the enjoyment out of the experience.

Listening – Part 2 (p. 128)

John: I've been helping out at the community centre most weekends. Every Sunday they provide a roast dinner for the homeless. Why don't you come along next Sunday?

Ruth: I'd love to come and help out, but on Sundays I've always got family commitments. Besides, I'm not a very good cook.

John: Neither am I, but the volunteers don't actually do any cooking. You know *The Royal* – the big hotel next to the train station – well they deliver all the food, ready to serve. It's very good of them. Apparently their head chef was homeless himself once and so he likes to do what he can for others in that situation now.

Ruth: That's very good of him, but who pays for the food? It must cost quite a lot, I've eaten in the restaurant there and it wasn't cheap.

John: Well, obviously the hotel is buying in bulk, so the prices are lower. And the restaurant staff help by contributing some of the tips they get during the week towards the cost. The hotel doesn't charge for delivering the meals, and they sometimes send some extras too, like fruit, cakes and biscuits – any food they have that may soon be out of date. It's much better than throwing it away.

Ruth: I really wish that I could do something.

John: But you can! The community centre doesn't just give the homeless a hot meal, we also provide them with clothing. Now that winter's approaching, they're going to need plenty of warm clothes as well as hats and gloves. We rely totally on donations of second-hand clothing from the public. The local youth club regularly lend a hand by going around the town doing door-to-door collections.

Ruth: Maybe I could help out with that side of things. I'll put up a notice at work and organise a collection. And my mother and her friends all enjoy knitting so I'll ask them to make some hats and gloves. I'm not as good at knitting as they are but I think I could manage to knit some scarves. They'd be useful wouldn't they?

John: Of course. Every little helps. I know some people think that the homeless don't deserve charity, but anyone can find themselves in that situation and I can't imagine how awful it must be for them, especially in the winter.

Ruth: Absolutely! We don't realise how lucky we are sometimes, do we?

MODULE 5

Unit 5.2

Exercise 7b (p. 133)

We can all fight crime. The best thing we can do at **home** is to lock the doors and windows. We can also protect ourselves at home in other ways:

- Always try to see who's there *before* opening your door. Look through a peephole or a safe window. Ask any stranger to tell you his or her name and to show proof that he or she is from the identified company or group. Remember, it is okay to keep the door locked if you are uneasy.
- Children that are home alone should never tell anyone at the door that they are on their own. Tell

the person at the door that your parent is on the telephone or too busy to answer the door and to come back another time.

- Make sure that locks, doors, and windows are strong and cannot be broken easily. A good alarm system can help. Many police departments will send an officer to your home to suggest changes that could improve your security.
- Do not enter your home if there are signs that it has been burgled. Go to a neighbour's house or use a mobile phone and call the police. Stay in a safe place until the police arrive.

On the **street**, stay alert at all times, even in your own neighbourhood and at your own door. Walk with a friend. Try to stay away from places where crimes happen, such as dark parking lots or alleys. You can also:

- Call the police if you see anything suspicious or someone doing graffiti. If there is a person hanging around your neighbourhood that makes you uncomfortable, call for help.
- Don't carry a lot of cash. Try not to carry a purse. Put your money, credit cards, or wallet in an inside pocket. If a robber stops you, hand over any cash you have.
- Don't try to stop someone if you witness him or her committing a crime. Call the police and provide them with any information you have.

Unit 5.3

Exercise 3 (p. 134)

Announcer: Welcome back to the show. We are talking with James Blunt, author of 'Nanotechnology – the next big thing?' Tell us James, how do you think this science can affect people's lifestyles?

James: I believe nanotechnology will affect our lives in every way possible, including transportation, housing, consumer products, the environment, security, food and medicine.

Announcer: Really? Can you explain a few of the more common effects people will notice in their daily lives?

James: In terms of transportation, people will see cars and planes become much safer and more efficient. Newer, lighter materials will be used in the manufacturing process that will make them stronger, yet lighter. These changes will mean less fuel will be used, while at the same time, each will be faster and easier to operate.

Also, everyday consumer products such as cleaning materials will also be safer and more efficient. Self-cleaning glass and fabrics will save time and money, because people will no longer have to purchase and use chemically produced cleaning agents to clean their homes and clothing. Of course, all of these advancements would have great positive effects on the environment because we would be removing chemicals and the huge need for fossil fuels. Also, new technology

would help us purify water to a state that it would be drinkable by all living things.

Announcer: Those sound like great changes, James. What can you tell us about life-saving developments like food production and medical progress?

James: I am glad you asked. As far as food production goes, there could be huge improvements. Hunger could literally be wiped out if we used this technology to safely produce genetically engineered crops of all kinds. We could safely produce much larger, better quality wheat crops, fruits, vegetables and animal food sources.

The most exciting news, though, is in the field of medicine. We believe the greatest achievements would be seen in the areas of diagnosis and treatment. We could detect genetic disease long before any symptoms are seen or felt and treat the disease quickly and efficiently. Drugs could be directly injected into the bloodstream, which would cause a faster, more positive result. It is hoped that many devastating illnesses and diseases would be cured or at least controlled with these methods.

Announcer: That is very exciting news James. Thank you for sharing your insights into this topic and explaining some of the great technology that we can look forward to in the future.

Unit 5.6

Exercise 9 (p. 141)

Andrew: I don't really enjoy shopping, so when I have to buy myself clothes I like to go to one place and get everything I need. That is why Marks & Spencer's is my favourite department store. I can pick up everything I need and even have lunch! The prices are quite reasonable and the quality of the products is excellent. I would never shop anywhere else.

Claire: My favourite place to buy clothes is a second-hand clothing shop in London. I have found some of the most unique jumpers and T-shirts at a place called StyleMaven. My friends think I am crazy to buy things that used to belong to someone else, but I think it is fun! I don't have a lot of money to spend on clothes, so this way I can have everything I need at a reasonable price.

Vicky: I enjoy dressing well and looking stylish. I love the quality and fit of designer clothes. There are a few select shops I buy my clothes from, but my favourite boutique is called Dena's. Every piece is unique and can be tailored to fit perfectly. The shop assistants know me and always provide me with excellent service and advice.

Unit 5.7

Exercise 1 (p. 142)

Katya: Well, James – you've been here in our wonderful city of St Petersburg for two days now. What do you think of it so far?

James: Of course I'm having a fantastic time, Katya. Visiting all the museums and palaces and monuments – it's been amazing. I loved the Chekov play we saw last night, too. But now I think I'd like to see something of modern St Petersburg.

Katya: OK! Let's start today with a visit to Nevsky Prospekt, then. It has some of the best shops in the city. I think you'll like Gostiny Dvor – it's one of the most fashionable shopping centres in all of Eastern Europe. The Passage is also well worth a visit for its wide range of luxury goods.

James: They sound really expensive!

Katya: Most of the shops are pretty upmarket, but if you want to get some presents to take home with you I'm sure we'll find something. Some of the shops are quite affordable. There are also lots of great cafés and restaurants in the area so we can have lunch after shopping.

James: I think I'll stick to window shopping and get my souvenirs another day at this little shop I saw. Lunch somewhere nice would be great, though. What about this evening? I'd love to see some live music from a local band.

Katya: This city is famous for its music scene. There are clubs for every type of music. There are lots of jazz, rock and rave clubs. I really love a club called Fish Fabrique – I go there all the time. All the best local bands perform there. It's in a very trendy arts centre that has galleries selling modern art, too. How does that sound?

James: Great! We can have a look round the galleries first. It will be really interesting to see what young artists in this city are doing. Then we can go relax and listen to some good music in the club. I don't think I could ask for a better evening's entertainment.

Katya: I'm glad you like the idea. So that's settled then. We've got a full day planned out for us and you can get to see something of modern life in the city.

James: Yes – I love the historic centre of the city, don't get me wrong, but it would be a shame not to see the other side of the city while I'm here. And I'll have even more stories for all my pals when I get home. They'll be so jealous.

Exercise 2 (p. 143)

Speaker 1

The thing is that I'd always known I would be following in Dad's footsteps and taking over the management of the shop. I knew I had to be able to read and write and do sums, but apart from that, I didn't see the point. I mean, why bother learning the names of every king and queen if it was going to be no use in my job? For me, school was a place to hang out with your mates and have a bit of fun. We really took pride in getting on the teacher's nerves by disrupting lessons. My parents would have liked me to have done better, though, and now I see that they were absolutely right.

Speaker 2

Where I come from, most people didn't really value education. Everyone just wanted to get school over and done with and then go get a job to make some money. I came in for a lot of stick from other kids in my class. They'd shout names at me like egg-head and brain-box, as if it was actually a terrible thing to be bright. But I didn't mind, because I wasn't about to end up working in the local factory. My parents were really supportive, too. I don't think they could have been prouder than the day I graduated from university. I was the only one at my school who went on to higher education.

Speaker 3

In many ways I was very lucky. Not many people get the opportunity to attend a top quality school. I got a very good classical education and I can still read in Ancient Greek and Latin, which is a rare thing these days. Going to such a famous public school was a real headstart in my life. I wouldn't say that I didn't enjoy it, as there was a real sense of companionship between the boys and masters and I still retain some of the friendships from my time there. Yet it was awfully hard leaving my parents at such a young age. I only got to see them during the holidays and I never really got used to it.

Speaker 4

Looking back, all I can say is that I wish I could do it all again. They were such carefree times. I've heard some people say how strict their teachers were at school and that they had a really miserable time of it. For me, it was just the opposite. The teachers really cared about all the pupils and did their best to ensure that learning was an enjoyable process. We weren't always stuck in the classroom, either. It was wonderful when we went on field trips collecting plants to study. The dedication of those teachers has definitely inspired a lifelong love of learning in me.

Speaker 5

The school was pretty strict, I must say. There was no messing around in the classroom if you knew what was good for you. Everyone obeyed the rules because we had a lot of respect for the teachers. They didn't just want to get facts and figures inside our heads, they also wanted to turn us into well-mannered, responsible citizens. Today's generation might find that kind of discipline a bit harsh but it was a good thing, as far as I'm concerned. It really helped you to know where you were and what you were supposed to do. It actually gave me a sense of freedom, in a funny kind of way.

Speaker 6

I was having a discussion with some friends the other day about education. You know, what it used to be like in my day compared with nowadays. One thing we all agreed on was that teachers were as unfairly paid back then as now. I can't say that I'd put up with children and

their poor behaviour for the money teachers receive. There was one thing we did have a bit of a fight about though. My friend Jan said that because teachers had to go to school for so long they should get far higher salaries. Well, I don't know. I feel that teachers should have more experience in child psychology and child development. I honestly think it would make their jobs far easier. And, of course, it would be much better for their pupils.

Exercise 3 (p. 143)

Int: Many top fashion designers are celebrities in their own right these days and attract the same kind of attention as the stars who wear their clothes. But one side of fashion that is just beginning to attract widespread attention is accessory design. My guest today is a rising star of accessory fashion, Patrick Ronan. Firstly, could you give us a picture of what accessory design is?

Patrick: An accessory is anything that is worn to enhance an outfit. Hats, bags, belts and scarves are all examples of accessories that add to the look of the clothes you wear. They put the finishing touches to your wardrobe. They are, if you like, the icing on the cake. I create a range of different accessories for the styles that are in each season.

Int: You've been working a lot with some of the biggest names in fashion lately, haven't you?

Patrick: I've been very lucky to have been working with three of the leading Paris fashion houses in the past couple of years, designing accessories for their boutiques. It's been a lot of hard work because I also have my own shop, PR, in London, which sells my own line of luxury accessories. I spend a lot of time in both places and sometimes I wake up and have to remember where I am. It's exciting, though, because it's like I lead a double life – half French, half English.

Int: So how did you get started in the business?

Patrick: I trained at the London College of Fashion, which is a brilliant place to learn about every side of the business, from creation to marketing. After I graduated, I started making hats and bags and selling them on a stall at Greenwich Market and they were very popular. But my big break came when Vogue magazine asked to use some of my stuff for a fashion shoot they were doing.

Int: What kind of materials do you use for your designs?

Patrick: I mainly use leather because it's so versatile. You can use it in so many different ways and it comes in a wide variety of forms, from very soft to extra stiff. I don't use fur or other types of animal skins, though, as I don't think it's ethically right to use parts of an animal if it's not something that you eat, too.

Int: Would you say that your creations are eco-friendly?

Patrick: I would indeed. I use only natural materials, like leather and wool. Also, there are no artificial chemicals used in the dyes that colour the materials I use. I think it's very important to protect the environment and I think the fashion world, in general, is starting to realise this now as well. Many designers, like myself, are now making a lot of effort to ensure that our designs are not only beautiful to look at and own, but also that these goods cause no harm to the environment.

Int: What inspires you when you are working?

Patrick: All sorts of things, really. I spend a lot of time in museums and libraries, researching fashion accessories from the past. That helps me to get some basic ideas, and then I try to take the old and bring something new to it, make it modern. I also get a lot of ideas from nature, like the shape of a leaf or flower can end up being a new bag design, for instance. I think, as a designer, you have to be aware of everything going on around you.

Int: So what's next on your fashion horizons?

Patrick: A well-deserved holiday in the Caribbean is what I dream of. Ah well, maybe next year, if I'm lucky! No, seriously though, I've got a lot of great things lined up. I've already started working with Topshop to bring some of my designs out for the mass market, and I'm also very proud that I will be doing some work on a BBC programme for their costume department. They won't pay very much, but it really will be a lot of fun.

Unit 5.8

Task 1 (p. 144)

I have to say that I'm not very interested in fashion. Perhaps that's partly because I'm a boy and I think girls are more interested in such things, but it is also because I come from a fairly large family. We don't have a lot of money to spend on really expensive clothes just because they're fashionable.

I would say that I buy clothes that will last a long time. They have to give me value for money. My friends are like me, and so we wear similar clothes. We wear jeans and warm sweaters in winter, and jeans or shorts and t-shirts in summer. When you think about it, it's almost like a uniform! I think that is fairly typical for boys my age, but the girls I know try to choose clothes to show their personalities, I think. I know one girl who says that what she wears depends on the mood she's in. I imagine she's got quite a large wardrobe to choose from.

As I have said, the main influences in my choice of clothes is practicality and economy. Even if I had a lot of money to spend on clothes, I don't think I would choose different ones. I think of clothes as garments that you wear to keep yourself comfortable, warm and dry. I don't think of clothes as a way of making yourself look more attractive to other people.

Of course, when I was younger, my mother chose or made most of my clothes for me. She still knits a lot of

my sweaters and she doesn't ask me what colour or pattern I want. In that way she still decides what I wear! I don't think my style of clothes has changed much as I have got older. Perhaps I wear more colourful shirts than I did when I was a small boy, but that is the only thing that I can think of, really.

What do I think my style says about me? That's a rather difficult question to answer. I suppose it shows that I am a fairly ordinary type of person who doesn't have a lot of money. I also think they also show that I am not interested in fashion. If that is the message that other people get from my choice of clothes, then it is certainly true!

Task 2 (p. 144)

A: Well, if you ask me, the talk about International festivals isn't a good option. Although it is an interesting subject, students might get bored if they just have to sit and listen.

B: Yes, I agree with you. It's better if the students are participating in some kind of activity. This is why I think the music concert is a good idea.

