

# Life

PRE-INTERMEDIATE  
TEACHER'S BOOK

ONARA  
LEARNING & DEVELOPMENT

Официальный эксклюзивный  
дистрибьютор на территории РФ

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WITH STUDENT'S BOOK AUDIO CDS

B1



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# Contents

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
<b>1</b> <b>Health</b> pages 9–20  VIDEO: Slow food page 18 ► REVIEW page 20	present simple adverbs and expressions of frequency present simple and present continuous	leisure activities <i>do, go or play</i> wordbuilding: verb + noun collocations word focus: <i>feel</i> medical problems	talking about illness	/s/, /z/ or /ɪz/ sound and spelling
<b>2</b> <b>Competitions</b> pages 21–32  VIDEO: Cheese rolling page 30 ► REVIEW page 32	verb + <i>-ing</i> forms <i>like -ing / 'd like to</i> modal verbs for rules	wordbuilding: word forms sport venues and equipment competition words word focus: <i>like</i>	talking about interests	/ŋ/ silent letters
<b>3</b> <b>Transport</b> pages 33–44  VIDEO: Indian railways page 42 ► REVIEW page 44	comparatives and superlatives <i>as ... as</i>	modes of transport transport (1): nouns wordbuilding: compound nouns transport (2): verbs transport words	going on a journey	<i>than</i> sentence stress intonation
<b>4</b> <b>Adventure</b> pages 45–56  VIDEO: Alaskan ice climbing page 54 ► REVIEW page 56	past simple past continuous	personal qualities wordbuilding: negative prefixes geographical features <i>in, on or at</i> for time expressions	telling a story	/d/, /t/ or /ɪd/ <i>was</i> intonation for responding
<b>5</b> <b>The environment</b> pages 57–68  VIDEO: Coastal clean-up page 66 ► REVIEW page 68	countable and uncountable nouns quantifiers definite article ( <i>the</i> ) or no article	materials household items wordbuilding: hyphenated words results and figures word focus: <i>take</i>	phoning about an order	/ðə/ or /ði:/ sounding friendly
<b>6</b> <b>Stages in life</b> pages 69–80  VIDEO: Steel drums page 78 ► REVIEW page 80	verb patterns with <i>to</i> + infinitive future forms: <i>going</i> <i>to, will</i> and present continuous	life events stages in life celebrations word focus: <i>get</i> wordbuilding: synonyms	inviting, accepting and declining	/tə/ contracted forms emphasising words



Listening	Reading	Critical thinking	Speaking	Writing
<p>someone talking about two elderly ballroom dancers</p> <p>a health expert analyses sleep</p> <p>a radio interview about long life</p>	<p>a quiz about how well you sleep</p> <p>an article about centenarians</p> <p>an article about measuring health and happiness</p>	<p>the main argument</p>	<p>a quiz</p> <p>your current life</p> <p>measuring happiness</p>	<p>text type: online advice</p> <p>writing skill: conjunctions (<i>and, or, so, because, but</i>)</p>
<p>someone describing an Ironman competition</p> <p>three people talking about sport</p> <p>a reporter describing the rules of a competition</p>	<p>quotes by famous sports people</p> <p>an article about crazy competitions</p> <p>an article about female wrestlers in Bolivia</p>	<p>reading between the lines</p>	<p>guess the ambition</p> <p>explaining the rules of a competition</p> <p>your opinions about sport</p>	<p>text type: an advert or notice</p> <p>writing skill: checking your writing</p>
<p>someone describing a photo of a girl travelling by train in India</p> <p>two people discussing the pros and cons of electric cars</p> <p>two documentaries about using animals for transporting</p>	<p>an article about transport in the future</p> <p>an article about dog sledging</p> <p>an article about the fate of the rickshaw in Kolkata</p>	<p>reading between the lines</p>	<p>transport you use</p> <p>attitudes to using animals for transporting</p> <p>arguing for and against keeping rickshaws in Kolkata</p>	<p>a report about how people travel around town</p> <p>text type: notes and messages</p> <p>writing skill: writing in note form</p>
<p>a caver describing Rumbling Falls Cave</p> <p>an interview with a survival expert</p>	<p>an article about adventurers</p> <p>an article about a climbing accident</p>	<p>identifying opinion</p>	<p>asking about your past</p> <p>qualities needed for an expedition</p> <p>events you remember</p> <p>retelling a story</p>	<p>text type: a true story</p> <p>writing skill: using <i>-ly</i> adverbs in stories</p>
<p>extract from a documentary about the artist George Sabra</p> <p>a radio phone-in show about recycling</p>	<p>an article about e-rubbish</p> <p>an article about the Greendex</p> <p>an article about a boat made of plastic bottles, the <i>Plastiki</i></p> <p>an online order</p>	<p>close reading</p>	<p>opinions on recycling</p> <p>presenting a report</p> <p>an interview with an environmentalist</p>	<p>a report of a survey</p> <p>text type: emails</p> <p>writing skill: formal language</p>
<p>an explanation to a riddle</p> <p>three people talking about their plans and intentions</p> <p>a news item about Mardis Gras</p>	<p>an article about how a couple changed their life</p> <p>an article about how Mardis Gras is celebrated around the world</p> <p>an article about a Masai rite of passage</p>	<p>identifying the key information</p>	<p>life-changing decisions</p> <p>your favourite festival</p> <p>describing annual events</p>	<p>text type: a description</p> <p>writing skill: descriptive adjectives</p>



Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
<h1>7</h1> <p>Work</p> <p>pages 81–92</p> <p>VIDEO: Butler school page 90 ► REVIEW page 92</p>	prepositions of place and movement present perfect simple	jobs wordbuilding: suffixes office equipment <i>for or since</i> job satisfaction word focus: <i>make or do</i> job adverts	a job interview	intrusive /w/ irregular past participles
	defining relative clauses zero and first conditional	the internet wordbuilding: verb prefixes expedition equipment word focus: <i>have</i> technology verbs	asking how something works	intonation in conditional sentences linking
<h1>8</h1> <p>Technology</p> <p>pages 93–104</p> <p>VIDEO: Wind power page 102 ► REVIEW page 104</p>	present simple passive <i>by + agent</i> past simple passive	education phrasal verbs wordbuilding: phrasal verbs	describing a process	stress in two-syllable words stress in phrasal verbs
	past perfect simple subject and object questions <i>-ing / -ed</i> adjectives	holiday words (types of holiday, accommodation, activities, travel items) holiday adjectives wordbuilding: dependent prepositions places in a city	direct and indirect questions	'd number of syllables /dʒə/
<h1>9</h1> <p>Language and learning</p> <p>pages 105–116</p> <p>VIDEO: Disappearing voices page 114 ► REVIEW page 116</p>	<i>used to</i> reported speech	archaeology wordbuilding: word roots <i>say or tell</i> word focus: <i>set</i>	giving a short presentation	/s/ or /z/ pausing
	<i>any-, every-, no-, some- and -thing, -where, -one, -body</i> second conditional <i>will / might</i>	classification of animals extreme weather society and economics wordbuilding: adjective + noun collocations	finding a solution	<i>would / 'd</i> word stress
<h1>10</h1> <p>Travel and holidays</p> <p>pages 117–128</p> <p>VIDEO: Living in Venice page 126 ► REVIEW page 128</p>				
<h1>11</h1> <p>History</p> <p>pages 129–140</p> <p>VIDEO: The lost city of Machu Picchu page 138 ► REVIEW page 140</p>				
<h1>12</h1> <p>Nature</p> <p>pages 141–152</p> <p>VIDEO: Cambodia Animal Rescue page 150 ► REVIEW page 152</p>				

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 156 ► AUDIOSCRIPTS page 169



Listening	Reading	Critical thinking	Speaking	Writing
<p>someone talking about triplet police officers</p> <p>a documentary about working as a photographer</p> <p>an interview with an engineer</p>	<p>workplace messages with instructions</p> <p>an article about the cost of new jobs to an area</p> <p>an article about modern-day cowboys</p>	<p>the author's opinion</p>	<p>giving directions</p> <p>describing past experiences</p> <p>your opinion of a job</p>	<p>text type: a CV</p> <p>writing skill: action verbs for CVs</p>
<p>a documentary about the importance of technology</p> <p>a science programme about a new invention</p>	<p>an explorer's blog</p> <p>an article about biomimetics</p>	<p>supporting the main argument</p>	<p>problems that inventions solved</p> <p>inventing a new robot</p> <p>planning an expedition</p> <p>using nature to improve designs</p>	<p>text type: a paragraph</p> <p>writing skills: connecting words; topic and supporting sentences</p>
<p>an English teacher talking about working in Japan</p> <p>a radio documentary about learning Kung Fu in China</p>	<p>an article about the history of writing</p> <p>an article about saving languages</p>	<p>fact or opinion</p>	<p>adult education</p> <p>a general knowledge quiz</p> <p>the author's opinion</p>	<p>a general knowledge quiz</p> <p>text type: forms</p> <p>writing skill: providing the correct information</p>
<p>an interview with a herpetologist</p> <p>two conversations about problems whilst on holiday</p> <p>an interview with a <i>National Geographic</i> tour guide</p>	<p>an article about tipping in other countries</p> <p>an article about the tunnels in Paris</p>	<p>reading between the lines</p>	<p>a holiday or journey you remember</p> <p>planning the holiday of a lifetime</p> <p>a tourist website</p>	<p>a tourist webpage</p> <p>text type: a formal letter</p> <p>writing skill: formal expressions</p>
<p>an historian talking about Scott's hut at the Antarctic</p> <p>an interview with an archaeologist</p>	<p>an article about moments in space history</p> <p>a biography of Jane Goodall</p>	<p>relevance</p>	<p>items for a time capsule</p> <p>how we used to live</p> <p>moments in history</p> <p>reporting an interview</p> <p>an interview for a biography</p>	<p>text type: a biography</p> <p>writing skill: punctuation in direct speech</p>
<p>a nature expert talking about how animals camouflage themselves</p> <p>a documentary about a photographer</p>	<p>an article about storm chasers</p> <p>a profile on Greenland</p>	<p>close reading</p>	<p>promoting your region</p> <p>planning for every possibility</p> <p>predicting your country's future</p>	<p>text type: a press release</p> <p>writing skill: using bullet points</p>



# Introduction

## **National Geographic**

*National Geographic* was founded in 1888 and defines its mission as 'to inspire people to care about the planet'. The *National Geographic Society* is one of the world's largest non-profit scientific and educational organisations. It reaches more than 325 million people in more than thirty languages through its magazines, books, TV channels, interactive media, maps, films, and music. Proceeds from these activities have funded more than 9,000 scientific, conservation, and educational projects around the world. *LIFE* is published in partnership with *National Geographic*, using *National Geographic's* content and values to 'inspire people to learn English'.

## **National Geographic topics**

The topics are paramount and are the starting point for the lessons. These topics have been selected for their intrinsic interest and ability to fascinate students – and teachers. Once the material has been gathered from the *National Geographic* archives, the language objectives have been matched to the content, and then organised into a tried and tested syllabus. The richness of the listening and reading texts and video means that students are so engaged in learning about the content, and expressing their own opinions, that language learning has to take place in order for students to satisfy their curiosity and then react personally to what they have learnt. This element of transfer from the topics to students' own realities and experiences converts the input into a vehicle for language practice and production which fits the recognised frameworks for language learning and can be mapped to the CEFR scales. (Full mapping documents are available separately.)

### **People and places**

*LIFE* takes students around the globe, investigating the origins of ancient civilizations, showing the drama of natural forces at work, and exploring some of the world's most beautiful places. These uplifting tales of adventure and discovery are told through eye witness accounts and first-class reportage, with superb photos, maps and videos. For example Unit 6 of the Pre-Intermediate level looks at the merits of unconventional decisions at different stages in life.

### **Science and technology**

Students learn about significant scientific discoveries and breakthroughs, both historic and current. These stories are related by journalists or told by the scientists and explorers themselves through interviews or first person accounts. Students see the impact of the discoveries on our lifestyles and cultures. Because the material comes from a huge archive that has been developed and designed to appeal to the millions of individuals who make up *National Geographic's* audience, it reflects the broadest possible range of topics. For example Unit 8 of the Pre-Intermediate level looks at the positive impact that a new design for glasses and 'lifestraws' are having in the developing world.

## **History**

History can be a dry topic, especially if it's overloaded with facts and dates. However, the *National Geographic* treatment of historical events brings them to life and there is often a human dimension and universal themes that keep the events relevant to students and to our time. History – or the re-telling of historical events – can also be influenced by a culture or nation's perception of the events. *National Geographic's* non-judgemental and culture-neutral accounts allow students to look behind the superficial events and gain a deeper understanding of our ancestors. For example Unit 11 of the Pre-Intermediate level recounts the key moments in space history.

## **Animals**

The animal kingdom is exceptionally generative in terms of interesting topics. *LIFE* provides astonishing photos that give a unique insight into the hidden lives of known and lesser-known animals, offering rare glimpses of mammals, birds, bugs and reptiles in their daily struggle for survival. It also informs and surprises with accounts of animals now extinct, species still evolving, and endangered species which are literally fighting for their existence. Unit 3 of the Pre-Intermediate level looks at the different forms of transportation provided by animals.

## **Environment**

It isn't always possible to find clarity in texts on the environment and climate change, or trust that they are true and not driven by a political agenda. *National Geographic's* objective journalism, supported by easy-to-understand visuals, presents the issues in an accessible way. The articles are written by experts in their fields. It's often true that those who have the deepest understanding of issues are also able to express the ideas in the simplest way. High quality thinking and expertise are not synonymous with complicated concepts expressed through complicated language – usually quite the reverse is true. For example Unit 5 of the Pre-Intermediate level contrasts the 'green' credentials of a number of different countries.

## **National Geographic photography**

We live in a world where images are used more than ever to reinforce, and at times replace, the spoken and written word. To present discourse without them is both unrealistic and unhelpful. Our memories work in pictures, our experiences and the things we learn about the world are stored using them. Raising awareness of this can help students to remember language more easily. All too often photos in books are cosmetic and without impact. *National Geographic* has great photography and powerful images at its core, so it seems natural that photographs in *LIFE* should serve as the starting point for each unit. The photographs in each spread are also integral to the written and recorded content and every opportunity has been taken to use photographs to stimulate learning.



There are photographs which:

- tell a story by themselves
- support understanding of a text and make it memorable
- provoke debate
- stimulate critical thinking by asking you to examine detail OR think about what is NOT shown OR by questioning the photographer's motives
- mean little without a caption or accompanying explanation
- raise questions about the ethics of journalism and photojournalism
- are accompanied by a memorable quotation
- help to remember a lexical set
- help to learn functional language (e.g. how something works)
- lend themselves to practice of a specific grammar point (e.g. significant historical events)

As a first exercise when handing out the new book to your students, why not ask them to flick through the book, select their favourite photograph, and then explain to the class what it is they like about it. You will find specific suggestions in the teacher's notes for using the photographs featured within each unit, but two important things to note are:

- pictures of people or animals capture a moment, so ask students to speculate on the events that led up to this moment and those that followed it
- pictures of places aim to capture their essence, so feed students the vocabulary they need to describe the details that together convey this (the light, the colours, the landscape, the buildings)

### **National Geographic video**

At the back of the Student's Book is a DVD with twelve different *National Geographic* videos on a whole range of subjects. Each video is connected with the topic of a corresponding unit and can be used in conjunction with the video lesson pages in the unit. Typically, a video lesson is divided into three parts:

#### **Before you watch**

This section leads students in to the topic of the video and engages them in a pre-watching task.

#### **While you watch**

These exercises provide detailed comprehension of the video itself, both in terms of what a student sees and what they hear.

#### **After you watch**

This section allows students to respond to the video as a whole and take part in a productive speaking task using language and contexts from the video.

The videos are designed to form part of your lessons. However, if you don't have time in class to watch them all, you can ask students to watch the videos and complete many of the exercises on the page in the

Student's Book. This can form a useful part of their self-study. Students can also watch the videos again after seeing them in class. This is useful for review and students can focus on parts of the audio that particularly interest them.

For further variation with the videos, here are some more ideas you can use and develop:

- Play the video with the sound down. Students predict what the narrator or people are saying. Then play with the sound up and compare.
- Play the sound only with no video. Students predict where the video takes place and what is happening on the screen. Then play with the screen on and compare.
- Show the first part of the video, pause it, and then ask students what they think happens next.
- Give students a copy of the audioscript for the video and ask them to imagine they are the director. What will they need to film and show on the screen? Afterwards, they present their 'screen play' and finally watch the original.
- Write a short text on the same topic as the one in the video. However, don't include the same amount of information and leave some facts out. Students read the text and then watch the video. They make notes on any new information and rewrite the text so it includes the new details.
- With monolingual groups, choose part of the video with someone talking. Ask students to listen and write down what they say. Then, in groups, ask them to create subtitles in their own language for that part of the video. Each group present their subtitles and the class compares how similar they are.

### **National Geographic and critical thinking**

There is a graded critical thinking syllabus in *LIFE* that starts with the Elementary level and runs through all the later levels. The critical thinking activities appear in the c spreads in each unit. The syllabus covers areas such as reading between the lines, differentiating between opinion and fact, evaluating the reliability of source material, assessing the relevance of information, identifying the techniques used by an author to persuade the reader, weighing up evidence, etc. These activities require students to engage with the reading texts at a deeper level, and to show real understanding – not just reading comprehension. This training – in evaluating texts, assessing the validity and strength of arguments and developing an awareness of authorial techniques – is clearly a valuable skill for those students learning English for academic purposes (EAP), where reflective learning is essential. However, it is also very much part of the *National Geographic* spirit which encourages people to question assumptions, and develop their own well-informed and reasoned opinions. In this sense it adds another dimension to the experience of learning English through *National Geographic* material.



## LIFE methodology

### Treatment of grammar

Target grammar is presented through texts in the first two spreads of each unit. These texts are authentic reading and listening texts, adapted for level as necessary, which use the target language in natural and appropriate linguistic contexts. Such texts not only aid comprehension, but present good models for the learner's own language production through a variety of 'voices' and genres. The main input alternates between reading and listening on these first two spreads. Where a presentation is a listening text, written examples of the grammar structures are given on the page, for example in content comprehension tasks, so that visual support is also provided.

The primary focus is on the topic content before the learner's attention is drawn to the target grammar structures. Learners are first directed to *notice* this language by various means, such as using highlighting within the text, extracting sample sentences or having learners locate examples themselves.