A: I think you are right about students being involved, but not all students can play instruments or sing so it might not suit everyone. It's better to have something that everyone can be involved in. What do you think?

B: That's a good point. The dance competition might not be good for everyone either. Even though most students like to dance, sometimes people think that dancing is more an activity for girls.

A: Yes, you're right. What do you think about the costume making workshop? It could be really fun for the students to make their own costumes and they will get into the carnival spirit.

B: I think this would be best. Everyone could get involved and it will be fun. The students can be creative and design their own costumes. I think we should definitely organise a workshop like this, do you agree?

A: Yes, that sound great, we should choose that option.

Task 1 (p. 145)

I am going to talk on technology and some of the ways in which it has helped make our lives better.

To begin, I would like to describe to you the types of technology I use every day. I'll start with one that you probably think is not new – the ordinary telephone. I am not talking about mobile telephones at this point, but the telephone which is connected to a land line. What makes this telephone different is that it is permanently connected to the Internet, even when my computer is switched off. All the calls I make from this telephone are automatically sent through the Internet. This has saved me a tremendous amount of money in telephone bills. Of course, like most people, I do have a mobile

telephone, but I normally use this just for sending text messages. Making a phone call from a mobile can be expensive. If people want to call me on the mobile, that is up to them!

I have mentioned one use of the Internet, but of course you can do more with it than make cheap phone calls. I personally use the Internet to get information to help me with my studies, but of course there are many other reasons for using it. People may use it to keep up with the news when they are away from home, or to obtain information about their bank accounts at any time of the day or night. Being able to get such information from anywhere in the world just by clicking a few buttons is obviously very useful.

Of course, what you use the Internet for depends a lot on what you do. Being able to keep in touch from different parts of the world is obviously important for people who travel a lot, such as business people or journalists. People who spend most of their time in or near their homes probably have different needs.

I think that the mobile phone is very important because it allows families and friends to keep in touch with one another at all times, particularly when there is an emergency of some sort. There have been many reports of how sending a mobile phone message has saved lives. This, I think, is the main benefit of this form of communication.

There is no doubt that life for me is very different to when my grandparents were young. In those days, the radio was perhaps the main source of entertainment and information inside the home. I remember my grandmother telling me how the family used to listen to news of important events on the radio. Nowadays, of course, we can watch such events live on satellite television.

Task 2 (p. 145)

- B:** Right. So we have to organise a special event for science and technology week. This looks interesting. I think everybody would enjoy a visit to a science museum and it would be educational, too. What do you think?
- A:** Well, there might be one problem. I'm not sure that all the students are interested in science.
- B:** That's the point of the week, isn't it? We're trying to get more students interested in science. Besides, even if students aren't very interested in modern science and technology, I think they would be interested in the history of science. You know, learning more about the important discoveries of the past. I think this is a good idea. We would only have to arrange transport and tell the museum when we are coming.
- A:** Yes, I agree that it would be easy to arrange. What about the idea of a talk on robotics by a researcher?

B: That seems interesting, too. But it would have to be more than just a talk, I think. If the researcher can show us some working robots it would be a lot more fun. More people would be interested.

A: That's a good point.

B: Yes, I think that the person giving the talk would have to be very good. We need someone who has done this sort of thing in schools before. Someone who knows how to make these things interesting for schoolchildren. It might be difficult to find someone like that.

A: So you don't think it is such a good idea, after all?

B: I'm not saying that. It's just that I think it would be more difficult to organise than a visit to a science museum. I think this next one would be quite difficult to organise, too. University professors are quite busy people, aren't they? I think we would have problems getting them to come at the same time.

A: I don't think that would be a serious problem. There are quite a few science professors at the university. I think we could get three of them to come. And the students could get a lot of information from them. It could be very educational.

B: Perhaps you're right, but I think this could be boring. I don't think it is the best idea. The last one looks a lot better. I like the idea of a tour of the local planetarium. It's not the same as visiting the planetarium, is it? I imagine a tour would include learning how the planetarium works. It would be a bit like going backstage in a theatre. What do you think?

A: Yes, it seems like a good idea, but do you think they will be able to take all the students at the same time?

B: No, probably not. That means the students would have to go in groups at different times. That would make it more difficult to organise. Really, it depends on how many students would want to go. We would have to find out.

A: So, which do you think is the best idea?

B: Well, it's difficult to say. I think they are all good ideas, but the visit to the museum or the tour of the planetarium are probably better than the other two. I think that more students would be interested in these. Do you agree?

A: Yes, I agree so far.

B: Now, of the two that are left, I think that we both agree that the tour of the local planetarium would be hard to organise. That leaves us with the visit to a science museum. As I said, I think it is a good choice because I think more students will enjoy it.

A: So it's a visit to a science museum then?

B: Yes. That for me is the best choice.

Unit 5.12

Exercise 7b (p. 153)

In the next part of the story the boss tells Lije about the conflict between Earthlings and Spacers. Earthlings are people who live on earth. They stayed on earth when the Spacers left earth to live on other planets. There was a war between Earthlings and Spacers. The Spacers broke contact with Earth so that Earthlings could not travel to other planets. There was no contact between them for many years.

A thousand years later, some Spacers returned to Earth. Now they live in the same city as Lije and his boss. Earthlings dislike them because of the war. Spacers are separated from Earthlings and live in their own area called Spacetown. Spacers are rich and try to keep Earthlings away from Spacetown.

The boss tells Lije that a Spacer died three days ago. The Spacers think that an Earthling killed him. Lije is very surprised. He doesn't think that it could be an Earthling. The boss reminds him of the conflict. He tells Lije about the tension building between Earthlings and Spacers. He wants Lije to investigate and find out who killed the Spacer.

Lije wonders why the boss has chosen him when there are better detectives that could do it. The boss tells him it's because they are friends and he knows he can trust him. He says Lije could also gain a lot from solving the crime. The Spacers want one of their own policemen to work on solving the crime as well. Lije agrees to have a Spacer partner. His partner will live in his house with him and his family. Then, the boss tells him that his partner will be a robot that has been built by the Spacers. Lije really doesn't like robots. He thinks that they will replace Earthlings in the future. He doesn't want to work with a robot. He is worried about what his wife, Jessie, will say. Lije finally agrees because the boss will give him a promotion when he has solved the crime.

Focus on RNE

Listening – Part 3 (p. 158)

When I first came to live in London eight years ago, I wouldn't have dreamed of cycling anywhere near the centre. It was far too dangerous, mainly because of the sheer amount of traffic but you also had to deal with the choking exhaust fumes. I can remember watching the cycle couriers weaving their way through the jams, they looked like surgeons with their face masks on. They needed them, being in the traffic all day. Cycle couriers were everywhere then, ferrying important documents between businesses. It was only motorbikes and cycles that could move around the city at a reasonable pace, over-ground at least. If you were really in a hurry, then

you would have to go underground. But I never used the Tube, still don't, I'm terrified of being stuck in a tunnel. I used to travel to work by bus, and although it took longer at least I had something to look at on the way. My bus route went right through the city centre, past all the famous tourist attractions.

Then the Congestion Charge was introduced and my travel time was halved. It really wasn't popular at first but it definitely succeeded in deterring motorists, even though you'd think that the charges for parking in central London would have already done that. Well, after a few more months of going to work by bus, I noticed that there seemed to be more cyclists in the centre, or maybe it just appeared that way to me because there were fewer cars around now. Anyway, for whatever reason, cycling had definitely become a safer option. I started to count how many cyclists I spotted on each journey and decided that when I reached three hundred, I'd buy myself a bike! It was another couple of months before that happened, but by then there was a network of cycle paths as well. They're great!

I was so nervous the first time I set off on my brand new bicycle. I had all the accessories – helmet, knee and elbow pads and a face mask. I didn't have any idea how long it was going to take me to get to work so I allowed an hour. In the end, I was twenty minutes late that day, my boss was not very happy with me. It wasn't the distance that I'd under-estimated, it was my lack of fitness. I'd forgotten how exhausting cycling can be, especially uphill. I hadn't done any serious cycling for years, I'd had a bike when I was a student, but I'd only ridden around the neighbourhood at weekends visiting friends. Now I was attempting to cycle a round trip of nearly ten miles a day. I caught the bus the next day, my muscles were killing me! It sounds funny now, but I was in agony. So, until I'd built my stamina up, I'd catch the bus one day and cycle the next.

Gradually, the ride became easier and soon I was matching the time of the bus journey. Now I can get to work in half an hour, quicker than the bus. But I have to say the biggest benefit for me is definitely the improvement in my health. I really noticed it last summer on holiday, I could swim for hours without getting tired or out of breath. I think I'm in better shape now than I was ten years ago, which can't be bad.

Module 1 – Sports & Entertainment

Reading & Vocabulary (pp. 4-5)

- 1** a) 1 C 3 B 5 B 7 B
 2 A 4 C 6 D
- 2** 1 C 3 B 5 A 7 D 9 D
 2 D 4 C 6 B 8 B 10 C
- 3** 1 competitors 4 rival 7 referee
 2 spectators 5 umpire 8 trainer
 3 runner-up 6 commentator
- 4** 1 score 4 physical 7 true
 2 win 5 break 8 playing
 3 happy 6 sports

Listening (p. 6)

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

Speaking (p. 7)

Task 1 (Suggested Answer)

I'm going to talk about the role of leisure activities in people's lives. Most people's lives are full of personal challenges. These vary from person to person according to their circumstances but everyone feels stress at some time. To balance this, we need to spend time on leisure activities which help us relax. Doctors say that when we relax, our bodies can repair any damage the stress causes.

Leisure activities such as team sports or clubs give us the opportunity to spend time with other people who share the same interest. We all need the support and friendship of other people and it is important to find time to develop our friendships and spend time with other people. If we do not do this we can become lonely and feel isolated.

Not only are leisure activities a good way to socialise but they can also be educational; for example learning to play a musical instrument or a craft. Learning how to do it is interesting and can be fun and as we become more skilful we enjoy a sense of achievement. A skill can always be improved and we can enjoy the pleasure of making something or playing music for ourselves and for others too.

I enjoy swimming and playing badminton, they keep me fit and make me feel full of energy. I also enjoy reading as it is a great way to lose myself in another world and forget about my problems. A good film also does the same and if I have been studying a lot I find watching a film very relaxing.

Extra Questions (Suggested Answers)

- Music helps people relax. It can help people change their mood. People can dance to music too.
- Going to the cinema is a popular activity because it is like travelling to another place. The big screen totally involves the audience in the story being told.
- Sport should be compulsory at school because children need to be taught how to stay fit and have the opportunity to try different sports. That way they can choose an activity that they enjoy and continue it as a leisure activity and to stay fit and healthy.
- Mass entertainment can be educational. There are many informative documentaries on television for example, from which we can learn so much about the world.
- If I had more free time, the best thing to do with it would be to learn to play the guitar, which is something I would like to do.
- I don't think I have enough free time these days because I have to study hard.

Task 2 (Suggested Answer)

- A: What do you think about the special event for the Arts Festival? Do you think the talk on the history of art would be a good idea?
- B: I was thinking about an exhibition of student's photographs. The talk sounds quite interesting but I think it might be a bit too much like a lesson and it would be nice to have something different.
- A: Maybe you're right. The other options sound entertaining too. Although I think a night of watching films is something we can do any time.
- B: I agree with you about that. How about a classical music concert? It sounds very entertaining and we have some very good musicians in the school.
- A: Yes we do, however it might not appeal to everyone because some people prefer to listen to other kinds of music.
- B: That's a good point. It seems that the exhibition of students' photographs would be best. We could hold a competition too and invite all the students to enter a photograph of something to do with the school.
- A: That's an excellent idea. That way all the students would have an opportunity to participate in the event and it would be fun. We could ask the head teacher to judge the best photograph.
- B: Well, I think we agree, so let's tell the organisers. Hopefully they will approve and we can put up a notice about the competition.

Reading & Vocabulary (pp. 8-9)

- 1** 1 F 3 G 5 D 7 H
 2 C 4 E 6 B

- 2** 1 frequent 5 life 9 proud
 2 scientist 6 traffic 10 spirit
 3 save 7 public
 4 foreign 8 securely
- 3** 1 trip 4 flight 7 travel
 2 journey 5 tour
 3 voyage 6 cruise
- 4** 1 pack 6 commute
 2 passengers 7 cabin
 3 traffic jam 8 return ticket
 4 motorway 9 package deal
 5 adventure 10 voyage
- 5** 1 oversee 4 running/run
 2 accelerate 5 had (had)
 3 is making/made 6 caused

Reading & Vocabulary (pp. 10-11)

- 1 a)** 1 A 3 G 5 F
 2 D 4 B 6 C
- 2** 1 influenced 5 revolutionised
 2 achieved 6 paving
 3 dedicated 7 re-uniting
 4 released 8 emulating
- 3** 1 B 3 C 5 A 7 C 9 D
 2 A 4 C 6 B 8 A 10 D
- 4** 1 kind 5 safety 9 world
 2 style 6 fashion 10 popular
 3 industry 7 audience
 4 success 8 band

(Suggested Answers)

- The *Rolling Stones* are an amazing band; they are truly **one of a kind**.
- Her **style of dress** is a bit unusual but I like it.
- It is incredibly difficult to break into the **music industry**.
- Their new album is sure to be a great **commercial success**.
- One of our main **safety concerns** is people who don't wear seatbelts.
- Have you noticed how **fashion trends** change every season?
- The singer looked out at the **vast audience**, took a deep breath and began to sing.
- Coldplay is the most popular **pop band** in the world.
- I'm not really interested in the **world of fashion**.
- I prefer classical music to **popular music**.

Use of English (pp. 12-13)

- 1** 1 C 3 A 5 B 7 C
 2 B 4 C 6 B
- 2** 1 no doubt you will be
 2 swam well apart from
 3 would rather stay in than
 4 didn't deserve to be
 5 had difficulty finding
 6 is responsible for dealing
 7 unlikely (that) there will be
 8 were driven into town by
- 3** 1 had rained/been raining 5 was being chased
 2 would be facing 6 have come
 3 looking 7 'll give
 4 Did you rest
- 4** 1 locations 4 competitive
 2 beneficial 5 supportive
 3 development 6 encouragement

Writing letters/emails (pp. 14-15)

- 1** A ending — informal email to a friend
 B beginning — formal letter of application
 C ending — formal letter
 D beginning — formal letter giving information
 E beginning — informal reply to a letter of invitation
 F ending — informal letter or email to a friend

2 (Suggested Answers)

- B Opening remarks:** I am writing to express my disappointment with the service I recently experienced in your shop
- Closing remarks:** I look forward to receiving your prompt reply concerning this matter
- C Opening remarks:** Hi, I hope you and your family are all well. I've been thinking about my gap year arrangements and wondered if you can give me some advice.
- Closing remarks:** I hope you can help me. I'm waiting to hear from you.
- D Opening remarks:** I am writing to enquire about computer courses. I am interested in learning more about programming and I would be most grateful if you could forward details of courses to me.
- Closing remarks:** I look forward to hearing from you.

E Opening remarks: Thanks for the info on Rome, it'll be really useful.

Closing remarks: I'll let you know how the trip goes and send you a postcard.