A variety of task formats are used to lead learners to *analyse* the form, meaning and use of the grammar structures, as appropriate. Such an approach can be highly motivational by actively engaging learners in the lesson and allowing them to share and discuss their interpretation of the new language. After this stage, clear paradigms or examples of form and use are given on the page in a simple *summary* box. This supports the learners and is a 'check point' for the teacher and learners alike as it summarises the information learners will have arrived at through completing the discovery tasks. A cross-reference is provided to more detailed information and additional exercises at the back of the book. These are suitable for use both in class and for self-study, according to the needs of the learners.

The grammar *practice* tasks within the unit are linked to the presentation text and topic and are thus content-rich in the same way. They move from more supported exercises through to more challenging tasks. Depending on the level, they have a differing emphasis on form and use. The practice tasks give learners an opportunity to *personalise* the structures and practise them in the context of their own experiences and situations. This *anchors* the new language in existing frameworks and leads to a clearer understanding of the usage of this new or revised language. Equally, the practice exercises incorporate a real reason to use the target structure whether by devices such as quizzes, games etc or by genuine exchange of information between students.

A final task on each spread allows the learners to create their own output and is structured so that learners have the opportunity to use the target grammar as well as other target language, for example vocabulary, in a meaningful context. This final task has a variety of formats such as discussions, personal narratives, task-based activities (ranking, etc) and the emphasis from the learner's perspective is on *content and fluency* rather than grammatical accuracy.

Aside from the two main grammar input spreads, the target grammar is also recycled in the subsequent spreads of each unit and beyond.

### Treatment of vocabulary

*LIFE* teaches vocabulary in a range of different ways. This eclectic approach takes account of recent research, but doesn't abandon tried and tested methods. There is further practice of all of this vocabulary input (apart from words occurring in glossaries) in the Workbook.

#### 1 Lexical sets

Some of the benefits generally associated with teaching words in lexical sets are:

- learning words in a set requires less effort
- retrieving related words from memory is easier
- seeing how knowledge can be organised can be helpful to learners
- it mirrors how such information is stored in the brain
- the meaning of words can be made clearer by comparing and contrasting them to similar words in the set

Each unit usually has two or more lexical sets. The lexical sets also cover commonly-confused words. There is evidence to suggest that once students have learnt one or more of the words that belong to a group of commonly-confused words (eg *job* and *work*), it is useful to compare and contrast these words directly to clarify the differences (or similarities) in meaning. *LIFE* focuses on these groups of words as and when they come up.

#### 2 Word focus

The *Word focus* sections take high-frequency words and give examples of the different meanings they can have according to the contexts in which they appear and the different words they collocate with. At higher levels there is increased exposure to idioms and colloquial usage. The Workbook expands the range of phrases and expressions generated by these key words, and provides further practice.

#### 3 Wordbuilding

The independent wordbuilding syllabus offers students another opportunity to expand their vocabulary. The *Wordbuilding* boxes in the units focus on areas such as prefixes, suffixes, collocations, parts of speech (e.g. noun→adjective), compound nouns, phrasal verbs, and highlight examples from the reading or listening texts. The box gives a brief explanation and some examples. There is an activity for further practice and a reference to an activity in the Workbook which introduces more words that belong to the same morphological area.

#### 4 Glossaries

Where certain words are important to the meaning of a text, but are above the level of the student, they are glossed. Students aren't expected to learn these words, but the short and simple definition prevents them from being a barrier to understanding.



## Learning skills

There is a comprehensive learning skills syllabus in the Workbook. This covers traditional learning skills, such as recording new vocabulary, using a dictionary, remembering new vocabulary, planning study time, assessing your own progress, etc.

## Assessment

Students and teachers can assess progress in the following ways:

- Each unit in the Student's Book finishes with a one-page review where students do the exercises and complete a number of 'can-do' statements linked to the objectives of the unit.
- There are photocopiable tests in the Teacher's Book.
- There is a *Check!* section at the end of each unit in the Workbook for students to check what they have learnt (general knowledge as well as language).
- There are IELTS practice tests at the end of the Workbook. These have been graded to the level of the course, but follow the format of the test. These allow students to benchmark their progress against the course objectives, whilst becoming familiar with a global test format.

## Components

- Student's Book + DVD
- Workbook + audio
- Teacher's Book and class audio

## Overview of a Student's Book unit

Opener: a one-page introduction to the unit that gets students interested in the topic

a and b: double-page lessons that teach grammar and vocabulary through reading and listening texts

c: a double-page lesson that focuses on reading comprehension and critical thinking

d: a one-page lesson that teaches functional/situational language

e: a one-page lesson that teaches a writing skill and the features of a text type

f: a double-page lesson of video comprehension exercises

Review: a one-page lesson of practice activities and 'can-do' check statements



## Lesson type b

### Grammar and vocabulary

This double-page spread is a grammar and vocabulary lesson: Lesson 10b Adventure holidays.

Some of the benefits generally associated with teaching words in lexical sets are:

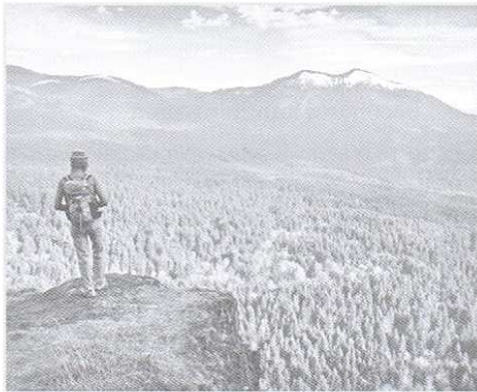
- learning words in a set requires less effort
- retrieving related words from memory is easier
- seeing how knowledge can be organised can be helpful to learners
- it mirrors how such information is stored in the brain
- the meaning of words can be made clearer by comparing and contrasting them to similar words in the set

Target grammar is presented through texts in the first two spreads of each unit. These texts are authentic reading and listening texts, adapted for level as necessary, which use the target language in natural and appropriate linguistic contexts. Such texts not only aid comprehension, but present good models for the learner's own language production through a variety of 'voices' and genres. The main input alternates between reading and listening on these first two spreads.

The primary focus is on the topic content before the learner's attention is drawn to the target grammar structures.

vocabulary holiday adjectives • listening interview with a tour guide • grammar -ing / -ed adjectives and dependent prepositions • pronunciation number of syllables • speaking the holiday of a lifetime

## 10b Adventure holidays





**NATIONAL GEOGRAPHIC ADVENTURES**

**Unique trips for the Active Traveller**

Get ready for the holiday of a lifetime with *National Geographic*! Walk through some of the world's most stunning mountain ranges. Kayak down legendary rivers like the Amazon. Let our expert guides take you to the birthplaces of ancient civilisations and introduce you to the fascinating people who live there now: from the Hadza tribesmen of Tanzania to Bhutanese villagers. This is your opportunity for a unique adventure with active itineraries that combine spectacular places, cultural interaction and physical challenge: the perfect mix for an unforgettable adventure.

### Vocabulary holiday adjectives Listening

- 1 Look at the website. What sort of person do you think would choose this kind of holiday?
- 2 Match the highlighted adjectives in the website with these synonyms and definitions.
  - 1 to describe an important or memorable event or experience \_\_\_\_\_
  - 2 very old \_\_\_\_\_
  - 3 very interesting \_\_\_\_\_
  - 4 impressive or dramatic \_\_\_\_\_
  - 5 very famous \_\_\_\_\_
  - 6 only one of its kind \_\_\_\_\_
- 3 Work in pairs. Imagine your partner wants to go on an adventure holiday. Try to convince him/her to visit your country or a country you know. Talk about the country's:
  - geographic regions and wildlife
  - important cities and famous places
  - history and culture
- 4  2.23 Listen to part of a radio interview about travel with Madelaïne from *National Geographic*. Answer the questions.
  - 1 What kind of new job does Madelaïne have?
  - 2 What are some of her responsibilities?
- 5  2.23 Listen again. Are the sentences true (T) or false (F)?
  - 1 Madelaïne's job is sometimes boring.
  - 2 *National Geographic* holidays are quite traditional.
  - 3 Madelaïne is going to the Galápagos Archipelago for the first time.
  - 4 Some people on the tour come on their own.
  - 5 You have to do the same activities as other people in the group.
  - 6 You have to be fairly fit to do this kind of holiday.
- 6 Does Madelaïne's job sound exciting to you? Which parts of the world would you like to work in?

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The primary focus is on the topic content before the learner's attention is drawn to the target grammar structures. Learners are first directed to *notice* this language by various means, such as using highlighting within the text, extracting sample sentences or having learners locate examples themselves.

A variety of task formats are used to lead learners to *analyse* the form, meaning and use of the grammar structures, as appropriate.

Clear paradigms or examples of form and use are given on the page in a simple *summary* box. This supports the learners and is a 'check point' for the teacher and learners alike as it summarises the information learners will have arrived at through completing the discovery tasks. A cross-reference is provided to more detailed information and additional exercises at the back of the book. These are suitable both for use in class and self-study, according to the needs of the learners.

The independent wordbuilding syllabus offers students another opportunity to expand their vocabulary. The *Wordbuilding* boxes in the units focus on areas, such as prefixes, suffixes, collocations, parts of speech (eg noun > adjective), compound nouns, phrasal verbs, and highlight examples from the reading or listening texts. The box gives a brief explanation and some examples. There is an activity for further practice and a reference to an activity in the Workbook which introduces more words that belong to the same morphological area.

A final task on each spread allows the learners to create their own output and is structured so that learners have the opportunity to use the target grammar as well as other target language, for example vocabulary, in a meaningful context. This final task has a variety of formats such as discussions, personal narratives, task-based activities (ranking, etc) and the emphasis from the learner's perspective is on *content and fluency* rather than grammatical accuracy.

Unit 10 Travel and holidays

## Grammar -ed / -ing adjectives

7 Look at the adjectives in the two sentences from the radio interview in Exercise 4. Answer the questions.

*You're also very excited about your new job.*  
*This tour is very exciting because I've never been there before.*

- Which adjective describes how a person feels?
- Which adjective describes a place, person or thing?

**► -ED / -ING ADJECTIVES**

We use **-ed** adjectives to describe feelings:  
*He feels bored / excited / worried / annoyed, etc.*

We use **-ing** adjectives to describe ...

- places: *Venice is fascinating.*
- people: *Her brother is so boring.*
- things: *This film is exciting.*

For further information and practice, see page 166.

8 Look at the grammar box. Then choose the correct adjectives to complete the conversation.

A: So, how was your holiday?  
 B: I had an <sup>1</sup> *amazed / amazing* time. I'm so <sup>2</sup> *bored / boring* to be back at work.  
 A: I'm sure. Where did you go exactly?  
 B: We went hiking in Patagonia! It's a <sup>3</sup> *fascinated / fascinating* place.  
 A: Yes, I watched an <sup>4</sup> *interested / interesting* TV programme about it once. The mountains there are enormous. They looked like a <sup>5</sup> *frightened / frightening* place to climb.  
 B: Well, we had a fantastic guide so I wasn't <sup>6</sup> *worried / worrying*.  
 A: What were the rest of the people in the group like?  
 B: Really nice. Except for one man who really <sup>7</sup> *annoyed / annoying* me. He kept complaining about all the walking. He said he was <sup>8</sup> *tired / tiring* all the time.  
 A: Sounds like he booked the wrong holiday!

9 Pronunciation **number of syllables**

2.24 Listen to the sixteen adjectives in Exercise 8. Write the number of syllables you hear in each word. Then listen again and repeat.

Example:  
 1 *amazed* (2), *amazing* (3)

10 Work in pairs. Talk about these topics using the **-ing** or **-ed** form of these adjectives.

amaze annoy bore excite fascinate interest  
 tire worry

- a place you visited recently
- a new project you have
- the last book you read
- a person you met recently for the first time
- a TV programme you saw last week
- a present you received recently

*I recently visited London. I was excited because it was the first time I'd ever been but in fact it was a bit boring ...*

**► WORDBUILDING dependent prepositions**




We often use a preposition with **-ed** adjectives: *fascinated by, worried about.*

For further information and practice, see Workbook page 83.

## Speaking

11 Work in groups of three or four. Imagine you have each won \$1,000 from a travel magazine to spend on 'the holiday of a lifetime'. You can choose any holiday lasting seven days but you must all travel as a group. Follow these steps:

- Think about the kind of holiday you are interested in and make notes about it.
- Take turns to tell the group about the kind of holiday you want.
- As a group, try to agree and plan a holiday which everyone will enjoy. You will need to discuss:
  - the destination
  - the type of accommodation
  - the type of activities (daytime and evening)
  - the type of itinerary (flexible or fixed?)
- Present your holiday to the rest of the class.

TALK ABOUT A HOLIDAY YOU REMEMBER ► THE HOLIDAY OF A LIFETIME A TOURIST WEBSITE TOUR INFORMATION  
 WRITE A FORMAL LETTER

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# Lesson type c

## Reading

This page is the first page of a double-page reading lesson. The reading text is always on the right-hand page, and the activities on the left.

Critical thinking activities require students to engage with the reading texts at a deeper level, and require them to show real understanding – not just reading comprehension. This training – in evaluating texts, assessing the validity and strength of arguments and developing an awareness of authorial techniques – is clearly a valuable skill for those students learning English for academic purposes (EAP) where reflective learning is essential. However, it is also very much part of the *National Geographic* spirit which encourages people to question assumptions, and develop their own well-informed and reasoned opinions.

The *Word focus* sections take high-frequency words and give examples of the different meanings they can have according to the contexts in which they appear and the different words they collocate with.

The mini contents section at the beginning of every lesson sets clear targets.

reading **an unusual sport** • critical thinking **reading between the lines** • word focus **like** • speaking **opinions about sport**

## 2c Bolivian wrestlers

### Reading

- Look at the photos on pages 26 and 27. Before you read, do you think the statements (1–3) will be true (T) or false (F)? Read the article and check your predictions.
  - Wrestling is popular in Bolivia.
  - Only men can wrestle in public.
  - People earn a lot of money from wrestling.
- Read the article again. Which paragraph (1–6) describes:
  - the two wrestlers before the fight?
  - the popularity of male and female wrestling in Bolivia?
  - the moments before the wrestlers enter?
  - Yolanda's family life?
  - the reason why a fan watches it?
  - the fight between the two women wrestlers?
- Find words in the first three paragraphs of the article to match these definitions.
  - three words meaning a large group of people at a performance or sporting event: a \_\_\_\_\_, s \_\_\_\_\_, c \_\_\_\_\_
  - two verbs meaning to speak loudly and make a lot of noise: s \_\_\_\_\_, s \_\_\_\_\_
  - to clap your hands together: a \_\_\_\_\_
  - people who support someone famous: f \_\_\_\_\_
  - to get away from someone or something: e \_\_\_\_\_
  - three verbs to describe fast movements: j \_\_\_\_\_, s \_\_\_\_\_, t \_\_\_\_\_
  - the bad person (usually in a story, film or book): b \_\_\_\_\_
  - the good person (usually in a story, film or book): g \_\_\_\_\_

### Critical thinking reading between the lines


- An article doesn't always tell us everything about how the people feel, but we can often guess. Match these people from the article (1–3) with the sentences (a–c).
  - Yolanda
  - One of Yolanda's daughters
  - Esperanza
  - I don't like the days when the wrestling is happening.
  - I get a wonderful feeling every time I go out there.
  - Life is very hard for people like me.

### Word focus like

- Look at the sentences from the article. Match *like* in each sentence (1–4) with the uses (a–d).
  - Would they like to become wrestlers one day?
  - Yolanda and Claudina walk through the crowds like pop stars.
  - Esperanza explains why she likes watching the wrestling.
  - She also has two daughters who both look like her.
  - enjoys in general
  - wants to do in the future
  - similar behaviour to
  - similar appearance to

### Speaking

- Discuss the questions.
  - Do you like watching sports with women in your country? Would you like to watch the type of wrestling in the article?
  - How important are sport and sports people in your country? Do any of them look like or behave like pop or film stars?
  - Do you think most people like watching sport because they want to 'forget their problems' for a few hours? Are there any other reasons?





# Lesson type d

## Real life

This page is the one-page functional lesson from Unit 11.

The D lessons have clear 'Real life' functional aims.

real life giving a short presentation • pronunciation pausing

# 11d A journey to Machu Picchu

**Real life giving a short presentation**

1 Do you ever give talks or presentations in your own language (or in English)? What are they about? Why would people give talks or presentations in these situations?

- at work
- at school or university
- at the meeting of a local club or town council
- at a special occasion (e.g. a wedding)

2 **2.31** Listen to parts of a presentation about Peru and Machu Picchu. Which of the topics (1–6) does the presenter talk about?

- 1 the people in Peru and their customs
- 2 the history of Machu Picchu
- 3 the history of the Incas
- 4 the capital city of Peru
- 5 his own journey
- 6 the food in Peru

3 **2.31** Listen again and complete these expressions for giving a short presentation.

**GIVING A SHORT PRESENTATION**

Good morning and <sup>1</sup> \_\_\_\_\_ all for coming.  
Today I would like to <sup>2</sup> \_\_\_\_\_ about ...  
Let me <sup>3</sup> \_\_\_\_\_ by telling you a about ...  
So, that's everything I wanted to <sup>4</sup> \_\_\_\_\_ about ...  
Now, let's <sup>5</sup> \_\_\_\_\_ onto ...  
The <sup>6</sup> \_\_\_\_\_ part of my presentation is about ...  
I'd like to <sup>7</sup> \_\_\_\_\_ you some of my photos.  
That's the <sup>8</sup> \_\_\_\_\_ of my talk. To sum up ...  
Are there any <sup>9</sup> \_\_\_\_\_ ?