3 A formal

- 1 to inform you
- 2 we will be holding
- 3 some important announcements
- 4 regarding the new
- 5 all members of staff
- 6 The venue will be
- 7 Please ensure
- 8 promptly
- 9 writing materials
- 10 will be providing

B Informal

- 1 to let you know
- 2 there will be
- 3 some important things
- 4 about the new
- 5 everybody
- 6 It's being held in
- 7 Make sure
- 8 on time
- 9 something to write with
- 10 will be giving out

4 The first example is written in an informal style which is inappropriate for a letter of application.

- 1 Dear Mrs Bryan
- 2 saw your advertisement
- 3 in Thursday's edition of 'Student Today'
- 4 I would like to apply for the position
- 5 I am in my final year at school
- 6 enjoy my studies very much

The second example is written in a formal style which is inappropriate for a letter to a friend.

- 7 I'd love to drop in and see you
- 8 hang out with
- 9 Let me know if you're around!
- 10 Can't wait to hear from you
- 11 Love

- 5**
- 1 C Letter of complaint to an airline company – mild
 - 2 B Letter of complaint to the manager of a restaurant – strong
 - 3 A Letter of complaint to an online camera supplier – strong

- 6 a)**
- 1 I am writing to complain about
 - 2 I was quite disappointed with
 - 3 Contrary to the information in your brochure
 - 4 Moreover
 - 5 She didn't offer an explanation
 - 6 I feel that I am entitled to
 - 7 I hope to hear from you

The tone of the letter is mild.

phrases that show tone: **quite** disappointed, **some** of the facilities, **I feel** I am entitled

b) The writer is complaining about a holiday because:

- 1 The swimming pool was being built
- 2 The hotel wasn't luxurious
- 3 The rooms were small
- 4 The hotel didn't match the brochure description
- 5 The representative was unhelpful and rude
- 6 The rep was very late at the airport to meet them
- 7 The rep didn't find out the information the writer requested
- 8 The rep didn't apologise for being late or unhelpful

- 7**
- | | |
|----------------|------------------------|
| 1 Despite | 3 but |
| 2 Nevertheless | 4 In spite of the fact |

Vocabulary & Grammar Practice I (pp. 16-17)

- 1**
- | | | | | |
|-----|-----|------|------|------|
| 1 C | 5 B | 9 B | 13 C | 17 A |
| 2 D | 6 D | 10 C | 14 C | 18 B |
| 3 A | 7 C | 11 A | 15 B | 19 D |
| 4 B | 8 A | 12 D | 16 D | 20 D |
- 2**
- | | | | | |
|-----|-----|------|------|------|
| 1 C | 5 B | 9 B | 13 B | 17 C |
| 2 A | 6 B | 10 A | 14 C | 18 A |
| 3 C | 7 D | 11 D | 15 D | 19 A |
| 4 C | 8 D | 12 B | 16 A | 20 C |

Module 2 – Food, Health & Safety

Reading & Vocabulary (pp. 18-19)

- 1 a)**
- | | | | |
|-----|-----|-----|-----|
| 1 C | 3 C | 5 C | 7 C |
| 2 A | 4 D | 6 B | |
- 2**
- | | | | | |
|-----|-----|-----|-----|------|
| 1 A | 3 A | 5 C | 7 B | 9 D |
| 2 D | 4 C | 6 B | 8 B | 10 B |

- | | | |
|---|------------------|------------|
| 3 | 1 supplement | 6 combat |
| | 2 revealed | 7 referred |
| | 3 deteriorated | 8 balanced |
| | 4 abstained | 9 coping |
| | 5 underestimated | 10 rectify |

Listening (p. 20)

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

Speaking (p. 21)

Task 1 (Suggested Answer)

I am going to talk about eating habits in my country. There is a Russian proverb that says "shchi and kasha are our food" meaning that all we need to survive are cabbage soup and porridge. However we do eat different things too!

For breakfast, we might have a bowl of kasha (which is a type of porridge) or eggs or even a sandwich with a cup of tea or coffee.

Soups are very popular in Russia and we have soups for every season and every occasion. Salads are also popular and depending on the season these could be made from cabbage or pickled vegetables and may include meat, fish or eggs with a dressing of mayonnaise. These foods are very healthy because they are made with natural, nutritious ingredients.

These days more people do eat fast foods for convenience though, especially in the big cities and this is not so healthy.

Personally I prefer to eat at home generally, because home cooking is better, and you know what is in it. For special occasions we sometimes go to a restaurant. In the city there is a wide range of restaurants offering food from all over the world. We like to try different international cuisine for special occasions.

I love eating blini too and whenever there is a holiday we make lots of them. If it is a very special occasion we put caviar on them and they are simply the best.

Extra Questions (Suggested Answers)

- Usually for breakfast I have a sandwich and a cup of tea.
- I don't think I need to improve my diet because I eat very healthy food.

- I think it is a good idea for students to learn to cook at school, especially for some children who are not taught to cook at home. They can also learn new recipes.
- Our family always eat meals together at the weekends because we like to relax together. Sometimes in the evenings it is not possible to sit together because we have different things to do.

Task 2 (Suggested Answer)

A: We have four options to choose from for Health and Safety Week. They all seem to be good. What do you think?

B: I agree with you but we have to choose one so let's take them one at a time. First of all the day of first aid instruction is something that would be very useful.

A: Yes, it definitely would be. I think the talk on road safety is a little bit dull and would be better for younger children. What about you?

B: I think that's a good point. I also think that the demonstration of safe cooking methods is not going to be as interesting to many students as the other two options.

A: You are probably right. So that leaves the workshop on exercising safely to consider. I think that would be interesting for everyone and exercise is a very important part of staying healthy.

B: Yes, that's true. I still think the first aid instruction is the best choice though. I mean, if there was an emergency at home or when you were out with your friends would you know what to do?

A: No, I must admit I wouldn't and I don't suppose many of the other students would either. I think you are right, it is the best choice.

B: OK then, we agree that the special event for Health and Safety Week should be a day of first aid instruction.

Reading & Vocabulary (pp. 22-23)

- 1 a) 1 D 3 E 5 F
2 G 4 A 6 B
- 2 1 course 5 snack 9 stall
2 ingredients 6 tip 10 dish
3 bill 7 flavour
4 spices 8 dessert
- 3 1 peel 5 grilled 9 stew
2 slicing 6 boiling 10 roasting
3 baked 7 chop
4 fried 8 simmer
- 4 1 D 3 A 5 A 7 C 9 C
2 C 4 B 6 B 8 A 10 D

Reading & Vocabulary (pp. 24-25)

1 a) 1 C 3 A 5 D 7 E
2 F 4 H 6 B

2 1 meet 3 staff 5 supply
2 filled 4 renowned 6 pre-packaged

3 1 delivering 5 clashed
2 rushed 6 owns
3 caters 7 served
4 developing 8 progressed

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

Use of English (pp. 26-27)

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

2 1 seems to be a
2 if you don't
3 was made by
4 not allowed to drink
5 was unfamiliar with
6 has been a vegetarian for
7 don't like taking
8 ought to get

3 1 Following 5 will be attending
2 have already had 6 arranged
3 was heard 7 will you spend
4 was not

4 1 invisible 4 knowledge
2 correctly 5 successfully
3 instructions 6 recommendations

Writing letters/emails (pp. 28-29)

1 1 informal 3 formal
2 (semi-) formal 4 informal

2 A 4 B 3 C 2 D 1

3 a) The letter is to Aunt Polly from Andrea.

The purpose of the letter is to apologise and to offer sympathy.

b) 1 a 3 a 5 b 7 b
2 b 4 b 6 a

4 1 Thank you letter to a host family.
2 Congratulations on your new job, You must be feeling really pleased (letter of congratulation)

3 Unfortunately we will not be able to help you prepare the food for the party on Saturday. I do hope you understand (apology)

4 I am so sorry to hear that the restaurant that you work at is closing down. I hope you will get a new job soon. (sympathy)

5 I would like to apologise for forgetting your birthday. I hope you can forgive me (apology)

6 We cannot thank you enough for coming to the school to give a talk about health. The students really enjoyed it and the information was very useful. (formal thanks)

5 1 E, H 2 A, D 3 C, G 4 B, F

6 (Suggested Answers)

1 Dear Jamie and Sue,
Thank you so much for inviting me to your wedding. Regretfully I will not be able to attend. As much as I would like to be there, I am afraid it just isn't possible for a number of reasons. The main reason is that I will be travelling to London to attend a training course for my work. Unfortunately, it is not possible to change this arrangement as this is an annual event. The course lasts 2 days and very few people are given this opportunity. I do hope you understand. I hope you have a marvellous day and I look forward to hearing about it soon.
My very best wishes,
Mike

2 Hi Neil,
Sorry to hear about the accident. What a drag that you won't be able to take part in the inter-school sports day. I'm sure the other members of the Athletics team are just as disappointed as you are. Anyway, get plenty of rest and do what the doctor says. I hope you're back on your feet and back to training soon. Keep in touch and let me know how you're getting on.
Love,
Polly

3 Dear Mr Bartlett,
Thank you so much for all your help with Economics. I was finding it very difficult to understand the subject and I was very worried that I would fail the exam. Now I feel much more confident because I understand everything clearly. I do not think I would have managed without your support.
Once again, I would like to say that I am very grateful for your assistance.
Regards,
Simon Lake

4 Dear Rachael,
 I'm glad to hear that all the hard work you have done this year has paid off. You definitely deserve the award for outstanding student. I wish I could have been there when they announced your name. I'm sure you must have felt extremely proud. Keep up the good work!
 I'm glad all the exams are over now and I am looking forward to the summer break. I will be working in a café for a while and then we will go camping for a week.
 Write and tell me all your other news.
 Love,
 Amy

Vocabulary & Grammar Practice II (pp. 30-31)

- 1** 1 A 5 B 9 C 13 C 17 A
 2 B 6 D 10 B 14 C 18 B
 3 A 7 C 11 A 15 D 19 D
 4 D 8 A 12 B 16 C 20 A
- 2** 1 C 5 B 9 A 13 B 17 B
 2 D 6 B 10 B 14 A 18 B
 3 B 7 C 11 C 15 A 19 A
 4 B 8 B 12 B 16 C 20 D

Module 3 – Travel Time

Reading & Vocabulary (pp. 32-33)

- 1 a)** 1 C 3 B 5 C 7 B
 2 C 4 C 6 D
- 2** 1 caused 4 elder 7 habit
 2 grew 5 taken 8 granted
 3 distant 6 sharp
- 3** 1 accounting 4 clustered 7 shook
 2 stuck 5 lined 8 drifting
 3 occurred 6 germinate
- 4 a)** 1 border 2 frontier 3 boundary
b) 1 beach 3 coast 5 bank
 2 seaside 4 shore
c) 1 quay 2 harbour 3 bay

Listening (p. 34)

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

Speaking (p. 35)

Task 1 (Suggested Answer)

I am going to talk about Travel.

I think many people want to travel so that they can see what life is like in other places. Some people travel because they live in the city and they want to enjoy the countryside and people who live in the countryside want to experience city life. Some people travel to enjoy a sport such as skiing or to enjoy the sunshine and the sea.

To travel long distances people use aeroplanes, ships, trains and even coaches. Clearly, aeroplanes are the fastest method of travelling long distance. However, some people like to take their time and take in the sights en route to their destination. People who take cruises can visit many places and relax in between on the ship. Trains and coaches offer people the opportunity to see the countryside.

Tourism can be both good and bad for a country. It is good because it creates jobs but it can be bad when the character of a place is destroyed or it becomes too crowded with tourists.

During my holidays I like to spend my time with my family. We don't travel to other countries but we do visit places of interest in our own country.

Extra Questions (Suggested Answers)

- I would like to go on holiday to China because I would love to see their New Year festival.
- I would like to visit England to practice speaking English.
- I wouldn't like to study in another country because I would miss my family a lot.
- If someone is visiting my country they should visit St. Petersburg because it is a beautiful city with lots to see and do.

Task 2 (Suggested Answer)

A: We have four interesting options to choose from for the main event for International Week. First of all, we can either go out or stay in school — which do you think is best?

B: It would probably be easier to stay in school, but the visit to a travel agency sounds very interesting.

A: Yes I agree, although I was wondering how many students could visit a travel agency at once, which means we would have to go in smaller groups. The museum could be better because they can deal with large numbers of people.

B: You've got a very good point. The exhibition about travel should have information about destinations as well as forms of transport. But let's consider the other options too. I'm sure everyone would enjoy a meal with international cuisine.

A: Definitely! The only problem I can see with that is, who is actually going to cook the food?

- B: Well we could suggest that all the students bring in one dish. If we circulate a list we can make sure we have a variety of dishes.
- A: Yes, I suppose that is one way to do it. Do you think we can rely on everyone to do that? Let's think about a talk by international students about the culture of their country.
- B: That puts a lot of responsibility on them, they would have to be prepared to do that. I think overall that the trip to the museum would be the best option.
- A: I think you're right. As it is International Week, different classes can go on different days of the week so that it is not too crowded and in the end everyone will share the experience.
- B: So we agree that the trip to the museum to see an exhibition about travel is our final choice.

Reading & Vocabulary (pp. 36-37)

- 1 a) 1 C 3 E 5 G
2 A 4 B 6 D
- 2 1 forecast 5 approached
2 passed 6 drifted
3 converted 7 combined
4 was intruding 8 slid
- 3 1 shock 4 fit 7 side
2 counts 5 hostile 8 make
3 accurate 6 arguably
- 4 1 B 3 C 5 C 7 A
2 D 4 A 6 D 8 B
- 5 1 fully 4 weather 7 air
2 operating 5 carrying out 8 aircraft
3 impressive 6 medical

(Suggested Answers)

- At Rothera, the **fully active** research base, scientists do all kinds of research experiments.
- The surgeon will come and speak to you when he gets out of the **operating theatre**.
- You have to have very **impressive qualifications** to work at NASA.
- The information we get from **weather satellites** is especially important to people who work outdoors.
- My brother graduated last year and is now **carrying out research** at a lab in the United States.
- New York hospitals have the best **medical facilities** in the world.

- It is completely normal for the **air pressure** in the cabin to drop slightly.
- We sat in the **aircraft cabin** and looked down at the clouds below us.

Reading & Vocabulary (pp. 38-39)

- 1 a) 1 D 3 A 5 F 7 C
2 E 4 B 6 H
- 2 1 origins 4 unique 7 cater
2 legend 5 spectators 8 opportunity
3 attract 6 dishes
- 3 1 regain 4 sampling 7 operates
2 flocked 5 have outlawed 8 boasting
3 cleanse 6 alerted
- 4 1 B 2 B 3 A 4 B 5 C
- 5 1 wide 4 bank 7 direct
2 main 5 event 8 party
3 alight 6 year

(Suggested Answers)

- The shop on the high street sells a **wide range** of sports equipment.
- Our **main objective** is to educate young people.
- The barn was **set alight** when it was hit by lightning.
- Did you know that Monday is a **bank holiday** in the United Kingdom?
- The festival in Quebec is an **annual event**.
- I have lots of things planned for **the coming year**.
- Can you tell me if there are any **direct flights** to London, please?
- We are going to a **costume party** on October 31st.

Use of English (pp. 40-41)

- 1 1 A 3 C 5 D 7 D
2 B 4 B 6 C
- 2 1 is time you learned
2 matter which route you take
3 have been learning French for
4 the exception of Steve
5 is estimated to take
6 I were you, I would
7 know if he had done
8 is capable of typing

- 3** 1 had just completed 5 has been going on
 2 had been booked 6 do you think
 3 chose 7 was told
 4 said
- 4** 1 solution 4 accommodation
 2 activities 5 ensure
 3 endangered 6 spectacular

- 3** 1 Hi 7 it would be great to see you
 2 invite you to 8 let me know
 3 party 9 can come
 4 is 10 great
 5 is 11 Love
 6 start 12 Susan

- 4** a) A 4 B 3 C 2 D 1

Writing letters/emails (pp. 42-43)

- 1** 1 respond to an invitation
 2 narrate an experience
 3 describe something

- 2** a) A 2 informal, narrative techniques
 B 1 informal, descriptive techniques
 C 3 formal, descriptive techniques

b) (Suggested Answers)

A Hi Tim,
 Hope you're well. You remember I told you I was going to go on a day trip to the theme park? Well, unfortunately it wasn't a good day for me. ...

Anyway, the lady very kindly let me use her phone and my friends came back for me. I tried to enjoy the rest of the day but in the end I was just happy to get home.
 Hope to hear your news soon.
 Best wishes,
 Martin

B Dear Betsie,
 It was lovely to receive your letter. I'm pleased to hear that you are going to go on a cycling weekend in the Peak District, I'm sure you'll love it.

Good luck with the presentation, I hope it goes well for you.
 Write soon,
 Love,
 Jennifer

C Dear Sir/Madam,
 My family have just returned from a holiday in England. We were staying in your hotel for a week, from 20th to 27th March in rooms 311 and 312.

I look forward to hearing from you.

- b)** • **special effects** — fantastic
 • **acting** — brilliant, effortless
 • **film** — action-packed

- 5** a)

Plot	Beginning/Ending	Characters
gripping	moving	disappointing
original	disappointing	evil
well-developed	interesting	interesting
interesting	tragic	excellent
thrilling	confusing	believable
confusing	excellent	weak
excellent	weak	strong
weak	surprising	
strong	shocking	
imaginative	strong	
complicated	unexpected	
believable		

- b)** 1 believable (book)
 2 gripping (book/film)
 3 shocking (film)
 4 confusing (book/film)
 5 tragic (book)
 6 evil (film)

- 6** 1 positive 3 positive 5 negative
 2 negative 4 positive

7 (Suggested Answers)

Film

'Who Framed Roger Rabbit' (1988) is a classic film and one of my all-time favourites. The film combines animation, cartoon characters and live actors in a believable comedy/mystery thriller that is set in Los Angeles in 1947. The plot is interesting and imaginative and the characters are excellent.

Book

'Deception Point' by Dan Brown is an excellent thriller with a very believable story. A combination of action, interest, fun and suspense keep the reader guessing. Dan Brown is a great story teller and he involves characters to love and characters to hate. This is one of those books that keeps you up late because it is difficult to put down once you start reading it.

Vocabulary & Grammar Practice III (pp. 44-45)

- 1 1 C 5 D 9 C 13 B 17 D
 2 C 6 C 10 C 14 D 18 B
 3 C 7 A 11 B 15 D 19 C
 4 A 8 C 12 B 16 C 20 B
- 2 1 B 5 C 9 A 13 A 17 C
 2 B 6 C 10 D 14 B 18 C
 3 C 7 D 11 B 15 D 19 A
 4 B 8 C 12 C 16 A 20 C

Module 4 – Environmental Issues**Reading & Vocabulary (pp. 46-47)**

- 1 a) 1 B 3 D 5 D 7 C
 2 B 4 A 6 C
- 2 1 B 3 C 5 A 7 B 9 D
 2 C 4 D 6 B 8 D 10 A
- 3 1 settle for 3 struggling 5 stick
 2 concerned 4 longs for 6 joking
- 4 1 entered 3 changes 5 initial
 2 faced 4 simple 6 sources

Listening (p. 48)

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

Speaking (p. 49)**Task 1 (Suggested Answer)**

The environmental problem that I'm most concerned about is deforestation. Every day more and more rainforests are cut down for wood that is used to make things. I worry about it because, even though these rainforests are far away, the effects will have a real impact on the planet. These trees are the natural habitat of many species and as a result those species are in danger of extinction. Cutting them down means there is no protection from wind and rain so when the weather is bad, the ground is exposed. This can result in landslides and floods, some of which might be strong enough to damage or destroy villages. These trees also help clean the air, making the atmosphere healthier for everyone around the planet. We need to reduce the number of trees cut down. Some ways of doing this are to cut down

on the amount of paper we waste and to recycle as much as possible. Also, everyone should refuse to buy products that have too much packaging.

Extra Questions (Suggested Answers)

- Governments are mainly responsible because even though they have the power to ban logging they don't. We must all contribute by looking at the way we live our lives and changing them to become more environmentally friendly.
- Most of the young people I know are worried about the environment. The world today is their world of the future so we need to protect the planet for the generations to come.
- There have been many campaigns to clean up the environment in my area. My school has a special day every year when all the students go out onto the streets to pick up litter. The local council has also placed recycling bins in most areas and tried to raise awareness of recycling issues by distributing leaflets and holding special events.
- It's easy to say that governments and big business should be held responsible, but the truth is that we are all responsible to a certain extent. There are many things we could all do to reduce the impact our lives have on the environment.
- The future of the world depends on how we act now. If we change our ways and start to help the planet, then the world of the future will be a better place. On the other hand, if we continue to ruin our own natural habitats, then things will undoubtedly get worse.
- There are things we can all do as individuals, but there has to be co-operation between governments before the larger issues can be tackled. Laws need to be introduced, bans need to be put into effect and there has to be an understanding that we are not just a series of countries but living together on a planet that is under threat.

Task 2 (Suggested Answer)

- A: Should I start?
 B: Sure.
- A: Well one of the activities is a day of talks by experts on different environmental problems. This is not a good idea, in my opinion, because it would be very boring for the students to sit and have to listen to talks all day.
- B: Yes, I agree. It doesn't matter how interesting the talks might be, this is not an activity that many of my classmates are going to enjoy. What do you think about the photographic exhibition showing environmental problems in our area?
- A: I like the idea of getting the students involved. They could take the photographs themselves of the

problems that they believe are the worst. The exhibition would be more personal in that way. Do you think the visit to a recycling centre is a good idea?

B: Yes, I do. Everyone likes to get out of school for a while, even the teachers! It's more than just a day out though. Seeing how things are recycled would be really interesting and raise awareness of the issues around recycling. What do you think?

A: This is the best idea so far. The last possible activity is a series of one-hour workshops on how to save energy at home. This sounds good because it involves something that we can all do. It's not just listening – it's learning and then putting that learning into practice.

B: I still think the visit to the recycling centre would be the most popular with the rest of the school and that's the activity that I think we should choose.

A: As much as I like the workshops suggestion, I think others would prefer the recycling centre as well so I'm going to agree with you. The activity for Environment Week is a visit to a recycling centre to see how waste materials can be reused.

Reading & Vocabulary (pp. 50-51)

1 a) 1 F 3 C 5 B
2 D 4 G 6 A

2 1 survival 4 remember 7 protection
2 living 5 effects 8 released
3 familiar 6 unlawful

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

4 1 live 4 caring 7 exploring
2 ensure 5 appreciate 8 intend
3 roam 6 grew

5 1 endangered 5 public 9 animal
2 dream 6 firsthand 10 natural
3 wild 7 inspiration
4 welfare 8 ranger

(Suggested Answers)

- The giant panda is an **endangered species**.
- My **dream job** is to be a famous writer.
- Animals should live **in the wild** and not in zoos.
- The RSPCA is concerned with **animal welfare**.
- The campaign aims to **educate the public** about recycling.
- Do you have any **firsthand experience** of caring for animals?

7 Martin Luther King Jr. is a **real inspiration** to young people.

8 A **park ranger** ensures that people obey the rules and stay safe when visiting national parks.

9 The **animal kingdom** is a term for all animals, from birds to reptiles.

10 The beaver's **natural habitat** is slowly being destroyed.

Reading & Vocabulary (pp. 52-53)

1 a) 1 E 3 H 5 F 7 A
2 G 4 C 6 B

2 1 vision 5 impact
2 difference 6 improve
3 mention 7 hard
4 opportunity 8 award

3 1 implemented 6 carries out
2 erected 7 benefit
3 reduce 8 aim
4 protect 9 foster
5 set up 10 ensure

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

Use of English (pp. 54-55)

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

2 1 wishes she had gone
2 was written by
3 needs to be put out
4 not like Tony to be
5 is forbidden to
6 not succeeded in preventing
7 does this cat belong to
8 has a tendency to get

3 1 had just spent 5 am giving
2 finished 6 have already had
3 was not 7 would grab
4 would be delayed

4 1 approximately 4 tourists
2 unbelievable 5 scenery
3 catastrophic 6 homeless

Writing argumentative essays (pp. 56-57)

1 1 B 2 A 3 C

2	For	<ul style="list-style-type: none"> • space travel requires a lot of specialised equipment and developing it will provide jobs for many people • new inventions that are created may also be useful for people back on Earth • advances in technology and knowledge may provide solutions to problems on the planet • may help us find a second home as one day Earth may not be big enough
	Against	<ul style="list-style-type: none"> • the billions of dollars that will be spent on it could be put to better use solving the problems we have now • some of the new technology developed for space exploration could be used for harmful purposes in the wrong hands

3 a) A 3 B 1

b) A Firstly, For example, Secondly, Therefore

B To start with, For instance, In addition, For this reason

The issue being discussed is the advantages and disadvantages of solar energy.

for: good for our planet, will never run out

against: amount of energy that solar panels create varies, can be expensive to install

justifications/examples (for): does not pollute; people depend less on oil

justifications/examples (against): sun is weaker in the winter, on cloudy days and in colder countries; some households may not be able to afford them

4 (Suggested Answers)

Introduction

The Earth's resources are under threat. Fossil fuels will eventually run out and we will have to turn to alternative sources of energy like solar power. Some people believe that solar energy has obvious benefits, but others are more cautious.

Conclusion

All things considered, the advantages of using solar energy seem to outweigh the disadvantages. Whether we use solar energy or some other alternative energy source, the fact remains that fossil fuels will not be with us much longer. It seems that renewable energy is the future.

5 1 Firstly, a pet can provide company for people who cannot get out or have few friends. For example, people may find themselves restricted to the house due to illness or old age. In this case, pets are valuable companions to make people feel less lonely. Secondly, owning a pet can be very relaxing. Research has shown that people with pets do not suffer from stress as much as those who do not own pets.

2 To begin with, having your own car is not always more convenient. Being in your own car will not get you through the morning rush hour any quicker than being on public transport. In addition, there is the problem of parking. When you get where you want to go, you quite often find there are no parking spaces and car parks can be very expensive.

6 1 A conclusion

3 C introduction

2 B conclusion

7 (Suggested Answer)

Zoos have always been popular, but in recent years there has been a growing debate about the benefits of keeping wildlife far from their natural habitats. Evan Esar once defined a zoo as, "an excellent place to study the habits of human beings." The way we treat other species certainly tells us a lot about ourselves as a species, but there is still intense debate about the role of zoos.

On the one hand, there are those who believe that keeping wildlife in zoos is a positive thing. To begin with, they say that the zoos provide a safe environment away from poachers and the threat of extinction, protecting species from falling numbers. Secondly, zoos are educational because the public can learn about wild animals. A documentary about lions on television cannot compare with seeing the creatures in real life.

On the other hand, keeping wildlife in zoos has drawbacks. Firstly, a zoo is not the natural habitat of any animal. They are often kept in small unhygienic cages that cannot match the jungles, plains or mountains they came from. In addition, some keepers are not always well trained and there have been many reports of cruelty.

In conclusion, there are both pros and cons to keeping wildlife in zoos. Personally, I believe that these animals should be allowed to live their lives in the lands where they were born. If we don't want to make wildlife tamelife, we need to rethink the way we behave towards other species.

Vocabulary & Grammar Practice IV (pp. 58-59)

- 1** 1 C 5 D 9 D 13 A 17 D
 2 C 6 B 10 A 14 D 18 A
 3 A 7 A 11 B 15 C 19 C
 4 D 8 C 12 C 16 B 20 D
- 2** 1 B 5 A 9 A 13 D 17 A
 2 C 6 D 10 A 14 C 18 C
 3 D 7 A 11 B 15 A 19 A
 4 D 8 D 12 B 16 B 20 B

Module 5 – Modern Living

Reading & Vocabulary (pp. 60-61)

- 1 a)** 1 C 3 C 5 A 7 C
 2 D 4 B 6 B
- 2** 1 B 3 C 5 D 7 C 9 C
 2 D 4 B 6 B 8 D 10 B
- 3** 1 dominate 5 has portrayed
 2 attempting 6 are developing
 3 fulfil 7 displays
 4 associates 8 will affect
- 4** 1 subject 4 effect 7 control
 2 lonely 5 made 8 strained
 3 reality 6 infancy
- 5** 1 basic tasks 5 science fiction
 2 lively debate 6 rapid rate
 3 everyday lives 7 human relationships
 4 well received 8 social issues

(Suggested Answers)

- 1 Robots can perform **basic tasks**.
- 2 There was a **lively debate** on the subject that was shown on television.
- 3 Cars are part of our **everyday lives**.
- 4 His speech was **well received** by the audience who stood up to clap.
- 5 I used to read a lot of **science fiction** books.
- 6 The number of insects is increasing at a **rapid rate**.
- 7 His books illustrate his understanding of **human relationships**.
- 8 Obesity among teenagers is a **social issue** we must not ignore

Listening (p. 62)

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

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

Speaking (p. 63)

Task 1 (Suggested Answer)

I am going to talk about modern living. Firstly, modern technology plays a huge role in our daily lives nowadays. Electrical appliances are used by many people all over the world without any thought because they have grown up with them. These appliances have made our lives easier in many ways and enabled fast communication and travel. Our jobs influence the way we live because our financial status depends on our job. What we do for a living also affects our daily timetable too, for example some people work unsociable hours. Other people work in places that are a long distance from their home and they are unable to spend much time with their families.

In our daily lives, we all face our own difficulties. School children have the pressure of their studies and exams to pass and workers have deadlines to meet. Individually we have problems with our relationships, our health, transport and money. On a wider scale, the world faces serious issues such as global warming and international conflicts.

Leisure time is important for everyone and a huge industry has grown up to cater for it. Some people like to take regular holidays in places away from their homes. Others enjoy participating in sporting activities. There are theatres, cinemas, circuses, theme parks and a wide range of home entertainment that people enjoy in their free time.

I think modern living is exciting and challenging and we should do our best to make the most of our opportunities

Extra Questions (Suggested Answers)

- A career choice can affect someone's future. When we choose a career that suits our ability, we will be happy and productive.
- I would like to have a career as an industrial engineer as I enjoy problem solving. I am good at maths and science and I think it would be a very interesting career with lots of opportunities.
- I do not enjoy playing computer games very much. I prefer to spend my leisure time playing sports.
- I think modern living can bring increased stress because the pace of life can be hectic. However, if we balance our activities, the stress is kept under control. This is why I like doing sport.

Task 2 (Suggested Answer)

A: How do you feel about a fashion show for the festival?