4 **Pronunciation pausing**

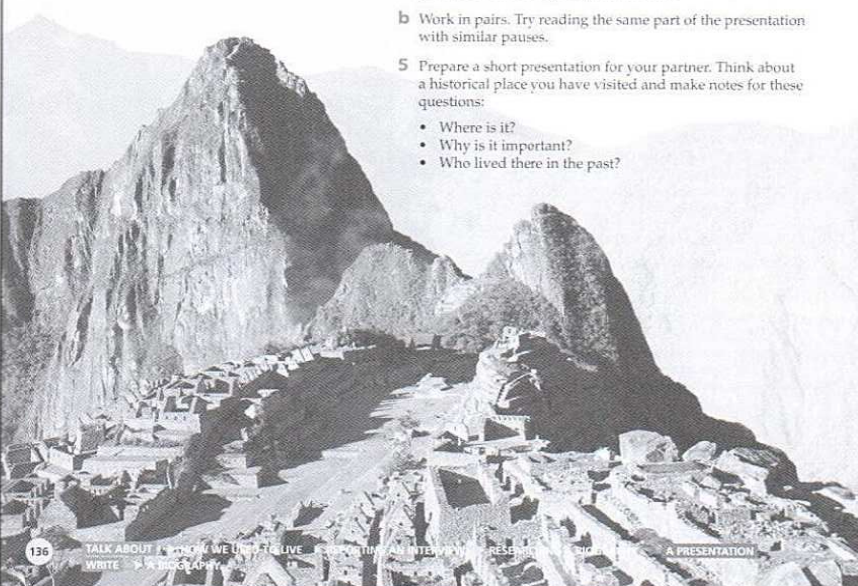
a **2.32** Presenters often pause at the end of a sentence, the end of a phrase, or before and after important words they want to emphasise. Listen and read the first part of the presentation. Notice the first five pauses (/) and write in the other pauses.

Good morning / and thank you all for coming. / Today / I'd like to talk about / my holiday in Peru / and in particular, about my journey to Machu Picchu. It's also called 'The Lost City of the Incas'. Let me begin by telling you about the history of Machu Picchu.

b Work in pairs. Try reading the same part of the presentation with similar pauses.

5 Prepare a short presentation for your partner. Think about a historical place you have visited and make notes for these questions:

- Where is it?
- Why is it important?
- Who lived there in the past?



136 TALK ABOUT A TOPIC WE LIVE IN THE PRESENT. WRITE A PRESENTATION.

The key expressions are made memorable through an activation activity.

The pronunciation syllabus covers sounds and spelling; connected speech; stress and intonation.



# Lesson type e

## Writing

This page is the one-page writing lesson from Unit 11.

Every e lesson has a specific text type.

A different writing skill is presented and practised in every e lesson.

Every writing lesson includes a model.

Students always finish with a productive task.

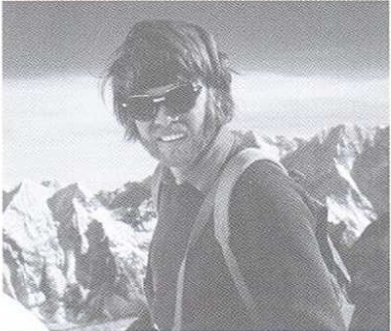
Students are encouraged to take part in peer correction.

writing a biography • writing skill punctuation in direct speech Unit 11 History

## 11e The greatest mountaineer

### Writing a biography

- 1 Think of three pieces of information you would expect to find in a biography. Compare your ideas with your partner.
- 2 Read the biography about Reinhold Messner. Does it include your ideas from Exercise 1? Which paragraph (1–4) has information about the topics (a–f)? Two paragraphs each contain two topics.
  - a When and where the person was born
  - b Childhood and early life
  - c Why the person became well-known, famous or important
  - d Something the person said or a famous quotation
  - e What other people think or have said about the person
  - f When the person died or what the person is doing now
- 3 Writing skill **punctuation in direct speech**
  - a The first sentence in the biography of Messner includes direct speech. Underline three more examples of sentences with direct speech in the text.
  - b Answer these questions about punctuation rules for direct speech.
    - 1 Where do you put the two quotation marks?
    - 2 Do you always put a full stop at the end of the quotation or only if it ends the sentence?
    - 3 Where do you put the comma? What does it separate?
  - c Write in the missing punctuation.
    - 1 My grandfather always told me you should follow your dreams
    - 2 Yes we can said Barack Obama when he campaigned to become the US President
    - 3 Film critics say she's the greatest actress of her generation
    - 4 Education is the most powerful weapon said Nelson Mandela
- 4 Write a short biography (100–120 words) about someone famous or someone you admire. Try to include all the topics in Exercise 2 and remember to use the correct punctuation with quotations or direct speech.
- 5 Exchange your biography with a partner. Use these questions to check your partner's biography.
  - Which topics in Exercise 2 has he/she included?
  - Is the punctuation correct?



**The world's greatest mountaineer**

Reinhold Messner has been described as 'the greatest mountaineer in history'. He's famous for being the first man to climb Mount Everest without oxygen in 1980. But he was also the first man to climb all fourteen of the world's mountains over eight thousand feet.

Messner was born in 1944 in a small village in the mountains of northern Italy. When he talks about the area he still says, 'it's the most beautiful place in the world.' His father was a climber and took his son up a mountain when he was only five. As a teenager Messner climbed with his younger brother Günther.

In their twenties, the two brothers started climbing in the Himalayas but Günther died in an accident and Reinhold lost six toes. Nevertheless, Messner continued climbing and he became a legend among other mountaineers. The climber Hans Kammerlander believes Reinhold changed climbing. 'Reinhold had so many new ideas,' says Kammerlander. 'He found new ways, new techniques.'

Nowadays Messner spends more time at home with his family and he has written over sixty books. In 2006 he opened the Messner Mountain Museum where people can find out more about the world he loves.

1 foot = 0.3048 metres

TALK ABOUT   HOW WE USED TO LIVE   REPORTING AN INTERVIEW   RESEARCHING A BIOGRAPHY   A PRESENTATION

WRITE ▶ A BIOGRAPHY

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# Unit 1 Health

## Lead-in

### Personal response


Ask students to read the list of features for this unit, on the left of the Student's Book page. Ask them to talk to a partner and decide which of the topics they think the photo is connected to and why. Ask for suggestions from the whole class, eliciting reasons.

1 Ask students to look at the people in the picture and discuss how they think the people feel, and why.

Ask them to work in pairs, and discuss the question in the Student's Book. Elicit some answers and ask students to comment on other pairs' ideas.

### SAMPLE ANSWER

They look happy / they look as if they are having fun. Perhaps dancing makes them happy.

2  [1.1] Ask students to read the three questions. Play the recording right through while they listen. Ask them to work in pairs and discuss the answers to the questions. Elicit suggestions and discuss them with the whole class. If there is something they haven't understood, play the recording again, concentrating particularly on the part where the problems lie.

### ANSWERS

- 1 Mary and Gerald – good friends
- 2 every week
- 3 It's both physical exercise and mental exercise, because you have to learn new movements.

## Audioscript [1.1]

People sometimes think Mary and Gerald are married but in fact they just are good friends. They have known each other for forty years because they regularly go ballroom dancing. Every week they meet and practise dancing. Mary Hall is eighty-five years old and Gerald Kavanagh is eighty. So, after all these years, why do they dance? Probably because it's good for their health for two reasons. It's good physical exercise, but dancing is also about learning new movements so it's good for your mental health as well. Dancing is one good reason for their long and happy life.

3 Read through the instructions and example with the class. Ask them to discuss the activities they do in pairs.

4 Ask students, in the same pairs, to discuss any activities they do other than those in the list in Exercise 3, and say what benefits they feel they have for them.

### Extra activity

Ask students to change pairs and tell their new partner what they found out about their first partner.

## 1a How well do you sleep?

### Lead-in

#### Personal response


Ask students to work in groups of three or four to ask and answer questions about their sleeping habits. Elicit some example questions before they start (e.g. *What time do you usually go to bed? What time do you get up on weekdays / at the weekend?*)

### Reading and speaking

1 Ask students to work in pairs and answer the questions. Elicit answers from the whole class, and try to elicit some different feelings – from very tired to wide awake – and the reasons for them.

2 Ask students to do the quiz individually. Check that they understand the expressions *fall asleep* and *take a nap* before they start (see the glossary at the bottom of the quiz).

### Listening

3  [1.2] Ask students to read the options for the answers. Play the recording through while they tick the correct answers. Elicit and discuss their answers.

### ANSWERS

1, 2, 3 and 5 are all true

## Audioscript [1.2]

This quiz is a good way for people to find out how they sleep. It shows them what kind of person they are. People with mostly A answers usually sleep very well. They have regular routines and they are hardly ever tired. People with B answers sleep fairly well. Most adults wake up once or twice a night and that's normal. But these people probably have busy working lives or families so they always want extra hours in bed. Try to go to bed earlier and sleep for an extra hour at weekends. People with mostly C answers have the biggest problems. These people don't relax before bedtime. They regularly work in the evening or do exercise. Don't misunderstand me. Sport is good for your health but not late at night.

4 Ask students to work in pairs to compare their answers to Exercise 2 and discuss what type of person they are. Elicit some answers as a whole-class discussion, and find out what sort of sleep problems students have and what the reasons might be.

### Grammar present simple and adverbs of frequency

5 Ask students to match the sentences with the uses of the present tense, individually. Ask students to read the examples of present simple forms in the grammar box and



## UNIT 1 Health

check that they are familiar with these forms. If you feel they need more explanation and practice, go to page 156.

### ANSWERS

1 b    2 a

### Grammar note

The fact that the third person singular of the present simple is different from all the other forms of the verb causes constant problems for students. Highlight the *-s* regularly (*I walk – she walks; do you like – does he like; I don't run – it doesn't run*). One nice idea is to have a coloured drawing of a snake in the shape of an S on the board or wall. Introduce the fact that snakes make a sssssss noise, and every time a student forgets the *-s*, point to the snake. In this way it becomes memorable for students.

6 Ask students to complete the article with the correct present simple form of the verbs given, as is shown in the example.

### ANSWERS

2 spend	8 do we sleep
3 don't (do not) know	9 depends
4 do humans have	10 need
5 don't (do not) get	11 don't (do not) sleep
6 work	12 take
7 go	

### Pronunciation /s/, /z/ or /ɪz/

7 [1.3] Discuss the fact there are three different ways to pronounce the *s/es* endings of the third person singular present simple verbs: /s/, /z/ and /ɪz/. Play the recording and let students just listen to the words first, then play it again for them write the correct pronunciation. They can then check with a partner. Elicit the answers from the whole class. If necessary, play the recording again to check any disputed answers. Play the recording for students to practise saying the words chorally and individually.

### ANSWERS

2 /z/	4 /s/	6 /ɪz/	8 /s/
3 /ɪz/	5 /z/	7 /z/	

### Extra activity

Give students the list of verbs below and ask them to write the endings as in Exercise 7.

1 talks	6 washes
2 plays	7 makes
3 catches	8 writes
4 reads	9 listens
5 gives	10 wishes

Elicit the answers and check with the whole class. Practise saying the words chorally and individually.

Answers: 1 /s/    6 /ɪz/  
2 /z/    7 /s/  
3 /ɪz/    8 /s/  
4 /z/    9 /z/  
5 /z/    10 /ɪz/

8 Ask students to read and think about the questions for a minute or two. Then elicit some ideas and different opinions from around the class. Encourage students to give reasons for what they say, by asking *Why...?* questions.

9 Ask students to underline all the adverbs of frequency in Exercise 2, and then decide which are missing from the table and write them in. Elicit the answers from the class.

### ANSWERS

1 often    2 sometimes    3 never

10 Ask students to read and complete the rules about adverb position with the correct option. Read and discuss the examples of adverbs and expressions of frequency in the grammar box. If you feel students need more explanation and practice, refer to page 156 of the Student's Book.

### ANSWERS

1 An adverb of frequency goes **after** the verb *to be* but it normally goes **before** the main verb.  
2 An expression of frequency usually goes **at the beginning** or at the end of a sentence.

11 Ask students to work in pairs to ask each other questions, using the adverbs and expressions of frequency in the box. They should respond with answers that are true for them. Read the examples with them before they start.

### Speaking and writing

12 Ask the class to get into an even number of groups (e.g. four groups of four students; six groups of three students) according to your class size. They should produce a set of questions about healthy lifestyle as indicated, with three answers to choose from. Circulate and check correct question formation and other language features in their work.

13 Ask each group to join another group, then each group asks the other group its questions. They then discuss how healthy they are. Elicit information from each group and discuss which group has a healthy lifestyle.

### Homework

Ask students to write a paragraph describing their weekly routines in relation to sleep and healthy exercise, e.g. *From Monday to Friday I always get up at seven o'clock to get to work by nine o'clock. After work on Monday and Thursday, I usually go to the gym for an hour, etc.*



## 1b The secrets of long life

### Materials

Dictionaries for use in Exercise 5

### Lead-in

#### Personal response

Ask students if they know where Okinawa is (Japan). Then ask them to work in groups of four to discuss what they know about Japan and the Japanese way of life, and in particular, what kinds of food they eat. Elicit ideas from the groups and discuss them with the whole class.

Ask the class to look at the photo and say what they think is happening. They can use the *Who? What? Where? When? Why?* sequence of questions to structure their ideas.

### Reading

**1** Ask students to think about the answers to the questions. They can then get into a group of three or four to discuss their answers. You might ask for some answers from the whole class to see who is the oldest person anyone knows, and to discuss the reasons for their long life.

**2** Ask students to read the two questions, then read the article to find the answers. For the second question, ask them to find three general answers from the specific information given.

#### ANSWERS

- 1 Because of the high number of people who live to be over 100 years old.
- 2 They eat healthy food (fish, homegrown vegetables, no convenience food), take regular exercise (gardening, cycling, walking, swimming), and spend time with friends.

### Background note

Okinawa is a region (prefecture) in Japan. It consists of the chain of hundreds of Ryukyu islands which extend from Kyushu, on the southwestern point of Japan's four main islands, for 1000km to Taiwan. Naha, the capital, is on Okinawa Island, which is roughly half way along the chain. Historically the area has been as much influenced by China as Japan. The people speak a version of Japanese called Ryukyuan, which some linguists consider to be a separate language. Okinawa – and particularly Okinawa Island – is dominated by the huge presence of American military bases; they cover 18% of the main island.

**3** Ask students to tell a partner about healthy aspects of their life.

### Vocabulary *do, go or play*

**4** Ask students to complete the table with activities from the article which use *do, go* and *play*.

#### ANSWERS

do: exercise / gardening  
go: cycling / swimming  
play: games

**5** Before doing the exercise, read the information about verb + noun collocations in the *Wordbuilding* box below. Then ask students to write the nouns from the box in the correct column of the table. Make sure there are dictionaries available in the classroom for students to check any collocations they are not sure of. Ask students to think of an additional activity for each of the three verbs. If you feel students need more explanation and practice, refer to page 11 of the Workbook.


#### ANSWERS

do: homework / nothing / yoga / karate  
go: hiking / running / shopping / surfing  
play: cards / tennis / the piano / football

### Extra activity

Ask students if they see any pattern in the way the words collocate. They might notice that it is always *go + verb -ing*, and that it is often *play + a team sport, an instrument or a game*.

### Listening

**6**  [1.4] Ask the class to read the questions, then play the recording. Elicit answers from the whole class. Play the recording again if there are comprehension problems.

#### ANSWERS

- 1 Why people in some places are still healthy at 100.
- 2 He wants to know why in Sardinia men live as long as women, when in most countries men normally die younger.

### Audioscript [1.4]

P = Presenter, D = David McLain

**P:** No one knows exactly the reason why some people live longer than others. Why are they so healthy? Is it their diet? Do they go to the gym more than others? Well, one man is trying to answer these questions and that man is explorer and journalist David McLain. He's currently travelling to places and regions with large numbers of people aged a hundred and over and asking the questions: Why are they so healthy? What are they doing that the rest of us aren't? At the moment he's working on the island of Sardinia in Italy but he's speaking to us right now on the phone. David, thank you for joining us today.

**D:** Hello.


**P:** So, first of all. Tell us why you decided to visit Sardinia.



- D: Well, Sardinia is an interesting place because men live the same amount of time as women. That isn't normal for most countries. Men normally die younger.
- P: And does anyone know the reason why people live longer in Sardinia?
- D: There are different ideas about this but possibly one explanation is that the family is so important here. Every Sunday the whole family meets and they eat a huge meal together. Research shows that in countries where people live longer, the family is important. But also on Sardinia, the older mother or grandmother often has authority in the family. As men get older they have less responsibility in Sardinian culture. So, perhaps the older men have less stress, which means they are living longer.
- P: I see. So, do you think people live longer in traditional societies?
- D: That's an interesting question. It's true that even on Sardinia the younger generation are eating more food like chips and burgers. Also young people are moving to the city, so they are doing less exercise because of their lifestyle. So it will be interesting to come back to Sardinia in twenty years and see if people are still living longer...

**Background note**

Sardinia is an Italian island in the Mediterranean Sea. It is situated south of Corsica, which belongs to France, and west of the mainland of Italy. It is noted for its wild mountainous interior, and the beauty of the sea and coasts, with clear water and silver beaches. It is home to a large number of rare birds, plants and animals. The capital is Cagliari in the south; the other main city is Sassari in the northwest. Outside of these cities, most people live a rural life in small villages.

- 7  [1.4] Ask students to read through the six sentences. Suggest that if they think they know the answer already, they should put *T* or *F* after those sentences in pencil. Then play the track again for them to check and complete their answers. They can check with a partner, then listen once more. Elicit the answers from the whole class, having them read the sentence then say if it's true or false.

**ANSWERS**

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

See also the underlined phrases in the audioscript.

**Extra activity**

Ask students to look at the picture of people eating round a long table. Ask them to discuss in pairs how it relates to the listening (Sardinian families regularly eat all together). Ask them to talk to their partner about how often they get together with lots of their family, and on what occasions (e.g. is it only for Christmas, birthdays, weddings etc, or more regularly?) and on what occasions they have eaten round a long table like this. Elicit some responses from the whole class.

**Pronunciation note**

Notice the variable position of the syllable stress in the long words used in this recording:  
 responsibility (fourth syllable of six)  
 explanation (third syllable of four)  
 generation (third syllable of four)  
 traditional (second syllable of four)

Note the similarity between *explanation* and *generation*: in most words ending in *-ation*, the stress falls on the *-a* syllable, irrespective of how many syllables there are before it (e.g. *nation* - no syllable before *-a*, *deterioration* - four syllables before *-a*).

**Grammar present simple and present continuous**

- 8 Ask students to read the sentences and do the task individually. They can then check with a partner. Elicit the answers from the whole class, having them read out the sentence before saying what tense it uses and why.

**ANSWERS**

- 3 because it is talking about things which are always true  
 4 because it is talking about a routine (*Every Sunday*)

- 9 Ask the class to look at the sentences again and say how the present continuous is formed. Then ask them to match the sentences from Exercise 8 with the uses a-c individually. They can then check with a partner. Elicit answers from the whole class, having them read out the sentence before saying which use a-c it matches. Read and discuss the examples of present continuous form in the grammar box. If you feel students need more explanation and practice, refer to page 156 of the Student's Book.

**ANSWERS**

We form the present continuous tense with the present simple of the verb *to be* + present participle of the main verb (e.g. *reading, saying*).

- 1 b    2 a    5 c



**Grammar notes**

The examples in the grammar box and the sentences in Exercise 8 illustrate some of the spelling rules for the *-ing* form. You may wish to point these out to students.

Verbs ending in a consonant + vowel + consonant, double the last letter of the verb and add *-ing*,

e.g. *travel* → *travelling*

*He's currently travelling to places and regions.*

Verbs ending in *-e*, delete final *e* and add *-ing*,

e.g. *move* → *moving*

*Young people are moving to the city.*

You could also point out that we do not use continuous forms with stative verbs, e.g. *like*, *love*, *be*, *have*, so we would not say:

*I am liking my English classes a lot at the moment.*

Instead we would use an active verb such as *enjoy*, e.g.

*I am enjoying my English classes at the moment.*

**10** Ask students to complete the sentences individually, then check with a partner. Elicit the answers as complete sentences.

**ANSWERS**

- |               |                   |
|---------------|-------------------|
| 2 spend       | 6 isn't eating    |
| 3 'm checking | 7 don't do        |
| 4 do ... go   | 8 are ... playing |
| 5 'm reading  |                   |

**Speaking**

**11** Ask the class to get into pairs to ask and answer the questions using the present simple and present continuous. Students can then tell the class some facts about their partner.

**Homework**

Choose one of the five areas in Exercise 11 and write a detailed paragraph about it.

**1c Health and happiness**

**Lead-in**

**Personal response**

Ask students to think of one single time when they felt very happy. *What was the occasion? Why did they feel so happy?* Ask them to work in a group of four and ask and answer questions about this event in detail. Elicit a few responses from the whole class.

**Speaking**

**1** Ask students to order the five things listed individually, then discuss their answers with a partner. Encourage them to explain why the things make them feel more or less happy.

**Critical thinking the main argument**

**2** Ask students to read the three statements, and then the whole article, and decide which statement best sums up the content of the article.

**ANSWER**

3

**Background note**

Denmark is a country in Scandinavia, in northern Europe – Copenhagen is the capital.

Stockholm is the capital of Sweden, another Scandinavian country.

All the Scandinavian countries (Denmark, Sweden and Norway) are known for their high standard of living and quality of life.

**Reading**

**3** Ask students to read through the questions, then read the article again, and answer the questions individually. They can then check with a partner. Elicit the answers from the whole class.

**ANSWERS**

- 1 c    2 c    3 b    4 a    5 b    6 b    7 a

**Word focus feel**

**4** Ask students to do this exercise individually, then check their answers with a partner. Elicit the answers, asking students to read the sentence and then add the meaning of *feel* (e.g. *Denmark feels happier than other countries. Here 'feel' means 'to talk about an emotion'.*)

**ANSWERS**

- 1 c    2 b    3 a    4 d



5 Ask students to do the exercise individually, then check their answers with a partner. Elicit the answers, asking one student to read the question and another the correct response.

ANSWERS

1 a    2 c    3 b

6 Ask students to ask and answer the questions in Exercise 5 in pairs. Make sure they realise they have to answer the questions truthfully about their own feelings, not just copy the sentences in the book. They can then work with a new partner and ask and answer the questions again, if you feel they should have more practice.

Speaking

7 Ask students to work in groups of four to discuss the questions, and prepare a short presentation of their ideas. Afterwards, depending on the size of your class, have each group report back to the class. If you have more than 16 students (i.e. four reports), then it may be a good idea to have two sets of groups reporting back to each other. Have a brief class discussion of the issues.

8 Ask students to work in the same groups to make a list of categories for measuring happiness, then use the categories to measure their own happiness. Discuss the results as a class.

Background note

In 2006, Bhutan was rated the happiest country in Asia and the eighth happiest country in the world. Most of the population is Buddhist, and the country has a very strong Buddhist culture. Hinduism is the second religion. Bhutan has an unspoilt natural environment and conservation is central to the governments policies.

Erik Krikortz (born 1975, Luleå, Sweden) is an artist based in Stockholm. He specialises in installations, interventions and performance, and is particularly interested in events which are set up in public areas, and where the public participates with the installation. He became well-known through his project called *Colour by numbers*, where the top ten floors of the Telefonplan Tower in Stockholm, which is visible from 20km away, could have the colour of the lights changed by mobile phone calls from the public. You can see examples of his work on his website: <http://krikortz.net>

Homework

Ask students to write a paragraph about their feelings about projects like Krikortz's, where there are large public installations and the public interact with them, detailing the pros and cons of such things, and giving reasons for their feelings.

1d At the doctor's

Lead-in

Personal response

Ask students to get into pairs and talk about their feelings about going to the doctor's. Suggest some questions or write the following on the board for them to use as prompts: *Where do you go? What is the doctor like? How often do you go? How do you feel when you go? What do you think about the service you get?* Elicit some responses from the whole class.

Vocabulary medical problems

1 Read through the list of medical problems with the class, making sure that they understand them all. Then ask them to match the problems with the pictures. Ask students to give their answers, saying, for example: *Picture 1 – I've got back ache.*

ANSWERS

1 b                    3 g                    5 h                    7 d  
2 c                    4 a                    6 f                    8 e

Pronunciation note

Notice that in the eight phrases in Exercise 1 there are variations in word stress. In all the phrases ending in *-ache*, the stress is on the first syllable of the word before: *headache, back ache, stomach ache, earache*. The stress is also on the first syllable of *temperature*.


However with the other phrases, there is equal stress on both the adjective and the noun: *runny nose, sore throat, bad cough*.

Extra activity

Practise the eight phrases (a–h) with the class, chorally and individually. Ask the class to get into pairs. One student should ask *What's the matter?* and the other should respond with one of the phrases. They should continue until each student has said all eight of them. Circulate and monitor pronunciation.

Pronunciation sound and spelling

2a Ask students to match the same-sounding words individually, then check with a partner.

2b  [1.5] Play the recording for students to check which words have the same sound. Then have the class repeat the words chorally and individually.

Audioscript and key  [1.5]

- 1 head                    bed
- 2 sore                    saw
- 3 throat                    note
- 4 cough                    off



5 ache wake

6 ear here

**3** Ask students to categorise the medical problems individually, then compare their responses with a partner. Elicit suggestions from the whole class and compare their ideas.

**SAMPLE ANSWERS**

- 1 f
- 2 a / c / e / g / h
- 3 b / d

**Real life talking about illness**

**4** [1.6] Ask students to read through the table before they listen, and make sure they understand what they have to do. Then play the recording. If necessary, play it again, then students can check their answers with a partner. Ask for answers from the whole class.

**ANSWERS**

Conversation 1:  
sore throat / runny nose  
take this medicine twice a day / drink hot water with honey and lemon / buy a box of tissues  
Conversation 2:  
earache / temperature  
take one pill twice a day / drink lots of water

**Audioscript** [1.6]

**Conversation 1**

- C = Customer, P = Pharmacist
- C:** Hello. I've got a sore throat and a runny nose. I feel terrible.
- P:** Have you got a temperature as well?
- C:** No, it's normal.
- P:** Well, you should take this medicine twice a day. It's good for a sore throat.
- C:** Thanks.
- P:** And try drinking hot water with honey and lemon. That helps.
- C:** OK. I will.
- P:** Oh, and you need a box of tissues. If you still feel ill in a few days, see a doctor.

**Conversation 2**

- P = Patient, D = Doctor
- P:** I've got an earache in this ear. I couldn't sleep last night because it was so painful.
- D:** Let me have a look ... ah ... yes, it's very red in there. What about the other one?
- P:** It feels fine.
- D:** Hmm. It's a bit red as well. Do you feel sick at all?
- P:** No, not really.

**D:** Let me check your temperature ... Yes, it's higher than normal. I'll give you something for it. You need to take one of these pills twice a day for seven days. Drink lots of water and come back if you don't feel better.

**5** [1.6] Ask students to read the sentences, then play the recording again for the students to complete them. Play the recording one more time if necessary. Students can then check their answers with a partner. Ask for the answers as complete phrases.

**ANSWERS**

- 1 I've got a sore throat. (medical problem)
- 2 You should take this medicine. (medical advice)
- 3 It's good for a sore throat. (medical advice)
- 4 You need a box of tissues. (medical advice)
- 5 If you still feel ill in a few days, see a doctor. (medical advice)
- 6 Let me have a look. (medical problem)
- 7 Do you feel sick? (medical problem)
- 8 Let me check your temperature. (medical problem)

**Extra activity**

Give students the scripts of the two dialogues, and ask them to get into pairs and practise them. They should do each one twice, changing roles each time. They could also change partners when they do the second one, for the sake of variety and changing classroom dynamics.

**6** Read through the expressions for talking about illness with the class, and have them practise the phrases chorally and individually. Ask the class to get into pairs and do the roleplay together. They should take it in turns to practise several illnesses and pieces of advice.

**Homework**

Ask students to write a dialogue of their own between themselves and a doctor or pharmacist modeled on the ones in the recording.

## 1e Medical advice online

## Lead-in

## Personal response

Ask students to get into groups of three or four to discuss their use of the Internet. They should ask and answer questions, e.g. *How often do you use the Internet? Where do you use it? (e.g. home, work, internet cafés) What do you use it for?*

They should find out who in their group uses it the most and why. Elicit some responses from the whole class.

## Writing online advice

**1** Ask students to think about the issue raised individually, then discuss it in a group of three or four. Elicit ideas from the whole class, and try to get a discussion going if students have different opinions.

**2** Ask students to read and answer individually, then check with a partner. Elicit the answers from the whole class.

## ANSWERS

- 1 Petra feels sick, Seth can't sleep, Sabine doesn't exercise
- 2 Students' own answers
- 3 Students' own answers

## Vocabulary note

Notice that Dr Joe uses the phrases *It could be ...*, *You could go ...* and *Try drinking ...* when he gives advice. You may need to explain these expressions to the students, and help them to use them in their own sentences.

Writing skill conjunctions  
(and, or, so, because, but)

**3a** Ask students to find the connectors in the text, then complete the sentences to say how they are used. They can then check their answers with a partner. Ask for the answers as complete sentences.

## ANSWERS

- 2 but    3 so    4 because    5 or

**3b** Ask students to complete the sentences using the connectors from 3a, then check with a partner. Ask for the answers as complete sentences.

## ANSWERS

- 1 and    2 but    3 or    4 because    5 so

**4** Ask students to choose a medical problem and write to Doctor Joe for advice, using the forum messages in Exercise 2 as models. They should work individually.

**5** Ask students to exchange messages with a partner, and reply to their partner's message with some advice. They should each read their partner's reply and discuss whether it is good advice or not.

## Extra activity

Ask the class to give their message to another partner and get some advice from them. They can then compare the different advice they get.

## Homework

Ask students to write some online medical questions and answers of their own.



## 1f Slow food

### Before you watch

- Students work in groups. Ask them to look at the photo and the title of the video and discuss the questions. Take feedback from the class.
- Ask students to predict which things from the box they think they will see in the video.

### While you watch

- Play the video for students to check their answers to Exercise 2. They should not try to understand everything at this stage.

#### ANSWERS

We see countryside, farmers and people making food, relaxed people enjoying food.

- Give students time to read the sentences. Then play the video again and ask students to decide if they are true or false.

#### ANSWERS

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

See also the underlined phrases in the videoscript.

- Give students time to read the questions then play the video for them to answer.

#### ANSWERS

- It is a centre for traditional products from the region.
- four
- to stop the towns from becoming fast cities
- more than 66,000
- because of the slow food movement
- the same pizza and hamburgers

### After you watch

- Students read the quotes a–d and match them to the people 1–4.

#### ANSWERS

1 c 2 b 3 a 4 d

- Students work in pairs to roleplay an interview with Salvatore Toscano, according to the instructions.
- Elicit ideas from the class about what the quote means and whether they agree with it.
- Students work in groups to ask and answer the questions.

### Videoscript

**00.00–00.14** Chianti is a region in Italy. It's between the famous cities of Florence and Siena. It's famous for its beautiful countryside and its vineyards.

**00.21–00.38** In Chianti, there is a town called Greve. It has a population of 4,000 people, and it's the centre of traditional products from the region. There are local products like mushrooms and cheese. Greve is a place with tradition. A place where time is slower.

**00.39–00.49** **Mayor** Our aim is to keep Greve the same. We want to keep Greve and all the other slow cities special.

**00.50–01.06** The mayor of Greve and mayors from three other Italian cities started the Slow Cities League. The purpose of the Slow Cities League is to stop their home towns from becoming fast cities. That's why the Slow Food movement began.

**01.08–00.21** The idea is simple. They want a good life with good food, family and friends. Now the Slow Food movement is an international movement. It has more than 66,000 members worldwide.

**01.22–01.38** **Greve resident** It's very nice to live here because we have a nice atmosphere, we have nice landscapes ... and so, when you have nice things to see, a nice place to live in, it's very easy.

**01.41–01.49** Salvatore Toscano lives in Greve. In the past he ran an American style restaurant in Florence. All day, he served fast food, like burgers.

**01.54–01.59** Five years ago he moved to Greve, and he opened a new restaurant.

**02.03–01.38** **Salvatore** It's about taking more time, so you are more calm and relaxed. This means you also have to think about what you eat.

**02.13–02.22** In the mountains of Pistoia, in northern Tuscany, farmers produce pecorino cheese.

**02.25–02.30** They make it with the milk of black sheep twice a day.

**02.32–02.44** This traditional food was dying out. But the Slow Food movement helped the farmers. Now the cheese is popular again.

**02.48–02.54** **Cheese maker** Not everyone knows about our product, but now the Slow Food movement means people know about us.

**02.59–03.11** **Farmer** From Singapore to Macau, in New York, in Rome, you always find the same pizza, the same hamburgers. Slow Food doesn't want this. Slow Food wants the specialness of every product to be respected.

**03.14–03.23/end** The city of Greve does not want to leave the modern world, but it wants to enjoy itself ... slowly.



## UNIT 1 Review

### Grammar

- 1 Ask students to look at the picture in pairs and discuss what is happening.
- 2 Ask students to choose the correct forms to complete the text.

#### ANSWERS

- |                    |                |
|--------------------|----------------|
| 1 drives           | 4 like         |
| 2 he's taking      | 5 doesn't seem |
| 3 they're swimming |                |

- 3 Ask students to answer these questions in pairs.

### Vocabulary

- 4 Ask students to delete any words that do not collocate with the word in capitals.

#### ANSWERS

- |            |            |
|------------|------------|
| 1 ache     | 3 swimming |
| 2 relaxing | 4 marathon |

- 5 Ask students to discuss the course honestly and list any problems they have. Reassure them that you will deal with any issues they have.

### Real life

- 6 Ask students to choose the correct words to complete the conversation.

#### ANSWERS

- |          |                |
|----------|----------------|
| 1 How do | 4 Have you got |
| 2 well   | 5 Try          |
| 3 sore   | 6 you should   |

- 7 Ask students to work in pairs and roleplay their own conversation based on the model in Exercise 6.

### Speaking

- 8 Ask students to complete the questions individually.
- 9 Students work with a partner to ask their questions and answer their partner's questions. They can then change partners and do it again.



# Unit 2 Competitions

## Lead-in

### Personal response

Ask students to think about all the competitions they've been in – as children, at school, and as adults. Ask: *Do you like competitions? Why / why not? How do you feel when you take part? Have you ever won a competition? Do you think competitions are important for people? Why / why not?*

Ask them to get into pairs to ask and answer the questions, then elicit some of their ideas and experiences.


### Unit introduction

Ask students to look at the list of features for the unit, and encourage them to look through the pages in the unit to see what topics will be covered. Some of the vocabulary may be new to them (e.g. *wrestling*), so explain these briefly if necessary to give an overview of the topic. Ask them which topics they find interesting, and why.

**1** Ask students to talk about the photo in pairs, then elicit comments about what they think is happening. Do not confirm their ideas at this point, as they will find out more from the listening.

### ANSWERS

The picture shows swimmers at the Ironman championships.

**2**  [1.7] Ask students to read the questions, then play the recording and elicit the answers. If necessary play the recording again. In feedback, explain some of the language from the listening (see vocabulary note below).

### ANSWERS

- 1 swimming, cycling, running
- 2 in Hawaii
- 3 because they want to see someone win the ultimate test of fitness

## Audioscript [1.7]

The swimming race in the photo is one part of three races in total. The competitors swim for 3.86 kilometres (that's two point four miles), cycle for 180 kilometres and run a marathon at the end. It's called the Ironman triathlon and the men swimming in the photo are all competing at the annual Ironman world championship in Hawaii. Hundreds of people compete but thousands of spectators also watch the famous contest. They all want to see someone win the ultimate test of fitness.

## Vocabulary notes

*contest* = a competition, usually to test how good people are at a particular sport or activity

*marathon* = a race that is run over a distance of 42 kilometres, or about 26 miles

*triathlon* = a race that involves swimming, running and cycling

*spectators* = people who watch a sport

*ultimate* = most extreme or most important

*world championship* = competition to find the best person or team in the world at a particular sport

**3** Ask students to work in groups of three or four and discuss the four questions about competing and spectating. Elicit some answers from the whole class. In feedback, read the information about word forms in the *Wordbuilding* box with students. Refer to page 19 of the Workbook, if you feel extra practice in wordbuilding would be useful at this point.

## Pronunciation note

Point out that in the different forms of each word, the stress is often on different part of the word, so students should also learn the pronunciation of each form. Practise the syllable stress in these multi-syllable words with students, chorally and individually:

*compete, competitive, competition, competitor*

*photograph, photographer*

*Indonesia, spectator, magazine, excitement*

## Homework

Ask students to write a paragraph about any competitions they take part in, describing what they have to do, and how they feel when they are competing. If they do not take part in competitions they could write about any competitions they like to watch, either live or on TV.