B: I'm not sure it's the best choice for the main event. It would be OK as a side event but I think an exhibition would be better.

A: Yes, I agree with you about the fashion show. There are two exhibitions to consider; either photographs or state of the art technology. Of the two, photographs would probably be easier to organise.

B: Yes, you may be right about that. I like the sound of state-of-the-art technology though and it might not be so difficult to arrange. We would just have to contact suppliers of the most up-to-date technological appliances and invite them to come and exhibit their products.

A: That's a good point. Let's consider the other option before we come to a decision — a showing of a documentary about modern life. That could be a project that all the students would be involved in. We could ask the Media Department to film the documentary and every class could make a contribution.

B: That's an excellent idea! That way everyone would be involved and it would be interesting and educational to make and to watch. At first I thought that this would be a boring option but the way you see it would be great.

A: So shall we say the documentary then?

B: Definitely!

Reading & Vocabulary (pp. 64-65)

1 a) 1 D 3 A 5 C
2 G 4 B 6 F

2 1 ascertain 6 gauge
2 were imposed 7 reflect
3 try on 8 achieve
4 book 9 familiarise
5 strikes 10 assisted

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

4 1 suit 3 receipt 5 waist
2 customers 4 image

5 1 shop floor 5 got involved
2 fashion stores 6 quiet location
3 time constraints 7 formal occasion
4 regular basis 8 initial consultation

(Suggested Answers)

1 The manager is often seen on the **shop floor** talking to customers.

2 Big **fashion stores** sell a wide range of designer clothing.

3 It is sometimes impossible to finish the work due to **time constraints**.

4 I like to go to the gym on a **regular basis** to keep fit.

5 She **got involved** with a group of people who share the same interests.

6 My parents like to spend the weekend in a **quiet location** and relax.

7 As it was a **formal occasion** he wore a suit and tie.

8 He recommended an **initial consultation** in order to assess my needs.

Reading & Vocabulary (pp. 66-67)

1 a) 1 E 3 G 5 A 7 C
2 D 4 H 6 B

2 1 pursue 5 admit
2 retired 6 grew up
3 acknowledge 7 thrives on
4 move 8 was featured

3 1 budget 5 amenities
2 transport 6 accommodation
3 property 7 outskirts
4 option 8 community

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

5 1 brand new 5 terraced house
2 incredibly lucky 6 living space
3 city living 7 impersonal atmosphere
4 prime position 8 transport links

(Suggested Answers)

1 My brother has just bought a **brand new** bike.

2 We were **incredibly lucky** to survive the storm.

3 **City living** can be stressful at times.

4 The house was in a **prime position** overlooking the bay.

5 I stayed in a **terraced house** in London with my host family.

6 The **living space** in a small studio has to be well organised.

7 The hotel was so big it had a very **impersonal atmosphere**.

8 We have very good **transport links** into the city centre from my area.

Use of English (pp. 68-69)

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

- 2 1 no point in trying to 5 working on my own
2 rather cook than eat 6 take into account
3 had better go 7 kept a record of
4 had been on time 8 will not let him go

- 3 1 had arranged 5 was not
2 will make 6 having
3 sitting 7 have learnt/are
4 did they give learning

- 4 1 automated 4 manufacturing
2 mechanically 5 specific
3 invention 6 ability

Writing argumentative essays (pp. 70-71)

- 1 a) 1 C 2 E 3 B 4 D 5 A

Viewpoints	Reasons
<ul style="list-style-type: none"> Helps you learn new skills and cross cultural understanding. You will have many new experiences which will benefit you. It's better to study in your own country. Studying abroad is a richer and more fulfilling experience than studying at home. 	<ul style="list-style-type: none"> Opens your mind to different points of view. They will be exciting and interesting or make you stronger. You will study harder and learn more. It helps you develop skills and attitudes that stay with you for life.

- 2 Para. E: Firstly, studying abroad gives you the opportunity to understand people from different cultures as well as learning new skills.

Para. B: In addition, you will experience a lot of new things.

Para. D: On the other hand, some people are of the opinion that it is best to study at home, not abroad.

- 3 1 You can get from one place to another much quicker than any other form of transport. Flying is the best way to travel, especially if you have to cover long distances.

- 2 The fashion industry changes trends every season so that people are constantly having to buy new things. They change colours or styles so often that people have to spend a small fortune to keep up. Is it really necessary for us to buy something new every season?

- 4 The writer expresses his/her opinion in the essay in Ex. 1 in the conclusion by saying "...I believe studying abroad is a richer and more fulfilling experience than studying at home."

- 5 2 I completely agree that the violence young people see on TV screens every day negatively influences them.

- 3 As far as I am concerned, fast food serves a purpose for people with busy lives.

- 4 I believe that teenage magazines can cause young people to feel too much pressure to keep up with the latest fashions.

- 5 The way I see it, taking a gap year can give young people a chance to develop new skills and qualities.

- 6 I couldn't agree more that really violent sports such as boxing are very dangerous and should be banned.

- 6 **underlined phrases:** impose limits; use a pre-paid account of a fixed amount per week; educate children to use mobile technology positively

circled phrases: This way; As a result; they would not get into debt

- 7 • **start** – objective statement
• **end** – writer's opinion

Suggested replacements

- Most of us use mobile phones. However, did you know that an increasing number of children use them to access inappropriate websites, or even take inappropriate photos or videos? This is a problem we need to tackle. (address the reader directly)

- All in all, there are possible solutions to this problem, but it is necessary to act soon. If we do not act quickly a whole generation could be in trouble. (a statement giving the reader something to consider).

- 8 1 due to the fact 3 This would
2 so that 4 in order to

- 9 a) 1 C 2 B 3 A 4 D

b) (Suggested Answers)

2 – B

Talk any problems through with a good friend in order to find solutions more easily. Furthermore, you will feel less stress when your problems are shared.

3 – A

Eat healthily and get plenty of exercise and sleep. In this way you will be generally healthier and your body will be more able to deal with stress.

4 – D

Write 'to do' lists and make a study plan so that you feel in control and organised, which reduces stress.

- 10** 1 That way we could reduce the amount of paper we use and help save a tree at the same time.
2 It could help reduce some of the local crime because they would not have to steal things or rob people for money.

Vocabulary & Grammar Practice V (pp. 72-73)

- | | | | | | |
|----------|-----|-----|------|------|------|
| 1 | 1 C | 5 D | 9 D | 13 A | 17 B |
| | 2 A | 6 C | 10 A | 14 A | 18 C |
| | 3 B | 7 D | 11 A | 15 D | 19 C |
| | 4 A | 8 A | 12 B | 16 A | 20 C |
| 2 | 1 B | 5 C | 9 A | 13 A | 17 B |
| | 2 A | 6 C | 10 A | 14 A | 18 C |
| | 3 D | 7 A | 11 B | 15 D | 19 C |
| | 4 C | 8 B | 12 B | 16 D | 20 A |

Further Practice Section**Key Word Transformations (pp. 74-82)**

- A** 1 would rather eat salads than
2 unless they left
3 doesn't cost anything to
4 do you good to eat
5 she known
6 only cares about
7 do not approve of
8 more than six months since
9 was set up by
10 as well as working in
11 in case it rains
12 haven't changed since
13 said I could borrow
14 apologised for shouting
15 wish I hadn't forgotten
16 isn't worth washing
17 was difficult to find
18 makes no difference

- 19 had better not go
20 no intention of hurting
21 could lend him
22 at the age of
23 as soon as I arrived
24 been put off
25 not used to staying out
26 wouldn't have got lost
27 never owned a better
28 no comparison between
29 is going to be pulled
30 came up with
31 gave him a hand with
32 wish I had a bigger
33 didn't/wouldn't let me
34 he had told you the
35 become a professional writer until
36 is always on time
37 get in touch with
38 have had no success
39 stay and tidy
40 wouldn't have been able
41 have the ability to run
42 to discuss the matter with
43 I am too tired
44 a full description
45 pays (any) attention to
46 it is rare to find
47 not like Emma to get
48 must have been lying about
49 so that the dog would
50 to know how high
51 must have been pleased
52 is better than Bill
53 called off because
54 it is necessary to eat
55 of reputation does this company
56 mind closing the door
57 didn't deserve to be
58 gave me permission
59 shouldn't have eaten
60 advisable not to drink/not advisable to drink
61 is said to have been
62 nothing wrong with me staying
63 have no intention of going
64 had run out of
65 not having listened
66 the same as they/as much as they
67 wasn't his fault
68 be possible to finish
69 suggested going
70 so that she won't
71 of going on foot
72 prefer not to study
73 will be on sale

- 74 is said to have had
 75 was sorry that she had
 76 not expected to win
 77 is capable of winning
 78 wish I had learned to
 79 making no effort/not making any effort
 80 flooded as a result of
 81 looked up to
 82 turned up for
 83 instead of going
 84 enjoyed the concert apart from
 85 I were you I would
 86 wasn't Oliver who sent
 87 would have been able to
 88 in case you get
 89 what made her cry
 90 is only the second time
 91 is included in
 92 take advantage of
 93 if I had seen
 94 is expected to win
 95 has been six months since
 96 refused to allow/let his children
 97 taking care of
 98 has been a dramatic increase
 99 I look it up in
 100 very good at playing
 101 was too far away
 102 does this coat belong to
 103 is the length of these
 104 I would rather not eat
 105 haven't heard from
 106 apologised for breaking
 107 gave her another two days
 108 would have turned up on
 109 had been early
 110 have no doubt
 111 rely on him
 112 such a lot of work
 113 carried on getting up
 114 were prevented from reaching
 115 even though the sky was
 116 is being built
 117 had difficulty understanding
 118 to cook unless Sue is
 119 anyone came to
 120 happen to have
 121 was too old to
 122 is forbidden to feed
 123 to have a job with
 124 completely agreed with each
 125 had no idea about
 126 lost his temper with
 127 I would not have seen
 128 was cancelled owing to
 129 was unaware of
 130 by before Jane said
 131 have made a better
 132 feel like going
 133 take care of himself
 134 no point in cleaning
 135 would you mind not parking
 136 wouldn't let us enter
 137 like to know
 138 was crowded with
 139 are considered to be
 140 don't need to change
 141 is unusual for us to
 142 as long as you bring
 143 given a caution
 144 reminded him not to be
 145 be a better option than
 146 was the only one who
 147 is said to be working
 148 no point in speaking
 149 is employed as a
 150 will never come round to
 151 got on well
 152 is time you learned
 153 last time I saw Edward
 154 are made to clean
 155 would be better if
 156 was cancelled because of
 157 gave us permission to use
 158 when/after you are eighteen can
 159 has been driving for
 160 would rather not meddle
 161 regretted not taking
 162 do these CDs belong to
 163 had difficulty persuading
 164 to get round to fixing
 165 Martin went on to become
 166 put up with his
 167 has difficulty talking
 168 made John do
 169 was nobody Lucy knew
 170 one of the tyres was
 171 tell the difference between
 172 has a tendency to blush
 173 us a detailed description of
 174 no doubt the boys will
 175 accused me of damaging
 176 in order to save
 177 was better than we
 178 suggested that we go/suggested going
 179 I am sorry that
 180 didn't succeed in persuading
 181 has been a month since
 182 only they hadn't cancelled
 183 would rather study engineering than
 184 make a good impression on
 185 was called off

186 evacuated as a result of
 187 have no intention of doing
 188 does not feel like coming
 189 I were you, I would
 190 is out of order
 191 succeeded in passing
 192 in case the evening is
 193 too fast for us to
 194 doesn't matter which route
 195 to read rather than watch
 196 is the same size as
 197 objects to her smoking
 198 need not have cooked
 199 due to the fact
 200 as long as you promise
 201 it isn't worth staying
 202 is said to be
 203 gave us her word that
 204 takes pride in
 205 is unlikely there will
 206 is responsible for arranging
 207 are not permitted to eat
 208 house is similar to
 209 was prepared by
 210 cannot get used to working
 211 made her stay in
 212 so as not to upset
 213 can't have stolen
 214 mind if I closed
 215 even though we had not
 216 spite of being
 217 could lend him
 218 has been put off
 219 completely disagreed with each
 220 first time Joanne has (ever)
 221 had run out of
 222 play basketball as well as
 223 is being designed by
 224 would not let them talk
 225 should not have bought
 226 paid no attention to
 227 was too boring for us
 228 only I had contacted her
 229 might be delayed so
 230 get in touch with
 231 had better leave
 232 wasn't Alfred who broke
 233 instead of going to
 234 wonder if Jackie sent
 235 the last time you attended
 236 object if I use/to me/my using
 237 the end of the presentation
 238 make up her mind
 239 enjoys walking
 240 was such a hot
 241 is to be announced

242 was forty when he got
 243 with a view to passing
 244 bought her flowers because
 245 on the point of calling
 246 was no furniture
 247 to avoid getting
 248 one who did not take
 249 as a means of reducing
 250 no matter where
 251 prefer the red lamp to
 252 is estimated to take
 253 promised to return it
 254 was invited to
 255 help you unless you
 256 has given up playing
 257 him if I had
 258 only after I got
 259 is hardly any
 260 once I finish/have finished

Multiple Choice (pp. 83-89)

B	1	C	39	D	77	A	115	D	153	C
	2	B	40	A	78	A	116	B	154	B
	3	C	41	C	79	A	117	C	155	B
	4	A	42	B	80	A	118	C	156	D
	5	B	43	D	81	D	119	B	157	C
	6	D	44	C	82	C	120	C	158	D
	7	B	45	C	83	D	121	C	159	B
	8	C	46	C	84	B	122	B	160	C
	9	D	47	A	85	D	123	C	161	D
	10	C	48	C	86	C	124	C	162	C
	11	D	49	C	87	A	125	D	163	D
	12	B	50	D	88	C	126	D	164	D
	13	A	51	D	89	A	127	D	165	C
	14	A	52	B	90	D	128	B	166	C
	15	B	53	A	91	B	129	B	167	D
	16	B	54	C	92	A	130	D	168	A
	17	B	55	B	93	A	131	D	169	C
	18	A	56	B	94	C	132	C	170	A
	19	D	57	A	95	C	133	C	171	D
	20	B	58	A	96	D	134	A	172	C
	21	A	59	D	97	B	135	A	173	A
	22	C	60	A	98	A	136	D	174	C
	23	C	61	D	99	C	137	C	175	C
	24	A	62	A	100	C	138	A	176	B
	25	D	63	B	101	D	139	A	177	B
	26	C	64	D	102	C	140	D	178	C
	27	C	65	A	103	A	141	A	179	C
	28	A	66	A	104	D	142	C	180	A
	29	D	67	C	105	C	143	C	181	B
	30	B	68	C	106	C	144	C	182	A
	31	B	69	B	107	D	145	D	183	B
	32	A	70	A	108	B	146	B	184	D
	33	D	71	C	109	C	147	D	185	B
	34	A	72	B	110	D	148	C	186	A
	35	B	73	D	111	B	149	A	187	A
	36	D	74	C	112	C	150	B	188	C
	37	C	75	D	113	C	151	D	189	D
	38	D	76	C	114	D	152	C		

Word Formation (pp. 90-95)