## 2a Competitive sports

### Lead-in

#### Personal response

Ask students to work in pairs to talk about a famous and successful sportsperson that they like. Ask them to think about the following questions:

- What adjectives would you use to describe this person?  
What do you think makes them successful in their sport?*

### Reading and speaking

1 Ask students to read the quotations, then discuss them and the questions with a partner. Elicit answers to the questions from the class.

#### ANSWERS

- 1 They all say that to be a champion, wanting to win is the most important thing.
- 2 Students' own answers

### Grammar verb + -ing forms

2 It might be a good idea to read through the box with students before they attempt this exercise, so that they are clear about the grammar involved. Look at page 156 of the Student's Book with them if you feel they need further clarification. Then ask them to do the activity individually before checking with a partner. Elicit the answers and discuss them with the whole class.

#### ANSWERS

- 1 **Winning** isn't everything but **wanting** it is. **Swimming** isn't everything, **winning** is.
- 2 I just love **winning**. I hate **losing**.
- 3 I never thought of **losing**.  
A champion is afraid of **losing**. Everyone else is afraid of **winning**.

3 Ask students to correct the conversations individually, then check their answers with a partner. Elicit the answers as complete sentences.

#### ANSWERS

- A: The *Tour de France* is on TV tonight! I love **watching** it.  
B: Oh no! **Cycling** is so boring.  
A: I really enjoy **seeing** the cyclists on the mountains.  
B: But it lasts for days! I hate **waiting** for the end.  
A: Today is the final day. It's exciting.  
B: **Sitting** in front of the TV is not exciting. I prefer **doing** something. Hey! Are you good at **playing** tennis? We could play this afternoon.  
A: But I want to watch this.  
B: I see. Are you afraid of **losing** against me or something?

### Extra activity

Ask students to work in pairs and act out the corrected dialogue. When they have done it once, they should change roles and do it again. Encourage them to put some feeling into it, particularly phrases like 'Oh no! Cycling is so boring.'

### Homework

Ask students to write a dialogue like the one in Exercise 3, but substituting sports – or other activities – which they really feel passionate about.

### Pronunciation /ŋ/

4a [1.8] Ask students to read the words to themselves and think about their pronunciation. Introduce the /ŋ/ sound to them, then read the rubric with them and make sure they understand what they have to do. Play the recording and ask them to answer the question. Check the answer, then play the track again, pausing for the class to repeat the words chorally and individually.

#### ANSWER

-ing

4b Ask students to read the conversation in Exercise 3 in pairs, and to pay particular attention to each other's pronunciation of /ŋ/. Circulate and monitor their pronunciation.

5 Ask students to work in pairs to find out which sports (or other leisure activities) their partner likes and dislikes, then complete the sentences with the information. Point out the speech bubbles with the three model questions they can use. They should work with a partner with whom they haven't already discussed these things.

#### ANSWERS

Students' own answers

### Vocabulary and listening talking about sports

6 Ask students to read through the words in the box, and make sure they are familiar with them. You can practise saying any which are new and they find difficult (*goggles, racquet* perhaps). They should then write sentences about the sports played by the famous sports people quoted in Exercise 1, following the example sentences. Remind them to use the correct verb (*play, do or go*) to collocate with the sport. Ask them to think of another two sports to describe in the same way.

#### ANSWERS

- 2 You do boxing in a boxing ring. You need boxing gloves.
- 3 You do motor racing on a track. You need gloves, goggles and a racing car.
- 4 You go swimming in a pool. You need goggles.
- 5 You play tennis on a tennis court. You need a net, a racquet and balls.
- 6 You play cricket on a cricket pitch. You need a ball, a bat and gloves.



**Vocabulary notes**

Note the specific names for the places where different sports are played:

*pitch*: rugby, football, cricket

*field*: hockey, athletics (field sports like javelin, shotput, discus)

*track*: running (athletics), dog (greyhound) racing

*course*: golf, horse racing

*court*: tennis, badminton, squash, volleyball, basketball, handball

*ice rink*: ice skating, ice hockey

*pool*: swimming, water polo

*ring*: boxing, wrestling

A pitch is the area where the sport is actually played, but you can also talk about a *football stadium* or *sports stadium*, or a *football / cricket / rugby ground*; these include the seating and facilities as well as the pitch. A *stadium* tends to be a larger, more important place, whereas a *ground* is where the local team play.

**7** Read the example with the class, then ask them to work in pairs to play the guessing game. They can introduce any sports they want.

**8** [1.9] Ask students to read the rubric and the grid, and check that they understand what they have to listen for. Play the recording while they complete the information; you may need to play it once or twice more until they have all of the information. Then they can check their answers with a partner. Elicit answers from the whole class.

**ANSWERS**

Meg	swimming	like	because she has back problems
Paul	running	dislike	because he has to / the teacher tells him to
Kirsty	tennis	like	because she likes it and she wants to become a professional player

**Audioscript** [1.9]

M = Meg, P = Paul, K = Kirsty

**M:** I love getting up early every morning and going to the pool. It's really quiet at this time and there are only one or two other people. I'm not very good at swimming but I've got problems with my back so it helps with that.

**P:** I prefer watching sports to doing them. Especially running. We have to do sport at school on Tuesdays and Fridays with our teacher Mr Sykes. He tells us to run round and round the school field. Running is really boring exercise and I'm always last. I hate losing.

**K:** I like playing tennis so much that currently I'm working with a tennis coach to improve my game. I've got my first competition in a month. I'm very excited about competing because one day I'd like to become a professional player and this is an opportunity to see how good I really am against other players.

**Grammar like -ing / 'd like to**

**9** [1.10] Ask students to read the sentences, then listen to the recording of Kirsty again and complete them. Elicit the full sentences. Then ask students to answer the two questions. Check the answers and read the additional examples of the 'd like to structure in the grammar box. If you feel students need more explanation and practice, go to page 157 of the Student's Book.

**ANSWERS**

- a like playing
- b 'd like
- 1 b      2 a

**Audioscript** [1.10]

See paragraph 3 of audioscript 1.9 in Exercise 8.

**Grammar note**

Make sure the students are clear about the difference in meaning between *like + -ing* and *would like to + infinitive*.

*like + -ing* is used to give an opinion about an activity. Other opinion verbs used in the same way are *love, enjoy, prefer, don't like, hate, can't stand*, e.g.

*I like reading and listening to music, but I hate doing sport.*

*would like to + infinitive* is used to talk about ambitions, dreams, and wishes for the future, and to say what you want to happen, e.g.

*He'd like to stop work and travel round the world.*

*I'd like to go for a walk this afternoon, do you want to come?*

**10** Ask students to make sentences as directed. They should do this individually, then check with a partner. Elicit the answers from the class.

**ANSWERS**

- 1 He loves driving formula one cars.
- 2 He'd love to drive formula one cars.
- 1 She'd like to play golf.
- 2 She likes playing golf.
- 1 He doesn't like losing.
- 2 He wouldn't like to lose.

**Speaking**

**11** Read the rubric and examples with the class, and then ask students to write their three sentences. They then work with a partner to guess their true and false ambitions. If there is time they can then change partner and do it again.



2b Crazy competitions!

Materials

Dictionaries are needed for Exercise 11

Lead-in

Personal response

Ask students to think about festivals they have been to or know about. Ask: *Where and when do they take place? Are they annual events? What happens at them?* Elicit some responses from the whole class.

Reading

1 Ask students to look at the photos and discuss the question with a partner. Elicit some responses from the whole class. Don't tell them what the answer is, just listen to their reasons.

2 Ask students to read the texts and check their answers.

ANSWERS

A race B match C fight

Vocabulary notes

You might need to explain the following words:

*combine harvester* = a large type of tractor used to harvest wheat

*giant* = very big

*Idiotarod* = the name of the race is a humorous reference to the *Iditarod* race, run with huskies and sledges; see spread 3b

*mud* = soil mixed with water

*referee* = the person who makes sure the players follow the rules in the game

*route* = a way of getting from one place to another

*shopping cart* = used in a supermarket to put the shopping in (in British English it is called a shopping *trolley*)

3 Check students understand the meaning of the words in the vocabulary notes before they start the matching exercise. Ask them to do it individually, then check their answers with a partner.

ANSWERS

1 A                      3 C                      5 C                      7 A, B  
2 C                      4 A, C                      6 B                      8 B

4 Ask students to discuss these questions in groups of three or four, then report back to the whole class.

Grammar modal verbs for rules

5 Ask students to look at the sentence and then choose the correct meaning from the four possibilities. Ensure they understand the words *necessary*, *allowed* and *obligation* before they do so.

ANSWER

1

6 Ask students to find the modal verbs in the first paragraph and match them to the meanings in Exercise 5. They should do this individually, then check with a partner. Elicit answers from the class, then ask them to read and discuss the information in the grammar box. If you feel they need more explanation and practice, go to page 157 of the Student's Book.

ANSWERS

can decorate 2	can choose 2
can't change 4	must arrive 1
have to start and finish 1	mustn't finish 4
don't have to run 3	

7 Ask students to complete the sentences individually, then check with a partner. Elicit the answers as complete sentences. In feedback, check that they have understood the sentences and explain any new vocabulary.

ANSWERS

1 have to	5 can
2 mustn't	6 doesn't have to
3 can't	7 has to
4 must	8 don't have to

Vocabulary notes

*argue with* = disagree with and complain about a decision

*marathon* = a long running race

*penalty area* = the area in front of the goal

*send a player off* = tell a player to leave the pitch (e.g. when a player commits a bad foul)

*the white lines* = the lines down the side of a sports area, defining when the ball or the player is *in* or *out*

*win every point* = beating your opponent on every point to score as many points as possible

Pronunciation notes

Check the pronunciation of *can* (/kæn/ and /kən/) and *can't* (/kɑ:nt/) while students are doing this section of work on modals. The two pronunciations of *can* depend on whether the word is stressed or not:

stressed: (short answer) Yes, I *can*. (/kæn/)

unstressed: He say he *can* come tomorrow. (/kən/)

Listening

8 [1.11] Ask students to read the rubric and the three possible answers, then play the recording. Elicit the answer.

ANSWER

2 the rules of the competition



**Audioscript** [1.11]

Well, here we are in a place called Banner Elk. Yes, I'd never heard of it either. Anyway, it's in the mountains of North Carolina, USA and it is COLD! But that doesn't stop hundreds of competitors coming here every October for the town's annual woolly worm race. The rules for the competition are easy. Anyone of any age can enter but you must have a woolly worm. You can bring your own or you can buy one before the race. Each race has twenty people and twenty woolly worms. You have to put your worm on a piece of string at the start. Then they're off! The only rule is that you mustn't touch your worm during the race. During the day, there are lots of races and if your woolly worm beats the others in the race, you take part in the grand final in the afternoon. And the prize money is one thousand dollars! Well worth it I'd say ...

**Background note**

Woolly worms are not really worms, which live in the soil. It is an American name for the hairy caterpillars, or larvae, of certain species of moth.

**9** [1.11] Ask students to read the questions carefully, then play the recording again. You might need to play it twice for them to answer all the questions. They can then check their answers with a partner before you check with the whole class.

**ANSWERS**

- 1 every year
- 2 You can be any age.
- 3 No, you can buy one at the competition.
- 4 no
- 5 \$1,000

**Vocabulary competitions**

**10** If you wish students to use dictionaries to help them in this exercise, remind them beforehand to bring theirs, and have some in the classroom. Ask them to do the exercise individually, then check with a partner. Elicit the answers as complete sentences.

**ANSWERS**

- 1 beat, win
- 2 win, score
- 3 fans, spectators
- 4 referee, judge
- 5 trophy, prize

**Speaking**

**11** Read through the instructions with the whole class and ensure that they understand what to do. Ask them to get into groups of four. One person should be the secretary and keep notes of everything. When they come to present their competition to the class, they should take it in turns to speak, so all four in the group take part. They will therefore need to plan who will say what.

**Homework**

Students write a description of a real or an invented competition, giving all the necessary details.

**2c Bolivian wrestlers**

**Lead-in**

**Personal response**

If some of the students don't know the word *wrestling* and *wrestler*, elicit or explain it briefly. Ask the whole class to say something about how the sport is done, what they have seen on TV or elsewhere, whether they find it interesting or not, and why.

**Reading**

**Background note**

Boxing and wrestling are two sports involving fighting.

In boxing, the boxers stand up and wear leather gloves. The object is to score points by hitting their opponent on the head, face and chest with their closed hands. They are not allowed to hold their opponent. If they succeed in knocking out their opponent, they win the match, otherwise the boxer with the most points wins.

In wrestling, the object is for one wrestler to pin his opponent to the ground so that both their shoulders are touching, while the referee counts three seconds. The wrestlers can use all parts of their body, but may not hit with their hand closed into a fist, or kick with their feet. Wrestling is one of the oldest and most widespread sports in the world, and can be found in many local forms everywhere.

**1** Ask students to read the three statements, then look at the pictures on pages 26 and 27 and decide which statements are true and which are false. Elicit predictions and encourage students to explain their choices and discuss. Don't give any answers. Then ask students to read the article and find out the real answers.

**ANSWERS**

- 1 T
- 2 F
- 3 F

**Background note**

El Alto (meaning *The Heights* in Spanish) is a city adjoining the Bolivian capital, La Paz. Until 1985, it was a suburb of La Paz, where the airport was located, but since separating from La Paz it has become the fastest-growing city in South America, with a population nearing 1 million. Situated at 4150m, on the Altiplano highlands, it is one of the world's highest cities, and it is also a cold place, with a maximum annual temperature of 17°C. It is a poor city, which rural people migrate to in search of a better life, so many areas consist of shanty towns.

**2** Ask students to read the topics (a-f), then read the article again and match the topics with the correct paragraphs.

**ANSWERS**

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



3 Read the rubric and ask students to find the words in the article to match the definitions. They can then check their answers with a partner before you elicit the answers.

ANSWERS

- |                               |                     |
|-------------------------------|---------------------|
| 1 audience, spectators, crowd | 5 escape            |
| 2 shout, scream               | 6 jump, spin, throw |
| 3 applaud                     | 7 baddie            |
| 4 fans                        | 8 goodie            |

Extra activity

Ask students to use a dictionary to find out the difference between these words:

*scream* and *shout* (*scream* is a loud noise in the throat showing excitement or fear, *shout* is saying words loudly)

*audience* and *spectators* (*audience* is used for people at the theatre, cinema or a concert, *spectators* are people watching a sporting event)

*turn* and *spin* (*turn* is moving round in general, *spin* is continually moving round very fast)

You could ask students to choose five words which are new for them and get them to write five sentences of their own using one new word in each. They can exchange these with a partner to check that they have used them correctly.

Vocabulary and pronunciation notes

These are some other important and possibly new words from the article, which it might be worth looking at with the class, either for dictionary work to discover meaning, and/or from a pronunciation point of view (the stressed syllables are indicated in the multi-syllable words):

Para 1: impatient, microphone, excitement

Para 2: suddenly, grab, escape, let go

Para 3: waving, baddie, goodie

Para 4: incredibly, mixture, drama, entertainment, masks, costumes, especially

Para 5: tradition, complain

Para 6: distraction

Critical thinking reading between the lines

4 Ask students to do the matching individually, then check their answers with a partner. Elicit answers and the reasons for them from the class.

ANSWERS

- 1 b      2 a      3 c

Word focus like

5 Ask students to read the sentences and match them to the uses individually, then check their answers with a partner. Elicit answers from the class.

ANSWERS

- 1 b      2 c      3 a      4 d

Extra activity

To check students' understanding of the different uses of *like*, ask them each to write down the names of three people they know. They then work with a partner and swap their lists. Each student in the pair takes turns to ask and answer the following questions about each person on the list.

*What does he like?* (e.g. *He likes playing tennis.*)

*What does he look like?* (e.g. *He is tall and thin.*)

*What is he like?* (e.g. *He is quiet but very friendly.*)

Depending on the class, you may wish to give the example answers first to make sure they understand the difference in meanings.

Speaking

6 Ask students to discuss the questions in groups of four; each group should appoint a secretary to keep notes on their ideas, and report back to the whole class in a general discussion.

Vocabulary notes

Make sure students have the language they need for discussion:

*In my opinion ... / I think that ...*

*I don't think that ...*

*I disagree (with) ... / I don't agree (with) ...*

*It isn't true that ... / I don't believe that ...*

Homework

Ask students to write a paragraph giving their opinions about women taking part in sports like wrestling. They should present some arguments for and against it, and then conclude with their own opinion with reasons.



## 2d Joining a club

### Lead-in

#### Introducing the theme

Ask students in pairs to name as many clubs and local groups as they can. Suggest that they think of sports, arts, music and other leisure activities that people do in groups. Brainstorm ideas as a class.

### Speaking

**1** Ask students to work in groups of four to ask and answer the questions. Then have a class feedback session to find out who belongs to which clubs, and discuss their benefits.

**2** Ask students to read the three adverts and decide which of questions 1–4 in Exercise 1 they answer. They should do this individually, then check with a partner. Elicit answers from the whole class.

#### ANSWERS

- 1 A, B, C all meet regularly (A once a week; B doesn't say; C twice a week)
- 2 B has a membership fee (15 euros)
- 3 A get fit; B speakers, competitions, prizes; C enjoyment
- 4 A is non-competitive, B has competitions

### Background note

Clubs and societies are very popular in Britain, and each town will have many of them, e.g. a natural history society, an art club, a local history association, a book circle, the musical appreciation society, and so on. One very popular club is the local drama group or theatre group. In these clubs, groups of people who enjoy acting and putting on plays work together on the production of a play for public performance. The actors and others will make the costumes, the scenery, do the lighting and sound. Some clubs are very specific, performing, for example, only Shakespeare, or only Gilbert and Sullivan operettas, while others will put on a range of plays in different styles.

### Extra activity

There are a number of adjectival phrases in these adverts which students might not be familiar with, and which might be worth looking at as a group. You could ask students to go through the adverts and underline all the adjectives, then try to decide from context what they mean. They can use a dictionary for those they can't work out.

a **fun** way

a **busy** club

with **regular** speakers

including a **brand new** camera

a **local** theatre group

a **musical** comedy

### Real life talking about interests

**3** [1.12] Ask students to listen and number adverts A–C in Exercise 2 in the order they are mentioned.

#### ANSWERS

- 1 B    2 C    3 A

### Audioscript [1.12]

**A:** Hey! Have you seen this?

**B:** What?

**A:** This advert. You're really good at doing that.

**B:** Yes, but I have so much work at the moment, I don't have time.

**A:** So this is a good way to relax.

**B:** I can take a good one of friends and family but I'm not very creative with it.

**A:** Alright. Well, what about joining something else? Err, this one! Are you interested in acting?

**B:** You're joking. I hate standing up in front of people. You're more of a performer than me.

**A:** Yes but it's a musical. I'm not very good at singing.

**B:** Let's have a look at that ... But it says here enthusiasm is more important than talent. Go on. I think you'd enjoy it.

**A:** Emm, well maybe, but I think I'd prefer to join this on Wednesday evenings.

**B:** What? You? Do exercise?

**A:** What do you mean? Me? Anyway, it looks fun. Why don't you come too?

**B:** Me? But I can't even walk ten kilometres, never mind run it.

**A:** No, but that's the point. Look, there's even a beginner's group. You should do it with me.

### Vocabulary notes

Point out the use of *even* and *anyway* in the dialogue to add emphasis to the arguments, and explain their use.

*Anyway* is used to dismiss a previous point and introduce a new one.

*I don't want to come to the party. Anyway, I'm too busy to go out.*

*Even* is used for emphasis before a word, to suggest that it is surprising.

*You want to join a choir? But you can't even sing!*

*Never mind* + verb or noun is used for emphasis, often to show how extremely unlikely or impossible something is. It can be used together with *even*.

*I can't even take a photo, never mind paint a picture.*

**4** [1.12] Ask students to read through the sentences, and note what they think is missing in each one. Then play the recording for them to check their ideas. Play it twice if necessary. Elicit the answers as complete sentences.



ANSWERS

- |                 |                    |
|-----------------|--------------------|
| 1 good at       | 5 not very         |
| 2 what about    | 6 on, enjoy        |
| 3 interested in | 7 prefer to        |
| 4 hate          | 8 looks, Why don't |

5 Ask students to do this exercise individually, then check with a partner. Elicit the answers from the whole class.

ANSWERS

- Asking about interests: 2 / 3  
 Talking about interests (likes/dislikes): 1 / 4 / 5 / 7  
 Recommending and encouraging: 6 / 8

Extra activity

Ask students to get into pairs and practise the dialogues using the audioscript on page 169 at the back of the Student's Book. First time through, play a line from the dialogue and have the As all say it chorally, then the next one and the Bs chorally and so on. Encourage them to get some expression into what they're saying. Then ask them to do it as a pair, then change roles and do it again. Circulate and monitor their speaking, helping where necessary.

Pronunciation silent letters

6 [1.13] Ask students to read the words to themselves and draw a pencil line under the letters they think are not pronounced. Then play the recording for them to listen and check. You may need to play it twice. They can then check their answers with a partner. Elicit the answers. Play the recording again, pausing after each word for students to repeat it chorally and individually.

ANSWERS

- |            |             |
|------------|-------------|
| 2 should   | 5 something |
| 3 friends  | 6 what      |
| 4 evenings |             |

Extra activity

Ask students to get into groups of three or four and make a list of other words with silent letters. Elicit ideas and write them on the board, circling the silent letter. To help them, you could suggest they look for words in a reading text they have already read.

7 Ask students to get into pairs and choose a club from those in Exercise 2. Suggest that if neither of them are interested in the three options, they should discuss what their interests really are, and find something in common, then discuss what kind of club they would like to join. Encourage them to use phrases from the dialogue.

Homework

Ask students to write a paragraph about a club they are a member of, or one they want to join.

2e Advertising for members

Materials

Bring in some effective adverts from newspapers or magazines for students to use as models.

Lead-in

Personal response

Distribute the adverts you brought in and ask students to discuss them in groups of three or four. They should decide whether they look good and whether they think they are effective, saying why. Elicit some ideas from the whole class.

Writing an advert or notice

1 Ask students to read the rubric and advice, then answer the questions individually. They can then discuss their answers with a partner. Elicit their ideas and discuss them with the whole class.

ANSWERS

- 1 A is the closest: it has a good headline with a question, it explains the benefits and includes all the necessary information. It doesn't offer a prize although it does offer other benefits (make friends). It doesn't have a picture but it does have an attractive design.
- 2 B could have information about the benefits and about when and where meetings are.  
C could have a better headline, and more information about the benefits, and about when and where meetings are.

2 Ask students to work in pairs to plan their club. They should consider all the questions and make notes about what they decide.

Vocabulary notes

Make sure students have the language they need to discuss and plan their club. Revise the following phrases, and if necessary write them on the board for students to use while they are discussing the topic.

Suggestion language:

*We could + verb*

*How about + noun or -ing verb*

*Why don't we + verb*

*Why not + verb*

Responding to suggestions:

*That's a good idea.*

*I'm not sure that's a good idea because ...*

(Point out that if you reject somebody's suggestion it is polite to give an explanation why.)

3 Once the students have planned their club, they should write an advert for it, using the examples on the previous page and the suggestions in Exercise 1 to help them.



**Writing skill checking your writing**

**4a** Ask students to match the sentences with the types of mistakes. They should do this individually and then check their answers with a partner. Ask them to say what the errors are and how to correct them.

**ANSWERS**

- 1 c (question mark, not full stop)
- 2 a (*exciting* not *exciteing*)
- 3 e (*playing* not *play*)
- 4 d (*on* not *at*)
- 5 b (*a fun way*)
- 6 f (*new club* not *club new*)
- 7 h (*do yoga* not *play yoga*)
- 8 g (*Peter* not *peter*)

**4b** Ask students to check their own advert for these kinds of errors. They should also write it out neatly and in the form that it would appear in the newspaper. If they are including a picture, they should either draw what they want in a box, or write a description of the picture inside the box.

**5** Display the adverts around the classroom, then ask students to go round individually, with paper and pen, and make notes about the adverts, answering the questions. When they have looked at all of them, they should discuss their ideas with a partner. After that, elicit ideas from the whole class and discuss which are the best adverts.

**Homework**

Ask students to find a new newspaper or magazine advert, and cut it out. They should then write a description of it, saying why they think it is or isn't effective, based on what they have discussed in this unit. They should bring the paragraph and the advert to class next time, and share their ideas with others.

**2f Cheese rolling**

**Before you watch**

- 1** Students work in groups. Ask them to look at the photo and discuss the questions, using the glossary to help them.
- 2** Before watching the video, ask students to complete the summary with words from the glossary.

**While you watch**

- 3** Play the whole of the video for students to check their answers from Exercise 2.

**ANSWERS**

- 1 traditions
- 2 race
- 3 competitors
- 4 top
- 5 steep
- 6 bottom
- 7 prize
- 8 spectators
- 9 injured
- 10 crash barriers

- 4** Give students time to read the people and events, then play the video again and ask students to order the items in the order they see them.

**ANSWERS**

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

- 5** Give students time to read the sentences. Then play the video again and ask students to decide if they are true or false.

**ANSWERS**

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

**After you watch**

- 6** Students work in pairs to roleplay an interview with Craig Brown, according to the instructions.
- 8** Elicit ideas from the class about what the quote means.
- 9** Students work in groups to discuss the questions.







# Unit 3 Transport

## Lead-in


### Personal response

Ask students to think about which form of transport they use most often, and what they like or dislike about it. They should then discuss their ideas with a partner. Elicit some details from the class, and discuss what they say.

- 1 Ask students to look at the photo and think about the questions. They should then discuss them with a partner, then share their ideas with the whole class. Accept any suggestions.

### ANSWERS

Students' own answers

- 2  [1.14] Ask students to listen to the recording for information about the woman in the photo. Check their answer to the questions here and in Exercise 1.

### ANSWER

The woman is sitting between the carriages because there is no room anywhere else.

## Audioscript [1.14]

This photo is on a train in Bangladesh. It was the end of Ramadan and lots of people travel home at that time of year. Train tickets sell out quickly so you often see people riding on top of the trains and the carriages. In this picture the woman is sitting between the carriages because there isn't space on top of the train. It looks a bit dangerous but she doesn't look very worried.

## Background notes

**Bangladesh** is a developing Asian country with borders with India, Burma and the Bay of Bengal. The population of the country is around 165 million. It is the most densely populated large country in the world. Lying on the Tropic of Capricorn, it is also in the delta of the Ganges, Brahmaputra and Meghna rivers, which means that it has abundant fertile land. However, it also means it is subject to devastating flooding, as in 1998 when 66% of the country was flooded. It is the fourth largest rice producer in the world, and the fourth largest exporter of clothing, but the majority of the population live in poverty as subsistence farmers. Almost all people are native speakers of Bengali.

**Ramadan** is the ninth month of the Islamic calendar. It is a time of fasting; typically Muslims fast from dawn to dusk, and eat a simple meal (called *Iftar*) in the evening. It is also a time of meditation and contemplation, and many devout Muslims read the whole Koran during this month. The aim is purity of thoughts and actions throughout the 30 days.

- 3 Read through the box of means of transport with the class and make sure students are familiar with them all (e.g. *ferry* may be new to some, and they may know the American English word *truck* rather than the British English word *lorry*). They then match the type of transport to the activities 1–10, according to what they would use. They should be able to explain their answers. If necessary, provide a model for students to give full answers, e.g. *I visit my relatives on foot, because most of them live near me. / I visit my relatives in my car, because they live a long way away and there aren't many buses or trains there.* Elicit example answers from round the class.

### SAMPLE ANSWERS

- 1 by train, on foot, by bus, in my car
- 2 by lorry
- 3 by taxi / in my car / by bus / by train
- 4 in my car / by bus / on a motorbike / by bicycle
- 5 on a ferry
- 6 by bus / in my car / on a motorbike / by bicycle / in a taxi / on foot
- 7 by bus / in my car / on foot / in a taxi
- 8 by bus / in my car / on foot / by bicycle
- 9 on a ship / on a ferry / on a plane
- 10 in my car / on foot / by bus / by train

- 4 Ask students to think about the question and discuss their answer with a partner. Elicit some responses from the whole class for discussion.

## Homework

Ask students to write about a journey they made which used several different forms of transport (e.g. on foot to the bus station, bus to the airport, plane to Heathrow, train to central London, taxi to their hotel), describing each one in detail.



### 3a Transport in the future

#### Lead-in

##### Introducing the topic

Ask students: *Do you know the meaning of the word 'commuting'?* If they don't know the word already, ask them to read the rubric to Exercise 1 and guess the meaning from the context. Add the words *commuter* (the person who commutes) and possibly *the commuter belt* (the area around a city where a lot of people who work in the city live). Make sure that students realise that the concept of commuting is a longer journey to work – not just a 10-minute bus ride, but usually something over 30 minutes.

#### Reading

- 1 Ask the whole class to answer the questions and discuss their experiences of commuting.
- 2 Ask students to read the texts and answer the questions individually. Elicit answers from the whole class.

##### ANSWERS

- 1 electric cars
- 2 People can recharge their cars easily at the office, in town and on the highway. The roads are quieter and there is less pollution.

- 3 Ask students to read and answer the questions individually, then check their answers with a partner. Elicit answers from students around the class. Check that students remember how to make correct short answers to questions before they start.

##### ANSWERS

- |                    |          |
|--------------------|----------|
| 1 Bob              | 5 Bob    |
| 2 Sonia            | 6 Justin |
| 3 their neighbours | 7 Justin |
| 4 none of them     | 8 Bob    |

#### Vocabulary transport (1): nouns

- 4 Ask students to find the words in the texts to match the definitions. They should do this individually, then check their answers with a partner. Elicit answers from the whole class. Read the information in the *Wordbuilding* box with students and if necessary refer to page 27 of the Workbook for more information and practice.

##### ANSWERS

- |               |                  |
|---------------|------------------|
| 1 vehicles    | 5 road works     |
| 2 commuters   | 6 petrol station |
| 3 rush hour   | 7 speed limit    |
| 4 traffic jam | 8 pedestrians    |

#### Extra activity

Work on the syllable stress of these words, pointing out that in all the two-part words, the stress falls equally on the first syllable of both words:

*rush hour, traffic jam, road works, petrol station, speed limit*

The syllable stress is variable in multi-syllable words:

*vehicles, commuters, pedestrians*

Also note the syllable stress in these other multi-syllable words from the texts:

*similar, electric, electricity, kilometres, battery, computer, pollution*

- 5 Students discuss in pairs what they think about the image of the future described in the text. Elicit ideas from the class and have a whole-class discussion. To encourage participation you could ask students to vote on whether or not they would have an electric car by a show of hands.

#### Vocabulary notes

Check students understand the meanings of the following words and phrases:

*to charge a car* – meaning to recharge the battery in an electric car (students will perhaps be familiar with recharging batteries for mobile phones.)

*traffic jam* – the verb *to jam* means to block. A *traffic jam* is a situation where the cars are blocked and cannot move.

*device* – any kind of special machine which performs a particular job

*pollution* – and the verb *to pollute* means to make something unhealthily dirty, e.g. with chemicals or gases

#### Listening

- 6 [1.15] Ask students to listen to the two people talking about electric cars, and note the reasons they mention for and against. Elicit answers from the whole class.

##### ANSWERS

For: electric cars are cleaner and have more efficient types of engine.

Against: they are much more expensive.

#### Audioscript [1.15]

- A: One day I'd like to buy an electric car. They're much cleaner than petrol cars. But I'm not sure if I'll see many on the road in the near future.
- B: But you can already buy them.
- A: Really?
- B: Sure, and they have the most efficient type of engine. Unfortunately they're much more expensive than petrol cars. When they're cheaper, more people will buy them.



- A: I'm not sure if that's better or worse! With more people on the road, we'll have more traffic jams.
- B: Especially at eight in the morning. It's the worst time of the day.
- A: Yes. I try to avoid the rush hour now. I leave home before seven.
- B: Well, I'd like to leave the car at home but every other type of transport is slower. This town needs better public transport. The buses don't go to the right places. And they are always late. Last week I waited for a number twenty-nine for over an hour ...

**7** [1.15] Ask students to read through the sentences, then listen and underline the correct word in each sentence. They can check with a partner before you elicit their answers.

ANSWERS

- |                  |          |
|------------------|----------|
| 1 cleaner        | 4 worst  |
| 2 most efficient | 5 better |
| 3 more expensive |          |

**Grammar comparatives and superlatives**

**8** Make sure that students are familiar with what *comparative* and *superlative adjective* means before you start this exercise. Ask them to find the answers individually, then check with a partner. Read and discuss the information in the grammar box with the class. If you feel they need more explanation and practice, go to page 158 of the Student's Book.

ANSWERS

- You add *-er* and *-est*. You put *more* and *most* in front of longer adjectives.
- best, better (good), worst, worse (bad)
- comparative + *than*, *the* + superlative
- much

**Grammar notes**

Point out the way that adjectives change when they become comparatives and superlatives:

- add *-r / -st* when the adjective already ends in *e*: *nicer*, *widest*
- add *-er / -est* when adding *-er* doesn't change the sound of the vowel(s) before the final consonant: *cleaner*, *hardest*
- double the final consonant and add *-er / -est* when just adding *-er* would change the sound of the vowel(s) before the final consonant: *bigger*, *hottest*
- change the final *y* into *i* and add *-er / -est* when the adjective ends in a *y*: *happier*, *easier*, *heavier*
- add *more / most* in front of the unchanged adjective where the adjective has several syllables: *more expensive*, *more intelligent*, *more dangerous*

**Pronunciation than**

**9** [1.16] Ask students to listen to the two sample sentences several times and note the weak pronunciation of *than*. Then play and pause the recording for them to repeat. They can then practise the two sentences in pairs and check each other's pronunciation.

**Audioscript** [1.16]

- Electric cars are much cleaner than petrol cars.
- Electric cars are much more expensive than petrol cars.

**10** Ask students to complete the extract individually, then check with a partner. Elicit the answers as complete sentences from the text.

ANSWERS

- |                |                  |
|----------------|------------------|
| 1 most popular | 5 better         |
| 2 The largest  | 6 more popular   |
| 3 the fastest  | 7 most expensive |
| 4 biggest      | 8 later          |

**Vocabulary notes**

Check that students know these words:

*town council* = the people elected to manage a town's business

*residents* = the people who live in a particular area

*a report* = something written to present facts about a situation, a product, etc

*a survey* = a study to find out people's opinions

*a questionnaire* = a series of questions which form a survey

*rate (v)* = to classify – to say what you think is best, second best and so on (e.g. *How do you rate this CD? I don't rate this book very highly.*)

**Speaking and writing**

**11** Decide on the best way to do this exercise according to the numbers in your class; with a small group, everyone might be able to interview everyone else, but with a large class, you might want to break them up into groups of six, or two halves of the class. The activity should be done as a mingling activity, with everyone walking around asking and answering questions, and keeping a written note of the answers from each person they talk to.

**12** Ask students to work in pairs (if you split the class into groups for Exercise 11, get people from the different groups to work together as a pair). They should work together to produce their report. Some of these can be presented to the whole class.

**Homework**

Ask students to write a paragraph about a transport problem they once had or regularly have.



### 3b Animal transport

#### Lead-in

##### Personal response

With books closed, ask students to work in pairs and come up with a list of methods of animal transport, including methods which were used in the past and those which are still used around the world, e.g. horse, horse and cart, ox cart, donkey, mule, stage-coach, horse-drawn bus, horse-drawn tram, pony and trap, dog (husky) sledge, reindeer sledge, elephant, camel.

#### Listening

1 Ask students to look at the pictures and discuss the questions with a partner. Then elicit suggestions from the class.

##### ANSWERS

- 1 a person
- 2 logs

2 [1.17] Ask students to listen to the recording and focus on listening for the answer to the question.

##### ANSWER

They compare an elephant to a car and a horse to a lorry.

#### Audioscript [1.17]

##### Documentary 1

On a beautiful summer morning in Thailand, guests are arriving for a wedding. Some are arriving in cars but the most special guests are riding, in traditional style, on the backs of elephants. Elephants are as heavy as cars but they aren't as fast, and most people also think elephants aren't as comfortable as cars. However, in Thailand these animals have great importance. The Asian elephant became a domestic animal 5,000 years ago. In the past they transported soldiers to wars and worked in the forests pulling up trees and carrying wood. Nowadays, it's more common to see them transporting tourists and people on special occasions, but they are as important as ever in Thai society.