C	1 persuasion	6 attractive	55 importance	118 disagreements
	2 dedication	7 organisations	56 invention	119 economic
	3 meditation	8 competitive	57 relatively	120 growth
	4 talkative	9 exaggeration	58 owner	121 employment
	5 pollution	10 supportive	59 explanations	122 concentration
			60 signature	123 remarkable
D	1 perseverance	5 resistance	61 attractive	124 industrial
	2 allowance	6 residence	62 fitness	125 expansion
	3 insistence	7 dominance	63 knowledgeable	126 usually
	4 disturbance		64 fashionable	127 reservations
			65 refreshments	128 entertainment
E	1 anxiously	5 salty/thirsty	66 daily	129 publishers
	2 fiercely	6 gently	67 listeners	130 reliable
	3 slowly	7 amazing	68 skilful	131 inconvenient
	4 icy	8 healthy	69 information	132 disappointment
			70 unusual	133 variety
F	1 luxurious	5 functional	71 cheerful	134 specialities
	2 careless	6 selfish	72 development	135 wonderful
	3 admirable	7 enthusiastic	73 historic	136 subtitles
	4 considerate	8 expensive	74 ability	137 unchanged
			75 instructions	138 disapproves
G	1 delightful	5 harmful	76 satisfaction	139 unlucky
	2 painless	6 faithful	77 beginners	140 action
	3 thankful	7 helpless	78 peaceful	141 possibility
	4 careful	8 powerful	79 adventurous	142 ensure
			80 scenery	143 Unfortunately
H	1 uneven	6 irresponsible	81 unfair	144 contestant
	2 inconsiderate	7 incorrect	82 injury/injuries	145 tropical
	3 dishonest	8 impossible	83 disappointing	146 delightful
	4 misleading	9 untouched	84 dangerous	147 impressive
	5 antibacterial	10 overspend	85 broken	148 highly
			86 weight	149 attractions
I	1 seventh	28 third	87 relaxation	150 annually
	2 popularity	29 requirements	88 particularly	151 stormy
	3 unlike	30 strength	89 unhealthy	152 unsuitable
	4 appearance	31 energetic	90 replacement	153 attendance
	5 completely	32 excitement	91 decisions	154 burglar
	6 inventor	33 unexpected	92 beginning	155 agreement
	7 improvement	34 strangers	93 conclusion	156 limited
	8 uncomfortable	35 musical	94 criticism	157 advisable
	9 height	36 currently	95 admiration	158 dependent
	10 production	37 ambitious	96 publicity	159 helpful
	11 cyclists	38 professional	97 contribution	160 encouragement
	12 exciting	39 performance	98 curiosity	161 carefully
	13 impossible	40 enjoyable	99 sight	162 manageable
	14 basically	41 tendency	100 mistakenly	163 official
	15 central	42 unaware	101 stressful	164 purely
	16 residents	43 possession	102 behaviour	165 difficulties
	17 specialises	44 successful	103 uncommon	166 risky
	18 colourful	45 selection	104 possessions	167 increasingly
	19 characteristics	46 speakers	105 intention	168 unpleasant
	20 choice	47 easily	106 considerable	169 employees
	21 arrangement	48 knowledge	107 commercial	170 entertainment
	22 sale	49 feelings	108 bitterly	171 awareness
	23 lover	50 effective	109 destructive	172 identity
	24 childhood	51 regardless	110 scientific	173 scientists
	25 various	52 famous	111 suffering	174 reminder
	26 importance	53 librarian	112 comfortably	175 punctually
	27 growth	54 valuable	113 tourists	176 anxious
			114 additional	177 recommendation
			115 warmth	178 environmental
			116 irregular	179 angrily
			117 coastal	180 painters

Prepositions (pp. 96-98)

J	1	from	56	of	111	in
	2	for	57	for	112	in
	3	of	58	of	113	for
	4	to	59	on	114	at
	5	with, about	60	to	115	in
	6	for	61	from	116	for
	7	for	62	to	117	in
	8	of	63	with	118	to
	9	in	64	on	119	in
	10	to	65	on/upon	120	with
	11	on	66	for	121	on
	12	in	67	for	122	in
	13	about	68	of	123	to
	14	on	69	after	124	at
	15	of	70	for	125	on
	16	on	71	on	126	in
	17	for	72	to	127	at
	18	with	73	for	128	in
	19	on	74	on	129	of
	20	at	75	from	130	On
	21	of	76	of	131	on
	22	at	77	as	132	for
	23	between	78	in	133	in
	24	for	79	at	134	in
	25	of	80	in	135	on/by
	26	with	81	of	136	at
	27	on	82	on	137	in
	28	for	83	in	138	on
	29	with	84	out of	139	out of
	30	to	85	at	140	in
	31	with	86	on	141	under
	32	of	87	in	142	by
	33	to	88	on	143	for
	34	with	89	by	144	on
	35	from	90	off	145	On
	36	to, for	91	under	146	to
	37	to	92	At	147	on
	38	in	93	for	148	in
	39	to	94	In	149	in
	40	from	95	by	150	in
	41	by	96	of	151	at
	42	from	97	with	152	with
	43	for	98	in	153	about
	44	for	99	to	154	of
	45	to	100	on	155	by
	46	into	101	in	156	in
	47	from	102	about	157	from
	48	on	103	by	158	for
	49	of	104	from	159	to
	50	to	105	by	160	of
	51	in	106	into	161	on
	52	with	107	to	162	under
	53	on	108	by	163	with
	54	to	109	to	164	in
	55	for	110	on		

Phrasal Verbs (pp. 99-101)

K	1	out	51	on	101	for
	2	off	52	up for	102	back
	3	down	53	into	103	down
	4	back	54	down	104	up
	5	up (down)	55	across	105	on
	6	up	56	up	106	out
	7	out	57	by	107	over
	8	in	58	into	108	up
	9	out	59	out	109	down
	10	up to	60	off	110	into
	11	for/after	61	out	111	up
	12	over	62	aside	112	out
	13	out	63	on	113	up to
	14	on	64	up	114	up
	15	down with	65	back on	115	off
	16	on	66	up	116	on
	17	round	67	out for	117	by/on
	18	down	68	behind	118	up
	19	apart	69	away	119	without
	20	through	70	out	120	up
	21	in	71	away with	121	out
	22	ahead	72	through	122	on/along
	23	on	73	on	123	out
	24	on	74	in	124	up
	25	off	75	out	125	away
	26	up	76	on	126	up
	27	off	77	back	127	to
	28	off	78	up with	128	together
	29	for	79	across	129	out
	30	to	80	up	130	up
	31	back	81	away	131	in
	32	off	82	off	132	on
	33	out	83	out	133	off
	34	out	84	off	134	for
	35	to	85	away	135	down
	36	in on	86	off	136	off
	37	off	87	for	137	out
	38	off	88	forward	138	round
	39	off	89	up	139	up
	40	without	90	up	140	out
	41	on	91	round	141	around
	42	up	92	back	142	by
	43	through	93	out	143	up
	44	away	94	down	144	off
	45	through	95	for	145	out
	46	up	96	into	146	for
	47	down	97	on	147	over
	48	off	98	up with	148	around
	49	up	99	out	149	out
	50	off	100	out	150	about

Workbook Tapescripts

MODULE 1

Exercise 1 (p. 6)

Speaker 1

I guess I started playing electronic games when I was really young, maybe too young. Of course, then, we didn't have so many mobile devices, so I could only play at home. I'd usually spend about three or four hours a day on it, but now I've got all sorts of gadgets I can take around with me. So I play games on public transport and even at my desk at work. If I ever forget to take one with me, I get really anxious and can have a very rough day.

Speaker 2

I reckon I play badminton about three or four times a week. We usually meet in the evenings after work and play for about two hours, but sometimes we spend the whole evening playing. I really enjoy it and I think it helps keep me focused and alert, but more importantly, it gets me out of the house. We don't take it seriously at all, and we talk and laugh a lot while we're playing. Yeah, it's more about spending time together really.

Speaker 3

In a way, it's a bit of a mystery why I'm so fond of water sports. When I was younger, I spent a lot of time at the seaside with my parents. Then, when I moved to Oxford, I did other things like rugby and cricket, and I didn't think that much about it. But after a few years of living far away from the sea, I felt something was missing from my life. I don't know; it's strange. Anyway, now I live on the coast again and I do several different kinds of water sports.

Speaker 4

You know, it's not that difficult to explain. My parents loved it so they used to take me along to the theatre with them when they went. Now, I've got a fairly tough job with lots of responsibilities, and I spend a lot of hours at the office. Still, I get to see a play at least once a week. It's the only moment when I can truly sit back, take it easy and enjoy myself. There are lots of small theatres in town, so there's always something good on.

Speaker 5

It might sound strange, but watching movies is a very important part of my life. I go to the cinema about two or three times a week and if I don't feel like going out, I rent something. My parents complain sometimes about all the money I spend. Anyway, I avoid anything serious or too melodramatic because I think there's enough of that in my hectic day-to-day life. I'm a bit of a dreamer and I need some escapism. These days, I'm really into animated films.

Speaker 6

I've always enjoyed reading books, whether it be fiction, history or almost any other subject you care to mention. So I joined my local book club as I wanted the opportunity to discuss the books I'd read with other people. It's really interesting to discuss the ideas in the books and very intellectually stimulating. I have learned a lot from going to the club and I enjoy expressing my views too.

Exercise 2 (p. 6)

Int: There's no doubting the affection that the British hold in their hearts for the game of football and for its most talented players. One such player is my guest today, Ryan McClair, who will soon be leaving our shores to settle permanently in the United States. And I can't help but wonder, Ryan, if Americans will ever develop the same kind of attachment that we do to the sport they call

soccer?

RM: Well, the popularity of football is increasing slowly but steadily in the US and that's basically what has made me so keen to go there. I want to help fire up that enthusiasm and help football become as established as other sports there. I think their passion for the game is just below the surface and just needs some encouragement.

Int: You've been criticised for your decision for a number of reasons. Some say that you're only after the huge amounts of cash you can make and others claim that it's because, in fact, your high flying European career is over.

RM: It just goes to show that a lot of people in the media want to be as hurtful as they can to sell more papers. I mean really ... they must be joking. The truth of the matter is that, whether I stay or go, I can still make money, good money ... so that's not why I'm doing it. And as far as my career goes it's common knowledge that my team wants me to stay and ... don't forget ... I'll still be playing for my country.

Int: So you're making the move purely out of love for the game and to promote it in the States?

RM: I'm really excited about the opportunity I've been given to be involved in something that's considered new and fresh. In some ways attitudes in Europe towards football are a bit ... well ... tired, because it has all been seen and done before. And for me as a person, not just an athlete, a whole new world is about to open up. That's why I'm going.

Int: You mentioned before that you'll still be part of the England team. How are you going to cope with jetting between two continents?

RM: Just as I've always coped with travelling as an international player. All players have to travel frequently. You get used to it, and anyway, I'm an athlete ... we don't get as tired from jet lag as much as people who aren't fit do. And it's not as if it's going to be every other day, is it?

Int: You've had some problems with recurring injuries, though, lately. Do you think you're going to be fit enough for the start of the season with your new team?

RM: I certainly hope so! I can't wait to get on the pitch to play. But the doctors are keeping a close eye on my physical condition and whatever advice they give I will follow it. If I have to take things a bit slower at first then that's the way it goes.

Int: We've talked a lot about the way you feel about the move but what about your family?

RM: I think my wife is more excited than I am! Players' families are used to moving around; it goes with the job, to be honest. As for my son, he just sees it as another holiday somewhere ... and as a parent I think it's great that I can offer him the opportunity to experience so many fantastic different places at such an early age.

Int: So it seems that the whole family is looking forward to the move, then! That's great! But what about your new team mates? Do you think they're just as pleased about you coming?

RM: I've met everybody on the team and they were all really warm and friendly. I've made it clear to everyone that I will be just another member of the team so I don't want any special star treatment. It's not a case of me and them. It just doesn't work like that at a professional level.

Int: Well, I think we've pretty much set the record straight here today, Ryan. Thanks for coming in to talk to us.

RM: Thanks for having me.

MODULE 2

Exercise 1 (p. 20)

Speaker 1

My husband took me to an East-Asian restaurant for my birthday this year, as I'm wheat intolerant and their cuisine uses very little wheat. I even managed to order noodles because they were made from rice. The evening was great. We ate so much! However, the next morning I woke up feeling a little ill, and when I looked in the mirror, a bad skin rash had developed on my face. I couldn't believe it, we had only eaten vegetables, and wheat-free noodles. I went to the doctor to ask his advice and to my surprise, he informed me that soy sauce contains wheat. That dark liquid that is used for seasoning contains wheat – I couldn't believe it. And yes, I'd used it on my meal that night. I now take a book listing foods containing wheat wherever I go.

Speaker 2

It really annoys me that I'm allergic to dairy products. It's astonishing the number of things I can't eat. I didn't realise it myself until I was told I had a dairy intolerance and had to research it. My friends find it difficult to believe, too. They always have to phone me before they have me to dinner to check if the ingredients are ok. People are very kind and accommodating, but I still managed to have a mishap once. I was visiting my aunt and she had bought some soya milk, so I could have some tea with her and my cousin. We sat around drinking and talking for ages. However, after about an hour, I began to feel really nauseous and I seemed to be showing signs of my allergy. It turned out that my aunt had accidentally put normal milk in my tea and soya milk in my cousin's. She felt awful, poor thing.

Speaker 3

I discovered that I was allergic to shellfish when I was a young boy. My mother loves to eat prawns, and when I was five, I apparently decided to try some. Shortly after, I started to have trouble breathing and had to be rushed to hospital. After that, I stayed well away from any food from the sea! However, years later, I was in a restaurant with my friend and we were sharing a platter of different foods. I had been eating what I believed to be deep-fried onion rings only to find it was squid. I waited anxiously for my allergic reaction to develop ... but, to my amazement, it never did. I visited my doctor and he explained it isn't unheard of for allergies developed in childhood to disappear in adulthood. I was very happy although I'm still a little nervous about going out for a seafood meal!

Speaker 4

I suffer from migraines and had a terrible one two weeks ago. My parents and I had been to Belgium for a long weekend and returned home laden with specialty Belgian chocolates – some for friends and family and, of course, some for ourselves! One night, my mother and I decided to open a box and indulge while we were watching a film on TV. They were delicious and I ate quite a few. I really loved the ones covered in dark chocolate. Unfortunately for me, I won't be able to eat it anymore. I didn't realise it was a common trigger for migraines, and the one that I developed that night was excruciating.

Speaker 5

My friend, Anna, and I share a common allergy – neither of us can eat peanuts. Other nuts, brazil nuts, walnuts, pistachios, and so on, are fine, but if we eat peanuts, we have a frightening reaction where our throats tighten and we have difficulty breathing. I enjoy cooking with Anna as we both know how careful we have to be. On one occasion a couple of years back, we visited a mutual

friend. I had eaten crisps from a bowl on the coffee table and within seconds my throat started to swell. It was horrible, and quite a scary experience for our friend. She later discovered that although she had been refilling the bowl of crisps throughout the afternoon, her flatmate had, at one point, filled the bowl with peanuts.

Speaker 6

John had been off collecting wood for the fire and returned with some wild mushrooms. I was really anxious, but the other guys checked the manual we had and said they were a safe variety to eat. Plus, John's a chef, so we trusted his judgment. It was only 10 minutes after eating one that Adam was throwing up violently. I knew we shouldn't have cooked them; we had plenty of our own supplies.