##### Documentary 2

Lester Courtney and his wife spend a lot of time with their horses, not for leisure but for work. They are traditional tree loggers who cut trees in traditional ways. They also transport the trees traditionally – with horses. Once the trees are down, Dan and Maddy pull them away. They're Lester's two horses. Lester has always used horses. Horses aren't the fastest form of transportation but Lester doesn't believe modern machines are as good. It's true that horses aren't as strong as lorries or as fast but Lester prefers working with animals. For one thing a horse isn't as heavy as modern machinery so it doesn't damage the old forests. Lester also prefers horses because horses aren't as noisy.

3 [1.17] Ask students to read the questions, and think about whether they remember the answers from the recording. Then play the recording again for them to check and write their answers. They can check their answers with a partner, before you discuss them with the whole class.

##### ANSWERS

##### Documentary 1

- 1 a wedding
- 2 They transported soldiers and worked in the forests.
- 3 They transport tourists and people on special occasions.

##### Documentary 2

- 4 They cut down trees.
- 5 They don't damage the forest and they don't make as much noise.

#### Grammar *as ... as*

4 Ask students to read the sentence and answer the questions. Elicit answers from the class. In feedback, read the information about the *as ... as* structure in the grammar box. If you feel students need more explanation and practice, go to page 158 of the Student's Book.

##### ANSWERS

- 1 Yes, they are.
- 2 No, they don't.

#### Grammar note

Make sure students understand that we can also ask questions using *as ... as*, e.g.

*Is English as difficult as French?*

The answer to this is either a comparative sentence:

*No, French is more difficult than English.*

*No, English is easier than French.*

or the negative *not as ... as ...* construction.

*No, English is not as difficult as French.*

#### Pronunciation note

Draw students' attention to the unstressed pronunciation of *as* (/əz/) in this sentence. Read the sentence out loud in three sections, as below, and ask students to repeat chorally and then individually.

*Elephants are as heavy as cars,  
but they aren't as fast.*

*Elephants aren't as comfortable as cars.*

Students can then practise the whole sentence with a partner.

5 Ask students to complete the second sentence using *as ... as ...*, so that it has the same meaning as the first sentence. They can then check their answers with a partner. Elicit answers from the class as complete sentences.



ANSWERS

- 1 comfortable as cars.
- 2 as important
- 3 good as
- 4 aren't ... strong
- 5 aren't as noisy

**Pronunciation sentence stress**

**6** [1.18] Ask students to read the four sentences to themselves first and think how they sound. Then play the recording and let them listen a couple of times. Then play the recording again, pausing after each sentence for them to repeat chorally and individually. Then ask them to practise in pairs and check each other's pronunciation.

**7** Ask students to work in the same pairs to write sentences comparing the animals.

SAMPLE ANSWERS

- 1 A lion is stronger than a mouse. A mouse isn't as strong as a lion or a horse. A lion is the strongest animal.
- 2 A cheetah is faster than a snail. An elephant isn't as fast as a cheetah. A cheetah is the fastest animal. It's faster than a snail and an elephant.
- 3 A camel isn't as comfortable as a car. A plane is more comfortable than a car.
- 4 A hippopotamus isn't as heavy as a blue whale. A blue whale is heavier than an elephant. A blue whale is the heaviest animal.
- 5 A shark isn't as dangerous as an alligator. An alligator is more dangerous than a snake.

**Teaching note**

For some students this activity could be adapted into a more complex communicative activity. Ask Student A to make a question (e.g. *Which is stronger, a lion or a mouse?*) and student B to answer it (e.g. *A lion is stronger than a mouse. / A mouse isn't as strong as a lion.*). B then asks a different type of question (e.g. *Is a mouse stronger than a horse?*), and A answers (e.g. *No, it isn't as strong as a horse.*). B can then say, *So a lion is the strongest animal.*

**8** Ask students to get together with another pair, and practise saying some of their sentences for the other pair to check their pronunciation and intonation.

**Extra activity**

Ask students to write six true sentences of their own (three with *as ... as*, three with *not as ... as*) in which they compare themselves with family and/or friends and/or classmates (e.g. *I am not as old as my brother Edward*). Afterwards they can share their sentences with a partner, and check for grammatical correctness and correct pronunciation.

**Reading**

**Vocabulary note**

Before students read the article, make sure they are familiar with the noun *sledge* (meaning a wooden or metal 'vehicle' for moving easily across snow) and the verb *to sledge* (the action of riding on a sledge. Point out that it is possible for a person to go downhill on a sledge alone, but that in snowy countries such as Canada, Greenland and Norway, sledges are often pulled by dogs, especially huskies).

**9** Ask students to read the article and fill in the gaps with words from the box. They should then check with a partner before you elicit the answers.

ANSWERS

- |        |           |
|--------|-----------|
| 1 the  | 5 than    |
| 2 as   | 6 longest |
| 3 best | 7 more    |
| 4 fast | 8 much    |

**10** Ask students to read the three questions and then find the answers to 1 and 2 in the text. Then discuss the answers with the whole class.

ANSWERS

- 1 They're slower than snowmobiles; they're more environmentally friendly; they're quieter; they make the journey more enjoyable.
- 2 Possible answers: because the race is 1600km long and it's very cold, and because the dogs are made to pull heavy weights.
- 3 Students' own answers

**Speaking**

**11** Ask students to read the four comments, then get into groups of four to discuss the statements. Read the expressions given for expressing an opinion together first. After they have discussed the comments in their groups, elicit ideas from the whole class. Encourage groups to express their opinions, and counter what others say.

**Homework**

Ask students to write a paragraph about the arguments for and against using animals for transport.



### 3c Last days of the rickshaw

#### Lead-in

##### Personal response

Ask students to think about what traditional means of transport were in their country 50 and 100 years ago. How did their grandparents and great-grandparents get around? How is that different from the way people get around now, in the city, in the countryside and for longer distances (e.g. from one city to another). Elicit some thoughts and ideas from the whole class.

##### Prediction

Ask students to look at the photo of the rickshaw on page 39 and read the title of the article (*Last days of the rickshaw*). Ask: *What do you think the title means? What do you think this section will be about? What can you see in the photo? What do you know about rickshaws?*

#### Reading

**1** Ask students to answer the questions relating to the photo of the rickshaw.

##### SAMPLE ANSWERS

Because it is cheap; you can get a rickshaw anywhere in the city; it's quicker to go a short distance in a city; you can get out when you want to; if you are a tourist you might do it because it is traditional and fun.

**2** Read through the words with the class and make sure they understand them. Then ask them to read the first paragraph and choose the words that describe Kolkata.

##### ANSWERS

busy, highly populated, noisy, polluted

#### Vocabulary notes

Make sure students are familiar with these words:

*busy* = full of people doing different activities

*highly* = as an intensifier meaning *extremely* – e.g. *highly dangerous, highly infectious*

*pedestrians* = people walking, also used as an adjective

*pedestrian crossing* = a place where people on foot can cross the road

*pedestrian precinct* = a shopping area where cars are not allowed

**3** Ask students to read through the list of advantages, then read the article to find out which ones are given.

##### ANSWERS

1, 4, 6

**4** Ask students to read the three reasons, then find out which is correct by reading the final paragraph. Before they start, check that they understand the key words (see Vocabulary notes).

#### Vocabulary notes

*official* = someone in a position of authority (e.g. in local government or the police)

*politicians* = someone in the local or national government

*ban* = to stop people doing something officially and legally, make it illegal

##### ANSWERS

1

#### Vocabulary transport (2): verbs

**5** Ask students to find and underline the verbs in the article, with the noun that follows.

##### ANSWERS

take the underground; pick up two children; miss your bus; drop you off outside your home; get on / off rickshaws; go by rickshaw

**6** Ask students to match the verbs in Exercise 5 to the words in bold in the sentences. They should use the context to help them, and particularly the noun following the verb that they have underlined in the article. Ask them to do the exercise individually, then check their answers with a partner. Elicit the answers from the class as complete sentences.

##### ANSWERS

2 get off

3 catch

4 miss

5 take

6 drop off

#### Vocabulary notes

*catch* = to get on a bus or train

*take* = to use a means of transport

*go on* = to travel by bus or train

*pick up* = to collect a passenger

*miss* = not to catch a bus / train / plane you intended to catch (usually because you are too late)

*drop off* = to take somebody to a place and leave them there

*get on / off* = to walk into or out of a bus or train

*go by* = to travel on a particular form of transport.



**Critical thinking reading between the lines**

**7** Ask students to read the statements and decide the answers individually, then check their answers with a partner. Elicit answers from the whole class.

**ANSWERS**

2, 4

**Speaking**

**8** Ask students to work in groups of five to list reasons for and against rickshaws. Each student should note down all the ideas the group comes up with.

**9** Ask each person in the group to choose one of the five roles listed (each person should have a different role). They should then each decide which of the arguments for or against rickshaws apply to them, and plan how they will argue their case. They should then hold a debate on the topic. Point out the example sentences for presenting opinions, in the speech bubbles at the bottom of the page.

**3d Getting around town****Lead-in****Personal response**


Ask the class which airports in your country they have used, and how often. Ask how they travel to the airports, and what the journey is like.

**Vocabulary and listening taking transport**

**1** Ask students to do this activity individually, then check with a partner. They might use a dictionary for words they are unfamiliar with.

**ANSWERS**

- |            |            |
|------------|------------|
| 1 stop b   | rank a     |
| 2 fare a   | price b    |
| 3 change a | receipt b  |
| 4 gate b   | platform a |
| 5 book a   | check-in b |

**2**  [1.19] Ask students to read the questions to help them focus on the information they need, then play the recording once or twice. Ask them to check their answers in pairs, then elicit answers from the class. If there are any disagreements or they don't understand something, play the particular section causing the problems again.

**ANSWERS**

- 1 the train station
- 2 £6.30; no, he doesn't
- 3 the airport, north terminal; a single ticket
- 4 £14.50; platform 6
- 5 on-line; no, she doesn't

**Audioscript**  [1.19]

**1** J = Javier, D = Driver

- J: Hello? Are you the next taxi?  
 D: Yes, that's right.  
 J: I'd like to go to the station, please.  
 D: Bus or train?  
 J: Oh sorry. The train station.  
 D: OK. Get in then.

**2** D = Driver, J = Javier

- D: There are road works up by the entrance.  
 J: You can drop me off here. It's fine. How much is that?  
 D: Six pounds thirty.  
 J: Sorry, I only have a twenty-pound note. Do you have change?  
 D: Sure. So, that's thirteen pounds seventy. Do you want a receipt?  
 J: No, it's OK thanks. Bye.



## UNIT 3 Transport

**3** S = Shelley, D = Driver

- S: Hi. Do you stop at the airport?  
D: Yeah, I do. Which terminal is it? North or south?  
S: Err. I need to get to the ... north terminal.  
D: OK. A single or return ticket?  
S: Single, please.  
D: That's two pounds.

**4** J = Javier, T = Ticket office clerk

- J: A return ticket to the airport, please.  
T: OK. The next train goes in five minutes.  
J: Right. That one, please.  
T: First or second class?  
J: Second.  
T: OK. That's fourteen pounds fifty.  
J: Wow! Can I pay by cheque?  
T: Sorry. Cash or credit card.  
J: Oh no ... Oh, one moment. Maybe I have enough left.  
T: OK. Here you are.  
J: Which platform is it?  
T: Err, platform six.

**5** A = Attendant, S = Shelley, J = Javier

- A: Hello. Can I see your passport?  
S: Here you are. I don't have a ticket because I booked online.  
A: That's OK. How many bags are you checking in?  
S: None. I only have this carry on.  
A: OK. Window or aisle?  
S: Err, I don't mind but can I have a seat next to my friend?  
A: Has he already checked in?  
S: No, I'm waiting for him.  
A: Well, I can't ...  
J: Shelley!  
A: Where have you been?  
J: It's a long story.

### Extra activity

Ask students to practise the dialogues using the audioscript on page 170 at the back of the Student's Book. To do this, they should stand in two concentric circles, the outer circle facing in, the inner one facing out, so they stand opposite each other. They should do the first dialogue with the person they are opposite, then ask the outside circle to move one place left, and do the second dialogue with the new person. They repeat until they have done all five, with a different person each time. Start with all the outside people being Javier, they can then alternate roles.

## Real life going on a journey

**3** [1.19] Ask students to read the expressions for going on a journey in the box, then listen to the recording and tick the ones they hear. They can check their answers with a partner before you elicit the answers from the class.

### ANSWERS

- I'd like to go to the station, please.  
You can drop me off here.  
How much is that?  
Do you have change?  
Do you want a receipt?  
Do you stop at the airport?  
A single or return ticket?  
That's two pounds.  
A return ticket to the airport, please.  
First or second class?  
Which platform is it?  
Can I see your passport?  
How many bags are you checking in?  
I only have this carry on.  
Window or aisle?  
Can I have a seat next to my friend?

## Pronunciation intonation

**4** [1.20] Ask students to read the phrases and think about how they might sound. Then play the recording for them just to listen; then play it again for them to mark the intonation, and once more to check. Elicit answers from the class.

### ANSWERS

- 2 Window or aisle?  
3 Credit card or cash?  
4 Bus or train?  
5 North or south?  
6 First or second?

### Extra activity

Play the phrases again, pausing after each one for students to repeat chorally and individually. After that they can practise in pairs, monitoring each other's production.

**5** Ask students to re-read the phrases in the communication box, then work in pairs to roleplay the conversations as indicated in the rubric. Encourage them to speak with expression. Circulate and monitor their conversations.

**6** Students swap roles and repeat the conversations from Exercise 5.

### Homework

Ask students to write two new dialogues of their own between themselves (as passenger) and a driver, and at an airport check-in desk.



### 3e Quick communication

#### Lead-in

##### Personal response

Ask the class to say what the last note they wrote was, and who it was to.

#### Writing notes and messages

1 Ask students to read the notes and match them with the reasons for writing individually, then check with a partner. Elicit the answers from the whole class.

##### ANSWERS

1 d 2 b 3 e 4 c 5 a 6 c 7 d 8 b

#### Writing skills writing in note form

2a Read the rubric and examples with the class, then ask students to find more examples in the notes. Elicit the answers from the class.

##### ANSWERS

articles: 1 **the** airport 2 **the** bus 4 **the** train  
5 **the** tickets

pronouns: 1 meet **me** 2 **I** am sorry, **I** will be

auxiliary verbs: 1 **is** that OK? 2 bus **is** late

polite forms: 1 **Can** we meet 3 **Can** you call

2b Read the example, then ask students to do the same with sentences 2–5. Ask them to check with a partner before eliciting the answers.

##### SAMPLE ANSWERS

- 2 Thanks for booking train tickets. Pay you at station.
- 3 Take underground to Oxford St – Moon café end platform 1.
- 4 Peter wants to come in taxi. Call and tell him where to meet.
- 5 Flight 1 hr late. Meet at arrivals at 5.

3 Ask students to work in pairs to write a message for each situation.

##### SAMPLE ANSWERS

- 1 Working late. Arrive bus station 1 hr later.
- 2 Take taxi outside station into city centre.
- 3 Can't travel on underground. Will go by bus. Meet check-in.

4 Ask students to work in pairs to do this activity. Once they've passed their message to one partner, they can pass it to another one.

#### Homework

Ask students to write four full messages of their own, and then produce the shortened version of each.

### 3f Indian railways

#### Before you watch

- 1 Students work in groups. Ask them to look at the photo and caption and discuss the questions.
- 2 Before watching the video, ask students to complete the sentences with the option they think is correct.

#### While you watch

3 Play the whole of the video for students to check their answers from Exercise 2.

##### ANSWERS

- 1 two million
- 2 one billion
- 3 nineteenth
- 4 38,000
- 5 1929
- 6 four billion
- 7 one and a half million

4 Give students time to read the questions, then play the video again and ask students to answer the questions.

##### ANSWERS

- 1 1853
- 2 yes
- 3 to make sure the track is in good condition
- 4 people selling food, performance artists
- 5 talk, play games and tell stories

5 Ask students to complete the phrases with words from the glossary.

##### ANSWERS

- 1 rush hour
- 2 impressive
- 3 employer
- 4 workforce

#### After you watch

- 6 Students work in pairs to roleplay a conversation between passengers, according to the instructions.
- 7 Elicit ideas from the class about what the quote means.
- 8 Students work in pairs to discuss the questions.



### Videoscript

- 00.00–00.06** At the Victoria Terminus in Mumbai, India, it always seems to be rush hour.
- 00.08–00.12** Every day, approximately two million passengers pass through this train station.
- 00.13–00.26** The journey to Mumbai is often very stressful. But in this country of over a billion people, the best way to travel is by train.
- 00.28–00.32** The British built the railways in India in the 19th century.
- 00.35–00.59** The first steam train in India was in 1853. Now, the Indian Railways travel along 38,000 miles of track. Many of the trains have impressive names like the Himalayan Queen and Grand Trunk Express. The Grand Trunk Express has travelled up and down the country since 1929.
- 01.00–01.10** Most of India Railways' four billion passengers a year live in big cities. But even rural villagers do not usually have to walk for more than a day to get to a station.
- 01.11–01.29** With over one and a half million people on its staff, India's railways are the world's largest employer. From the Indian Railways minister down to the key man who makes sure every inch of track is in good condition, the huge workforce keeps this enormous system running.
- 01.30–01.33** The railway stations are often an amazing mix of people.
- 01.33–01.42** There are people selling food, porters carrying bags, and sometimes performance artists.
- 01.43–end** But the railway is more than just a way to travel. It is like a miniature India. In the second class carriages, there are people from all over the country, from different classes and cultural backgrounds. They talk, play games and tell stories. For travellers, the Indian railways are their own adventure.

### UNIT 3 Review

#### Grammar

1 Ask students to complete the article with the correct form of the adjectives.

##### ANSWERS

- |               |           |
|---------------|-----------|
| 1 the largest | 5 better  |
| 2 the worst   | 6 best    |
| 3 polluted    | 7 popular |
| 4 faster      | 8 cleaner |

2 Ask students to work in pairs to do this comparison task. It might be useful to have some details about neighbouring countries handy for them to check.

#### Vocabulary

3 Ask students to complete the sentences with transport words.

##### ANSWERS

- |           |              |
|-----------|--------------|
| 1 commute | 4 limit      |
| 2 rush    | 5 pedestrian |
| 3 jam     | 6 ferry      |

4 Students complete the sentences with a preposition.

##### ANSWERS

- 1 up    2 off    3 off    4 on    5 in, on

#### Real life

5 Ask students to order the lines of the conversation to make a dialogue at the ticket office.

- 1 Hi. I'd like a ticket to Moscow, please.  
 6 At ten thirty. Here's your ticket.  
 2 Single or return?  
 4 OK. A single ticket is 61 euros. Is that OK?  
 7 Thanks. Which platform does it go from?  
 5 Yes, that's fine. What time is the next one?  
 8 Platform eight.  
 3 Single, please.