Exercise 2 (p. 20)

Interviewer: For today's edition of 'Health Focus', we have been joined in the studio by Dr Dorian Michaels, who is here to tell us about a group for people with diabetes. Dr Michaels, thank you for coming along today.

Dr: No problem at all, I'm keen to make more people aware of the group.

Interviewer: So why did you feel it was necessary to set up the group? Could you give us a little background?

Dr: The group was established a little under a year ago in response to a high demand for information from our patients. We were impressed by how many people wanted to understand their situation and manage it effectively, so we wanted to offer help. The drop-in sessions seemed the most effective idea, as patients could speak to healthcare professionals face to face.

Interviewer: So it offers a very personal approach then?

Dr: That was our aim and we certainly appear to be achieving it. People want to speak to people, not sit in front of the Internet all day. And what's more, sometimes they just want to get together with other people that share common problems. As a group, they can compare their experiences.

Interviewer: So these drop-in sessions ... I think people can meet at the local town hall once a week, is that right?

Dr: That's right – Thursday night.

Interviewer: How do they work? Is there a typical order of events?

Dr: There isn't really a typical evening, although things have become a lot more structured as time's progressed. We've found the best way to organise the meetings is to work from a suggestion box. We leave it in the meeting room each week, and group members can use it to notify us of the topics they would like addressed.

Interviewer: ... So the sessions are run by health care professionals but are very much governed by the members?

Dr: Absolutely. We tailor the meetings according to the feedback we receive. For example, diet is very heavily linked with diabetes, so it was suggested that we offer cooking advice. It was very successful and now, on a monthly basis, we have a session dedicated to recipe sharing and cooking techniques. We have a nutritionist from the local hospital who takes members' favourite recipes and rewrites them in a form that is healthier for people with diabetes. She's very good at it, and the group members think she's great!

Interviewer: What a good idea!

Dr: I agree ... and it's always a lot of fun which I think is important. We do use group sessions to address more scientific issues, but rather than lecturing patients all the time, we hold question and answer sessions to help explain new developments to our members in the area of diabetes research. We try to be as

informative, and at the same time approachable, as possible. We want our group members to be relaxed and enjoy the meetings.

Interviewer: So do your meetings have specific age restrictions or can anyone come along?

Dr: Oh everyone's welcome, definitely. At the moment, all our group members are adults, but I think that's because adults are keen to learn about the disorder, as they have to look after themselves. We would like to see more children, but they are, understandably, less enthusiastic to learn about science and specialised cooking, but we do have some carers who come along on their behalf.

Interviewer: I see. And how do people find out about the group?

Dr: Well, we put up notices around the hospital, but the most effective promotion of the meetings so far has been done by our enthusiastic members who regularly produce leaflets and hand them out to local shops and businesses. They really do make a commendable effort on behalf of the group. And after seeing the success of our group, our hope is to set up a network of support groups throughout the country.

Interviewer: That's great and I'm sure you'll get a good response from people out there...we wish you the best of luck and continued success.

Dr: Thank you very much.

Exercise 3 (p. 21)

Interviewer: Mr Jacobs, thank you for taking some time out of your busy schedule to talk to us today about your wonderful new shop, which I visited myself a couple of days ago. So, tell us, what made you decide to open a shop selling organic produce?

Mr Jacobs: I'm really pleased you liked the shop, thanks. Well, business aims aside, the main reason for starting this venture was to bring good quality food, at affordable prices, to the people of Camden. At the moment we only sell organic fruit and vegetables but we hope, as the business grows, to include organic meat and other organic produce such as cheese and eggs.

Interviewer: You've certainly got off to a good start – Your shop seems to be the talk of the town at the moment! Can you tell us in more detail about why you wanted to sell organic fruit and veg?

Mr Jacobs: Firstly, I'm not a Londoner. I grew up on my parents' farm in Kent and every meal we ate was made using fresh produce from the fields. So, I think an awareness of good quality food was instilled in me from an early age. I didn't know, though, how lucky I was until I moved to London and saw how hard it is to get really fresh, high quality farm produce. I mean, most of the fruit and veg in supermarkets is pre-packaged and may have travelled hundreds or even thousands of miles before it gets to the shops – it's not really fresh at all!

Interviewer: So you don't think there is good quality food to be found in London?

Mr Jacobs: Oh no, I'm not saying that. You can find almost anything you could possibly want in London, if you know where to go. But the thing is, most of the speciality shops are very expensive, particularly those selling organic produce. It's very difficult to find good produce at reasonable prices. I realised there was a gap in the market and that I could sell a high quality product that was not beyond the pocket of most people. I think everyone deserves to have access to good fresh food, not just people with an above average income.

Interviewer: Was your parents' farm organic?

Mr Jacobs: No, the demand for organic produce is a relatively new thing and when I was growing up very few farms were organic. It's only in recent years that people have begun to question the idea of spraying crops with chemical fertilisers and pesticides. People are, quite rightly, concerned about the health

impacts of these chemicals on our foods and this has led to the growth of organic farming. The only problem is that organic products tend to be far higher than the price of conventionally farmed goods. This is partly because the costs of organic farming are higher but also because organic goods are very fashionable at the moment.

Interviewer: Once you realised there was a need for affordable organic produce, what did you do next?

Mr Jacobs: Well, I approached my parents to see what they thought of the idea. My mother has always approved of organic farming, even though it requires a lot more time and effort to tend to the crops. So, when I raised the subject with her and told her about the rising demand for such goods in London, she was all for it. My father, however, was a little apprehensive at first, but it didn't take long to make him see the benefits of getting involved in this growing sector of farming, to be honest.

Interviewer: All the produce you sell comes from your parents' farm then?

Mr Jacobs: It does indeed. It's great working with my parents and it's wonderful to be linked to the farm again, all the way from London! Hopefully, people will pick up on the family nature of this venture. It's a more personal approach, which I think is really important as shopping in big supermarkets can feel a bit cold and impersonal. Even if we expand as a business I want to keep it friendly – a shop with a personal touch. Just the way shops were in the past when local people would meet up in the grocer's for a chat as they did their shopping. I fully intend to be on first name terms with all my customers, once I get to know them.

Interviewer: And expansion is on the cards, is it?

Mr Jacobs: Of course. It may take a while as we are a new business. But the plan is to extend the range of organic products we sell to include meat and dairy produce and eventually to open more branches in other parts of London. But expanding the business does not mean that we do not intend to stick to our main principles, which are to sell high quality goods at reasonable prices in a friendly neighbourhood shop. We don't just see ourselves as a business but as a part of the community.

Interviewer: Well, that just about wraps everything up. The only thing that remains for me to add is that listeners can find the shop at ...

MODULE 3

Exercise 1 (p. 34)

Speaker 1

Our trip to Las Vegas wasn't exactly cheap for a family of four. We didn't mind, though, because we wanted it to be a really special trip for all of us. Some of our friends thought the kids wouldn't enjoy it as much as we would. But they were wrong. There was loads of great family entertainment on offer. There was just so much to do and see that no one got bored for even a minute. I'm just glad we could afford such a great family trip.

Speaker 2

A group of us from uni decided that a great way to spend our summer holidays would be to do something really adventurous. We opted for back-packing in Peru. It was going to be the trip of a lifetime. What we didn't know, though, was that you have to spend some time getting used to being high up in the mountains before you start doing any hiking or, in fact, any kind of strenuous activity at all. We all ended up getting altitude sickness, which is really awful, and we had to cut our holiday short. Next time I decide to be adventurous, I'll make sure I've looked into it properly first.

Speaker 3

Simon and I have been going to the same place for over ten years now. The reason we've always loved it is that it has top-quality facilities and service and it's a lovely peaceful spot to relax. They've managed to retain the character of the area and encourage tourism at the same time. No big ugly hotels or huge noisy discos. It's small, and it's friendly, and you can really get away from it all there. It's a shame more places don't offer the same kind of tourism.

Speaker 4

My mate Pete persuaded me to go with him to a popular Mediterranean resort. He kept telling me what a fantastic time we'd have and how great the night life was etcetera etcetera. So I thought, why not? Be a bit adventurous for once, and try something different. You see, I usually like going hillwalking, that kind of thing. But I was willing to try something new for a change. As it turned out, I simply couldn't wait for it to be over. I was bored on the beach and hated the loud bars ... just not my cup of tea, I'm afraid.

Speaker 5

I wasn't keen on the idea of going camping in the first place, but my girlfriend is a real outdoor, nature-loving type. The first couple of days I was just miserable, stuck in a damp tent in a muddy field and I kept kicking myself for ever having listened to her. Then something clicked and I saw the funny side of it. I decided it was best to make the most of it. I soon found cooking hot soup over an open fire after a day hiking in the countryside is just what she'd said it would be, marvellous. It was quite a revelation really.

Speaker 6

I'd just come out of hospital after an operation and my husband decided that what I really needed to get me back on my feet was a good holiday. So he booked a two-week cruise down the Nile. It took me a couple of days to adjust to the heat but I have to say that my husband was absolutely right. We had a marvellous time. I got plenty of time to relax, lounging on the deck as well as visiting some of the most spectacular archaeological sites in the world. The only problem is now I've got the cruise bug and I want to go to on a Caribbean cruise this Christmas, which will cost quite a lot!

Exercise 2 (p. 34)

DJ: Now today we have something really interesting for our young listeners. Mr Peter Cowell runs a summer sailing school for teenagers in the beautiful islands of the Caribbean. Peter, why don't you tell our listeners a little bit about this exciting opportunity.

Peter: Hello all. Well, yes, we run an instructional school for sailing. We train our students in what is known as offshore sailing as well as navigation.

DJ: Now, let me ask you a question. Peter, do the students actually live aboard the sailboat the whole time? Or do they get to stay in some beachfront hotel and spend their days on a sailboat? Because either of these options sound pretty terrific!

Peter: Actually, the students can do either depending on the length of the course. We have shorter courses that last only six to ten days, where the students will spend all of their time on the sailboat. We also have longer courses, lasting about four weeks, where the students are based on land and have daily instruction and sailing.

DJ: Now during these longer programmes, do the students ever get to sleep on the sailboat?

Peter: Sure, the longer programmes include a number of trips that last anywhere from two to four days, with the students

sleeping on board the sailboat. During these trips, we try to make port at some of the more interesting islands nearby, to allow the students to not only get a feel for sailing, but also for the local culture and way of life.

DJ: I have to say, not only does this sound like a great opportunity for young people, but also like an amazing job for you. Why did you get involved with sailing anyway?

Peter: I'm originally from London, and as I'm sure you know, the sun is in scarce supply over there. But more importantly, I've always had a passion for the sea, and I want to be able to make it possible for young people who share the same passion to experience it as fully as possible.

DJ: What are some skills, besides sailing, that these kids will be able to gain while participating in your programme?

Peter: That's a great question. Well, the most important skill the kids learn is teamwork. Sailing is not a one-person sport, you need everyone working together, communicating, and sometimes even anticipating what needs to be done before being told to do it.

DJ: And are there other benefits, too?

Peter: Well, sailing requires a lot of discipline and a good level of alertness and awareness of your surroundings, as a lack of attention could result in serious injury. Also, the young adults that take the course learn to rely on and improve their common sense and to intuitively use various skills they have learned along the way, like how to read the weather and how to identify landmarks and sea life.

DJ: Well, it sounds like a great way to spend a summer holiday. Thank you, Peter, for your time.

SC: Thank you.

Exercise 3 (p. 35)

Int: If you're wondering where to spend your holidays this summer but don't want to go to one of those huge faceless resorts, then why not try a holiday with a difference? John Rigby of Go Fairer travel agency is here to tell us about some of the alternatives on offer. Good morning, John.

JR: Good morning to you and all your listeners.

Int: From what I understand, John, your agency is aimed at people who want an 'eco' holiday, is that right?

JR: I wouldn't call it eco-tourism exactly, because we don't offer things like trips to Brazil to help protect the rainforest, and so on. What we do is help people find a holiday that is going to have as low an impact as possible on the environment. In other words, we don't organise package holidays to large resorts. We work with small independent travel companies.

Int: So why is that good for the environment, then?

JR: For lots of reasons, really. Many beautiful places all over the world have lost their character because they have been over-developed. This has led to the destruction of the natural environment and has created the kind of tourism that means you never really get to be a part of the culture you are visiting ... and most of the money you spend goes into the pockets of the big companies and not to the locals.

Int: Can you give us some examples of the kind of holiday someone could book with your agency?

JR: Oh, there are all sorts of them, really, but I could start with some of our most popular ones. Beach holidays in sunny climates are usually at the top of people's lists. But with us, we'll book you into a small, often family-run, hotel. Also popular are walking holidays. They're great for people who really want to feel closer to the natural environment. And for those who want to get away from it all, how about going on a yoga retreat holiday or to a traditional spa?

Int: What about cost? I suppose a lot of the holidays you have mentioned are quite pricey?

JR: Well, obviously we can't compete with the package deals on prices. But we think that these kinds of holiday are, in fact, too cheap ... and nature is paying the price. I would like to say though, that we do offer holidays to suit almost everyone's budget and we aim to keep our prices as low as possible. For instance, a week in a traditional Greek cottage is quite affordable and it's a sustainable form of tourism – far better than staying in some characterless hotel. Surely, it's worth a little extra.

Int: Don't you think that it's unlikely that these kinds of holiday will ever become really popular?

JR: I don't think anything could be further from the truth. For one thing, not only is awareness about green holidays growing, but also many people want a real experience from their holidays. They don't want to feel that going on holiday is like a factory process. You know, sometimes you can feel that you haven't left the country at all, the only difference is that it's sunnier. Well, people are getting fed up with this and that's a good thing in my opinion.

Int: A lot of ecologists are saying that we shouldn't even go abroad for our holidays as flying is damaging for the environment, too.

JR: They're absolutely right, of course! But I don't think we are going to see the end of foreign travel anytime soon, especially when you consider the wet, chilly summers we often have here in Britain. Nonetheless, more and more people are opting for holidays at home. And you can have a lovely time in your own country, too. In fact we offer lots of holidays for those who want to see more of the British Isles.

Int: So where do you go on holiday?

JR: It's not often I actually get to go on holiday, I'm afraid, as I'm too busy organising them for others. I really want to help make tourism a force for nature and not against it and that takes up a lot of my time. What my wife and I really enjoy is going on mini-breaks to places like the Lake District, and last year we even stayed in a castle in Ireland for a week. It was wonderful.

Int: John, it's been lovely to have you with us this morning and thanks for all the fascinating information.

JR: It's been a pleasure.

MODULE 4

Exercise 1 (p. 48)

Speaker 1

Before I set off, I heard the forecast on the radio as I was having breakfast. I knew there was a possibility of gale-force winds, but I chose to risk it. I thought the climb would only take a couple of hours at most. Anyway, it was so calm that morning. I thought they must have got it wrong. What a mistake! I was only half way up the mountain when I had to turn back. There was nowhere to find shelter, which made it worse. I ran as fast as I could and just hoped for the best. It was a frightening experience. I was lucky I got back uninjured.

Speaker 2

I must have been only about 10 at the time, but I remember it all so clearly. My brother, sister and I were visiting our grandparents. They live not far from St. Andrews, where there's a fantastic beach. Well, we went there in the morning to avoid all the crowds and the weather was unusually good, so we spent most of the day there – having our picnic, running along the sand, building sandcastles. Everything was perfect until we got back to the house. We were all as red as tomatoes! Grandpa had to put this horrible pink liquid on our backs to make us feel better. It was my first lesson in avoiding sunburn. Now, of course, I'm more careful.

Speaker 3

When I was invited to Jenny's 21st birthday party, I wasn't sure I would be able to make it, but I decided to make an effort to go as she is a really good friend of mine. The problem is, she lives quite far away. I had to drive after work to get there, so I was tired, and to make matters worse, I got stuck in a traffic jam. Then, heavy snow started to fall and in no time at all, driving was becoming quite dangerous. As you can imagine, I had to drive very slowly and carefully. When I finally got to Jenny's house, she had already cut the cake and most people were saying their goodbyes. I was really disappointed.

Speaker 4

We had been warned about the heavy rain so we piled up sandbags all around the house. We also moved some things upstairs, like the computer and the TV. When we went to bed, we just hoped for the best. The children and even our dog Jasper were really scared and couldn't sleep because of the howling wind. I told everyone not to worry and that everything would be alright. But when we woke up the next morning, we got a nasty surprise – the water had broken through the sandbags and flooded the house. Everything was soaking wet – the carpets, the furniture and even the curtains. Of course, they were ruined and everything had to be thrown out.

Speaker 5

I was driving my mother's car when suddenly it just stalled and I remember thinking that she should really get herself a new car. It was absolutely freezing outside, so I really didn't want to get out of the car. However, as it was getting quite foggy as well, I decided I had better take a quick look under the bonnet to see if I could spot anything wrong. Unfortunately, I couldn't tell what was wrong with it. Then the temperature began to drop even further, so I got back into the car to try to keep warm. Luckily, I had my mobile phone with me and I was able to call home. My dad came as soon as he possibly could – it took him nearly an hour to get to me because of the fog and ice on the roads. When he arrived, he gave me some hot tea from a flask to warm me up, and he managed to get the car going, too.

Speaker 6

It was our last day on holiday in the mediterranean and we decided to take the kids on a boat trip to a nearby island to see dolphins. When we set off, early in the morning, it looked like it was going to be a lovely summer day. Unfortunately about an hour into the trip the sky clouded over, the wind really picked up and the sea became very choppy. The captain decided it would be a good idea to turn back but that didn't stop us all from getting really seasick. We all felt terrible while we were on the boat and none of us managed to keep our breakfasts down. It was awful.

Exercise 2 (p. 48)

[I = Interviewer IB = Ian Bridges (customs officer)]

I: Wildlife campaigners are always telling us to make sure the souvenirs we bring back from holiday were made without causing injury or death to rare or endangered animals. But what does that mean? In the studio with us today, to tell us exactly what we are and aren't allowed to bring back home with us, we have customs officer, Ian Bridges. Ian, welcome to the programme.

IB: Thanks.

I: This summer season, a record number of British tourists are expected to head to various countries, including some very exotic locations. What sort of things do they typically bring back as souvenirs?

IB: Well, thankfully, most tourists are very careful about what they bring back with them. In most cases, the souvenirs they buy aren't harmful, such as the typical Mexican sombrero hat or some castanets – all good fun and certainly nothing cruel to animals.

I: What about illegal items?

IB: Although some illegal items are brought in by smugglers for profit, many items are brought back by holidaymakers as souvenirs.

I: You mean, they don't know that what they have brought back is illegal?

IB: That's right. All too often, weird and wonderful goods bought by tourists have to be confiscated by the likes of myself. People get quite upset when you tell them they have to give up their souvenirs. But it's either that or pay a fine! In serious cases, people may even face a prison sentence.

I: What kinds of things are we prohibited from bringing into the country?

IB: Things like ivory carvings, many types of fur, coral jewellery, feathers from protected species or bags, belts and shoes made from certain animal skins. It depends on the country of origin.

I: So how does the traveller know what is and what isn't allowed?

IB: You should avoid buying any questionable animal or plant products which might endanger rare species or damage the environment. That includes snakeskin or crocodile handbags and lizard skin wallets. We all love going abroad and bringing home a souvenir of the places we visit, but we have a duty not to destroy what we have gone to see. If you are in doubt, it is best not to buy anything.

I: How can people become better informed?

IB: There are a variety of ways that we are using to educate people about what they should or shouldn't buy. For instance, there is a guide for travellers which you can obtain by contacting the Customs and Excise Advice Service – free of charge. Also, you can always ask the travel company you are booking with to give you information.

I: But, obviously, more needs to be done to educate the public.

IB: Yes, I agree. The World Wildlife Fund has been working hard in recent years, for example, by showing exhibitions of seized souvenirs in various cities around the UK. Souvenir alert leaflets are distributed at international airports and there are special luggage labels that show images of rare and endangered species.

I: Do many tourists smuggle in live animals?

IB: You would be surprised what people try to get away with! There have been cases where a live snake has been worn like a belt or live birds' eggs have been brought in using specially made vests with pouches! Sadly, not all live animals survive the journey they make. However, when illegal animals are seized and are still alive, they are sent to a holding centre. They are kept as evidence in future court cases and most are then found homes in zoos.

I: What should we do if we suspect any illegal wildlife trade?

IB: You can report it to our hotline at 01483 4261121.

I: That's 01483 4261121. Thanks, Ian.

IB: Thank you for inviting me. It's been a pleasure.

Exercise 3 (p. 49)

Int: I'd like to welcome the environmentalist Paula Hutton who is going to be talking to us today about the marine environment around Britain's shores. First of all, Paula, why do you think that British people should be concerned about it?

PH: I think the main reason is pretty obvious, really. Britain is surrounded by water and has 3,200 km of coastline. We need to be aware of the state of the marine environment because it has a direct effect on all of us. British people always have and always will

depend on the sea for many things; for food and other natural resources, for jobs, and as a natural defence barrier.

Int: So, is it all bad news?

PH: As you know, many professionals – be it scientists, fishermen, divers or environmentalists like myself – have been voicing concerns over the decline of the marine environment for quite a while. The chief concern, of course, is the problem of pollution. Thankfully, the health of the marine environment is a priority for the European Union and strategies are being developed to protect it. People have now come to realise that treating the sea like a huge dustbin not only harms wildlife but also puts human life at risk. The seas around Britain are home to over 8000 different species of plant and animal life and we must ensure that nothing upsets the ecological balance of their natural habitat.

Int: What kind of pollution threatens this balance?

PH: There are many forms of pollution. In the past, the dumping of chemicals and heavy metals into the sea was a serious problem. Now various regulations have put a stop to this practice. But problems still continue as a result of what was dumped in previous years. Even now, you can still find high concentrations of things like industrial chemicals and agricultural pesticides. It will take many more years before they drop to safe levels.

Int: What other things pollute our waters?

PH: Oils spills are a problem, too. Whether it is spilled accidentally because of careless transport or as a result of a devastating storm, oil slicks cause pollution that take a very long time to clean up. With a greater number of oil platforms in the North Sea, the danger of accidental spills has increased. Unfortunately, we will probably never manage to reduce the risks to zero.

Int: What can we hope to achieve?

PH: We can work together to reduce the harmful products in our marine environment. By this I don't just mean industrial pollution but also plastic and aluminium packaging and other non-biodegradable waste. The effects of these kinds of waste can also be devastating. All too often, sea birds swallow pieces of plastic which make them feel full and then they starve to death. Turtles and other sea animals eat plastic bags because they mistake them for food and then choke to death. We should all reduce our use of plastic packaging and participate in local recycling programmes.

Int: Is there anything else we can do?

PH: How about joining a beach clean-up campaign? There are many initiatives, such as the 'Adopt-a-Beach' programme that allow you to help tackle the problem. Thousands of volunteers work every year to pick up and record the amount and type of litter found on our beaches. In the last ten years, the amount of litter found around the UK coastline has doubled, so individuals need to take action now more than ever before it becomes too great to reverse.

Int: It is presumably in everyone's interest to deal with this problem?

PH: Yes, of course. Beach litter isn't just an eyesore, it's dangerous, too. But there is some good news. More and more UK beaches are being recommended for their good sea bathing quality. So it may no longer be a health hazard to go to your local beach. Before you go, check which beaches are safe at the online site the 'Good Beach Guide'. And don't forget the more involved you become in ensuring our beaches are clean the more beaches there will be in the guide.

MODULE 5

Exercise 1 (p. 62)

Speaker 1

Something had to be done before the whole neighbourhood was destroyed. They kept coming around here late at night with their spray paint and stuff and they'd hang around corners causing trouble. Every day there was new graffiti, but that was the first time they did it to my store. I had really had enough, so I called in the police.

Speaker 2

It was awful! He was dressed like any normal guy except that he had a mask on his face so I couldn't recognise him. I was really scared when I saw that he had a knife sticking out of his pocket. Obviously, he must have been scared of being caught and he jumped out the window and ran off down the street. Unfortunately, he did manage to take my most expensive jewellery from my drawer.

Speaker 3

It all came as a complete surprise. I mean it's a lovely neighbourhood and it's certainly not considered dangerous. I just went out to my corner shop to get some batteries and this guy jumped me in the alley by the shop. He must have been hiding behind the crates. He pointed a gun and shouted. I don't remember anything else but he took everything, my wallet, money, and even the batteries! And of course there were no cameras there. I still can't believe it!

Speaker 4

Well, it was very late and I was on my way home. I took the usual route down Baker's Street and along the Penny Bridge. I was a bit cautious because it was quite dark and there weren't any people around. I turned a corner and suddenly saw them standing there in front of me. I was relieved at first because they only asked me politely for some money. I was glad to give them my loose change, I often give beggars my loose change. I was outraged the next morning when I realised they had taken my wallet. It's scandalous!

Speaker 5

I thought they looked suspicious, hanging around and all that, you understand, but I was quite busy at the time. Besides, I often get their type in here and they always pay up like everyone else. Anyway, I reckon they took about £200 worth of goods without me noticing. At least they didn't put a knife to my throat or anything. It could have been a lot worse.

Speaker 6

Ever since I was a child I've hated being home alone late at night. I keep thinking I hear someone walking around upstairs or creeping around in the basement. Well, last Friday night Bob and the kids had gone out and I was sitting watching TV. All of a sudden, I could have sworn I heard someone trying to get in the back door. There have been a lot of burglaries in our neighbourhood, so I automatically thought it was a burglar. I should have gone to investigate but I wasn't thinking straight and I phoned the police. You can't imagine how I felt when they showed up and discovered the neighbour's dog scratching at my backdoor. I said I was sorry but they were very angry that I had wasted their time.

Exercise 2 (p. 62)

P: I'm sure many of you have dreamed of becoming a great fashion designer. Well, today in the studio I'm joined by Margaret Lynch, owner and manager of Fashion Fancies.

M: Hello. It's a pleasure to be here.

P: Now, a lot of people will be interested in hearing about how you started in the fashion world.

M: Well, to be honest, I had no idea that I would end up in this business. I was good at drawing when I was a kid, but I never did any designs for clothes. It happened more or less by accident. A very fashion-conscious friend of mine asked me to help her design a hat for some school competition and to my surprise we won first prize. I realised that I had talent and decided to use it.

P: So, what was your first job in the world of fashion?

M: Actually, my first job was rather an accident too! I sent some designs to a company but strangely enough they liked my photograph better and called me and asked me to model for them. They didn't seem to even bother with my sketches.

P: Really! That's an amazing story.

M: Yes, it is and there's more to come. I did some modelling but I wasn't too keen on it. I was determined to become a designer and I always took my portfolio of sketches with me to shows. Well, one night I left my sketches behind and guess what? This well-known designer found them. He phoned me immediately and asked me to come and work for him.

P: And how old were you then, Margaret?

M: I had just turned 21. From then on it was all work. I joined a team whose job it was to come up with new designs for dresses and shoes mostly. I stayed in that company for about five years and I think everybody was impressed with me there. But, I realised that I wanted to do something different. The company's style was a bit too old-fashioned for me. I had to leave.

P: Would you say that was the deciding moment in your career, then?

M: Yes, without a doubt. I left and it wasn't easy. I almost gave up, but after 14 months being unemployed, I finally decided to get a loan and set up my own business. It all went very quickly from there. Before I knew it, I was designing clothes for famous actresses like Angelina Hughes and Elizabeth Howard.

P: That's a success story if ever I heard one! Of course, today everyone knows your name. How many outlets do you have around the world now?

M: We have over 200 outlets and we are launching our brand new jewellery collection soon in our new shop in Tokyo.

P: Well, Margaret, it's been a pleasure having you with us in the studio today. I know ... (fade)

Exercise 3 (p. 63)

I've been selling books for over forty years now. I left school when I was sixteen and got a job as a sales assistant in a bookshop. I worked there for five years and I really enjoyed it. When the owner wanted to retire, I decided to take a risk and buy the business for myself. It was difficult at the beginning when I was paying back the bank loan I had to take out, but on the whole I can't complain - it's been good.

During those years, there've been so many changes. The one thing I thought would never change, though, is the bookseller's trade. I have to admit I was wrong. We used to have one of those card catalogue systems for orders, but now all that's done by computers. For keeping up-to-date with all the latest releases, the Internet is invaluable. My family said I'd never get the hang of it, but it wasn't difficult at all and I'm a bit of an expert now.

About ten years ago, I had a coffee bar built at the back of the shop with comfy leather chairs and that really increased business. Sales almost doubled overnight. There's something about the smell of coffee that puts people in a good mood and if they're relaxed enough, they might even be fooled into believing that they're back at home in front of the fire - and looking for a good

book. And we have many. It's a really great atmosphere and people use it as a meeting place at the end of a long hard day at the office and as I said, business improved.

The latest thing to come along though might prove to be the end of my little bookshop. It's the ebook. Now the ebook is a totally different way of reading in that you don't need books – it's an electronic book. You pay a fee, download a book from a website and the pages appear on a small screen on the device which is like a large mobile phone. But all that's no different from a paperback, isn't it? The only real advantage I can see is that it can hold hundreds, perhaps thousands, of books. And to be honest, is all that choice necessary? On a bad day, I can't choose between my black shoes and my brown ones, let alone a thousand books.

Whenever we hear about something new, it always seems as though it's perfect. Ebooks can show animation and film clips so they're just like a storybook with pictures. They have their own light so you can read them when it's dark. There's a memory so you don't need a bookmark and it'll open at the last page you were reading. But these are solutions to problems we didn't know we had. I haven't heard anyone complaining about traditional books.

I keep reading in the newspapers that sales of CDs have really fallen since people started downloading music from the Internet. I just hope that doesn't happen to my shop. The future's not all black though. I chat to the customers who come for a quiet coffee and a read and they say that this kind of gadget will never completely replace the traditional paperback. All new technology has its drawbacks. The ebook device is heavier than a small paperback and needs a power source. And let's not forget that it can be stolen like mobile phones.

In the end, it's not up to me, it's up to the customers. I've heard ebooks are very popular in Japan, but I have no idea if they'll be successful here or not. Time will tell, I suppose. If the public like ebooks, then the dog-eared paperback may end up like vinyl records, video cassettes and last year's games console – at the rubbish dump. I'm almost at retirement age. Anyone want to buy a bookshop?