6 Ask students to work in pairs to do this roleplay. They can use elements from Exercise 5 in their conversation.

#### Speaking

7 Ask students to ask and answer the questions in pairs, giving reasons for their answers.




# Unit 4 Adventure

## Lead-in

### Personal response

With books closed, ask: *What do you understand by the word 'adventure'?* Elicit some ideas from the students. Then ask: *What is the biggest adventure you have ever had?* Ask them to tell a partner about it. (If they cannot come up with an adventure of their own, they can describe one they have read about, or seen in a film – either real, from a documentary, or invented, from a feature film.) Elicit some of their answers, especially those which are personal.

1 Say: *Look at the photo. Where are the people? Does it look exciting or dangerous?* Ask students to discuss the questions in groups of four. Ask further questions to elicit their feelings about the cave, e.g. *How would you feel if you were in the cave? Would you like to go there? Why / why not?*

2  [1.21] Ask students to read the three questions and think about possible answers, then play the recording and have them answer the questions.

### ANSWERS

- 1 Because he goes caving; it's a dangerous activity where you have to take risks.
- 2 Because you have to climb up and down and crawl on your hands and knees.
- 3 It's an incredible place, a gigantic room, like a different world.

## Audioscript [1.21]

My name's Vic and I live in the state of Tennessee. During the week I work in a bank but at the weekends I go caving. Colleagues at work think I'm a bit crazy because it's dangerous and sometimes you have to take risks but I like the challenge. Every cave is a new adventure. I think my biggest achievement so far was reaching Rumbling Falls Cave. It's a really challenging cave because you climb down a hole that's about twenty metres into the ground. Then you go up two waterfalls and through a cave on your hands and knees for nearly a mile so you need to be physically fit. But at the end, you suddenly come to what we call the Rumble Room. It's an incredible place. It's a gigantic room – and it's like a different world.

## Vocabulary notes

Check students know these words:

*cave* = a natural hole in the ground

*caver* = a person who explores caves for a hobby

*to go caving* = to explore systems of caves

*crazy* = mad; strange

*to take risks* = to do something which is very dangerous

*a challenge* = something which tests you

*an achievement* = something important which you complete

*incredible* = something you cannot believe

*gigantic* = enormous; very, very big

## Background information

The Rumble Room was discovered in 1998 when a group of cavers were mapping the Rumbling Falls cave system in eastern Tennessee, USA. The Rumble Room is the second largest cave discovered in the USA. To get to it, you first drop 24 metres into a pit, crawl through a waterfall, go through a first passage which is 3–5 m wide, but only 0.3 m high, then through a 152 m passage which is 9 m high, but only 0.2–0.6 m wide. Then there is a 61 m drop down into the bottom of the cave. But the 'bottom' is actually a pile of rocks which have fallen – and are still falling – from the roof. At times the pile is 9 m deep. Below the Rumble Room there are 23 km of caves, with a river running through them that is 12–15 m wide and up to 2 m deep in places. In order to take this photo Chris Anderson needed ten people to hold lights in different places. It only shows part of the Rumble Room – the rest is behind the camera.

3 Ask students to match the words and their definitions.

### ANSWERS

1 a    2 c    3 b

4 Ask students to work in groups of three or four to discuss the questions.

### ANSWERS

Students' own answers

## Extra activity

Ask some of the students to tell the class either about their own biggest achievement or challenge, or that of someone else in their group.



## 4a Adventurers of the year

### Lead-in

#### Personal response

Ask students to think for a minute or two about an adventure that they want to have in the future. They should discuss it with a partner first, who should ask questions about their ideas. They should then take it in turns to describe what they want to do.

### Reading

**1** Ask students to read the six phrases they have to categorise before they read the article. Also, check that they understand how the Venn Diagram works, with things that only one of the two people does in the circles on the left and right, and things that they both do in the overlapping centre. Once they have completed their diagram, they should check with a partner. Elicit answers from the whole class. You may want to draw the diagram on the board and complete it as they give the answers, or have them come up and write the answers in themselves. Note that the answer to 6 is not given directly – one has to assume it from what the people did.

#### ANSWERS

Edurne Passaban: 3, 4, 6  
Both of them: 2, 5  
Steven Shoppman: 1

**2** Ask students to read and answer the questions, then check with a partner. Elicit the answers from the whole class.

#### ANSWERS

- 1 climbing the world's 14 tallest mountains
- 2 because of her climbing achievements
- 3 to go on a road trip round the world
- 4 going across a minefield

### Vocabulary note

Check that students know these words and phrases from the article:

*to vote* = to make an official choice about something or someone, often by putting an X next to somebody's name on a piece of paper

*a nine-to-five job* = a routine office job

*an ambition* = a desire to do something in the future

*to take a risk* = to do something you know is dangerous

*a minefield* = an area of land where soldiers have put bombs under the ground

### Extra activity

Ask students to look at the two pictures and describe what they can see. Ask them to contrast the two situations, in terms of location, climate, clothes, level of danger.

### Grammar past simple

**3** Ask students to underline the verbs and answer the two questions. In feedback, read the examples in the grammar box on page 47 with the class. Students can also look at the information on page 159 and do the exercise there if you feel they need more clarification and practice.

#### ANSWERS

Verbs: lived / climbed / studied / didn't want / finished / didn't climb

1 -ed 2 did

### Grammar note

Write these regular verbs on the board: *dance, work, plan, study*

Ask students what is different about how you make the regular past simple for each one (*dance*: + -d; *work*: + -ed; *plan*: double the *n* + -ed; *study*: change *y* into *i* + -ed)

Make sure they realise that this pattern applies to all similar regular verbs. Practise this by giving them the following verbs to change into the past simple:

*talk, move, try, hate, chat, cry, slip, play* (answers: *talked, moved, tried, hated, chatted, cried, slipped, played*)

### Pronunciation /d/, /t/ or /ɪd/

**4** [1.22] Ask students to say the first three verbs in the exercise (*lived, finished, wanted*) and notice the way the -ed ending is pronounced differently: /d/, /t/ and /ɪd/.

Ask students to read through the other verbs to themselves and try to decide what the ending should be. Then play the recording through a couple of times and ask them to write the sound they hear. They can then check with a partner. Elicit the answers from the whole class. Then play or say the verbs again and have students repeat them chorally and individually. Note that the sound in 4, *studied*, is /ɪd/ because there is already an *i* before the -ed ending.

#### ANSWERS

4 /ɪd/ 5 /ɪd/ 6 /t/ 7 /ɪd/ 8 /d/

**5** Ask students to read through the list of irregular verbs and then find the past simple forms in the text.

#### ANSWERS

2 drove	7 had
3 found	8 knew
4 got	9 took
5 went	10 thought
6 grew up	

**6** Ask students to complete the text individually, then check with a partner. Elicit the answers by having them read complete sentences.

#### ANSWERS

2 studied	6 didn't want
3 didn't become	7 went
4 loved	8 took
5 got	



**7** Ask students to read through the questions and then answer them individually; they can then check with a partner. Elicit the answers by having different students ask the questions and others give the answers. Read the grammar box about past simple questions with students and check that they understand the information. They can look at the examples and exercises on page 159 if you feel that they need more practice.

## Teaching note

You will need to make a decision about how you want students to answer these questions. The more natural answers would be short answers, e.g.

*When was he born? In 1952.*


However, teachers often require students to give a so-called 'full' answer, in order to check their ability to use the structure being studied, e.g.

*When was he born? He was born in 1952.*

This is not, however, what a native speaker would reply.

## ANSWERS

- 1 in 1952
- 2 at the university in Tehran
- 3 photography
- 4 He got a job with a local newspaper.
- 5 No, he didn't.
- 6 in 1978

**8**  [1.23] Ask students to work in pairs. They should read through the answers, then reread the article before writing the questions. Pairs can compare with each other when they have finished. Elicit the answers by having different students ask the questions and others give the answers. Ask the rest of the class if they agree and listen to any alternatives they offer. Then play the recording for that particular question/answer to check.

## Audioscript and key [1.23]

- 1 Where did Edurne Pasaban live?  
In the mountainous Basque region of Spain.
- 2 When did she climb her first mountain?  
When she was fourteen.
- 3 What did she study at university?  
Engineering.
- 4 When did Steven Shoppman and Stephen Bouey drive round the world?  
From 2007 to 2010.
- 5 What did they go across?  
A minefield.
- 6 What did they find?  
That the world wasn't as dangerous as they thought.

## Speaking

**9** Ask students to read through the prompts, and then write eight to ten questions to ask their partner. If students already know each other well, ask them to write questions about things they don't know about each other and would like to find out. Alternatively, ask them to work with someone in the group who they do not know well, if this is possible. Help them to form these questions if they do not have the necessary vocabulary. Circulate and check that their questions are correct.

**10** Ask students to get into their pairs, ask their questions and note down the answers.

**11** Ask students to work with a new partner and tell them about their first partner's life. Encourage them to ask follow-up questions about the information they are given.

## Homework

Ask students to write up the biography of their first partner into a paragraph or two. Then in the next class they should exchange their writing with the first partner, and check for factual and linguistic accuracy.



## 4b The survivors

### Lead-in

#### Personal response

Ask students what they understand by the word *survivor*. You could write it in the middle of the board, and start a mind map of ideas connected to it, e.g. start with *situation* and elicit what that might be (a war, a terrible accident etc.), then write *Who?* and elicit that the survivors are the ones who didn't die. You could also include *How?* (e.g. salvaging food from a wreck, building shelters, finding wild food, getting help etc.)

### Vocabulary and speaking personal qualities

1 Ask students to look at the picture and make suggestions about what is happening and where the people are. Elicit answers to the questions in the book.

#### SAMPLE ANSWERS

- 1 Very dangerous, especially if you are not fit or well prepared.
- 2 People who enjoy adventure and who are very determined and competitive.

2 Read through the adjectives with the class, and check that they understand what they mean. Then ask students to read through the sentences 1–8 and match one adjective to each sentence. They should do this individually, then check with a partner. Elicit the answers and read the information in the *Wordbuilding* box with the class. Refer to page 35 of the Workbook for more practice.

#### ANSWERS

- |               |               |
|---------------|---------------|
| 1 experienced | 5 patient     |
| 2 determined  | 6 reliable    |
| 3 ambitious   | 7 intelligent |
| 4 careful     | 8 decisive    |

### Vocabulary notes

*ambitious* = wanting to achieve great things  
*careful* = not doing anything risky or dangerous  
*decisive* = making decisions and acting on them  
*determined* = wanting to do something strongly  
*experienced* = having had a lot of practice of something  
*intelligent* = able to use one's brain well  
*patient* = taking things slowly, ready to wait, being calm  
*reliable* = always ready to help, whatever the situation

### Extra activity

Ask students to add a prefix to the other adjectives in Exercise 2 in order to change the meaning:

*inexperienced, unintelligent, unreliable.*

Note that with *careful* you cannot add a prefix, but you can change the suffix from *-ful* to *-less* to make the opposite meaning, *careless*.

3 Read the list of people with the class and ask students to write the sentences in pairs. Then ask them to share their sentences with the rest of the class and compare their ideas.

#### SAMPLE ANSWERS

- A close friend is reliable, you know you will always have their help and support.  
 A language learner should be patient and determined, it takes time to learn a language well.  
 A news photographer is decisive, they need to move quickly to get important photos.  
 A President is ambitious and determined to get to such an important position.  
 A sports competitor needs to be determined to do well.  
 A TV presenter is decisive, you need to be able to make quick decisions.

### Listening

4 [1.24] Ask students to read the names of the three survivors and the three situations before you play the recording. You may need to play the recording twice for them to be able to answer.

#### ANSWERS

- 1 b    2 c    3 a

### Audioscript [1.24]

I = Interviewer, W = Sandy Weisz

I: Normally we only hear bad news so it's good to have some good news from time to time. For example, did you hear in the news about Maria Garza? She was sitting on an aeroplane in Denver airport with her one-year-old child when she saw a fire from the window. It was coming from one of the engines. Did you read that? No? It was amazing. While the other passengers were running to the exits, Maria climbed out of the window and onto the wing of the plane. She saved her daughter's life and she was pregnant at the time! So, in fact she saved three lives.

In today's programme we're talking about why some people are survivors. We want to know what makes these people so special. For example, what are their personal qualities? Here to help us answer that question is Doctor Sandy Weisz. Sandy is a doctor of psychology and an expert in survival skills. So, Sandy, what kind of person is a survivor?

W: Well, the story of Maria Garza is a good one because she showed a personal quality that all survivors have.

I: Which is?

W: They are always decisive. They always think and move very quickly and so she saved three lives. It's an important quality in a difficult situation. Another important quality they need is determination. For example, did you read about thirteen-year-old Bethany Hamilton? She showed real determination. One day



when she was surfing a shark attacked her and she lost an arm. It was an incredible story. With one arm, she swam back to the beach.

- I: Incredible, and there was another recent similar story ... err that couple ... the Carlsons.
- W: Sorry, what were they doing?
- I: They were sailing their boat when a wave hit them. The boat sank and they were at sea for thirty-one days.
- W: Oh yes, I remember that story. But they were experienced with boats so skill and knowledge probably saved them more than anything else.
- I: Right. So, what if I don't have special personal qualities or skills? Is there anything I can do?
- W: Yes, there is. Most survivors don't normally take risks.
- I: What do you mean?
- W: Well, on an aeroplane, the survivors usually wear seat belts. At sea, you take extra food and water. On a mountain, a climber always wears warm clothes ...
- I: Right. I suppose we normally think survivors are risk-takers but in fact most of them are quite careful.
- W: Exactly. We all take risks – even when we walk across the road – but most survivors don't take unnecessary risks.

**5** [1.24] Ask students to read the four sentences and possible conclusions and write any answers they think they remember. When they listen again they should check and complete their answers.

Play the recording – possibly twice – and then ask them to check with a partner before eliciting the answers. If there are any particular problems, isolate the relevant part of the listening and play it two or three times more.

**ANSWERS**

- 1 c    2 c    3 a    4 a

**6** Ask students to work in groups of four to discuss this question. Ask the whole class to feed back and see what the other groups thought.

**Grammar past continuous**

**7** Ask students to read the extract and look at the highlighted verbs. Ask them to answer the questions individually, then check their answers with a partner. Elicit the answers from the whole class, then read the examples and explanation in the grammar box. Refer students to the further information and exercise on page 159 of the Student's Book.

**ANSWERS**

- 1 Yes, they do.  
 2 saw, climbed out  
 3 was sitting, were running  
 4 *was / were + -ing*; the auxiliary is the past simple of the verb *to be*; the main verb is in the *-ing* form (the present participle).

**Grammar note**

Note that as well as the common use of one past action (using the past simple) interrupting another (using the past continuous), and connected by *when / while*, it is also possible to use two past continuous verbs together to indicate two past actions running parallel, e.g.

*I was cutting up the carrots while my mother was frying the meat.*

*While my brother was doing his homework, I was watching the TV.*

**8** Ask students to do this text completion activity individually, then check with a partner. Elicit the answers from the class by having students read whole sentences.

**ANSWERS**

- |                |                   |
|----------------|-------------------|
| 1 was shining  | 5 didn't have     |
| 2 was surfing  | 6 saw             |
| 3 swam         | 7 weren't working |
| 4 were sailing | 8 were running    |

**9** Ask students to work in groups of four to discuss the three stories and decide which was the most amazing and why. They can then tell the rest of the class, and the whole class can discuss it.

**Pronunciation was**

**10** [1.25] Ask students to read the sentences to themselves first, and predict how *was* should be pronounced. Play the recording two or three times while they just listen. Then play it again and pause after the first sentence for students to repeat it chorally and individually. Do the same with the other two sentences. Then have students say all three sentences one after the other. They can practise in pairs, listening for each other's pronunciation.

**Speaking**

**11** Ask students to read through the list of events, and see which of them apply to them. They should then think of appropriate sentences like the one in the example, using past continuous and past simple. If none of them apply, then they can invent situations of their own. They should then tell a partner. If they have sentences for all five situations, then they should tell all five of them. As the partners listen, they should check for grammar and pronunciation correctness.

**12** Ask students to think of three other events from their own past where they can combine past continuous and past simple correctly. Again, they should tell a partner.

**Homework**

Ask students to find a story about a survivor and write about what the person did and which of the survival skills were shown, in their own words. Back in class they can read each others' stories.



### 4c The right decision?

#### Lead-in

##### Personal response

Ask students how they make big decisions in their lives. Do they make a list of advantages and disadvantages? Do they always discuss them with someone else? Are they quick or slow to decide? Ask them to discuss it with a partner, and compare their strategies. Elicit a few of their processes from the whole class.

#### Reading

1 Ask students to think about the questions, and come up with some answers to tell a partner. Elicit some ideas from the whole class.

#### Vocabulary note

Pre-teach the following vocabulary:

*base camp* = the first camp at the bottom of the mountain

*the north face* = a vertical wall of a mountain facing north

*the summit* = the top of the mountain

*a mountain ridge* = a long narrow mountain top, with a drop on each side

*to lower down* = to stand somewhere high, and let something down slowly on a rope

*the glacier* = a slow-moving 'river' of ice

*a cliff* = a very steep, possibly vertical wall of rock

*in mid-air* = suspended in the middle of nothing

*a crevasse* = a deep crack in the ice

*to abseil* = to let oneself down a steep wall on a rope

*to crawl* = to move on hands and knees

2 Ask students to think about the two questions and read the text to find the answers.

#### ANSWERS

- 1 Yates decided to cut the rope, letting Simpson fall, in order to save himself.
- 2 Simpson decided to abseil to the bottom of the crevasse and try and find a way out.

3 Ask students to decide if the sentences are true or false individually, then check with a partner. Ask fast finishers to correct the false sentences. Elicit the answers from the whole class.

#### ANSWERS

- 1 F (they were climbing down the mountain)
- 2 F (they did reach the summit, or top, but they didn't stay long)
- 3 T
- 4 F (he looked and called for him)
- 5 T

#### Vocabulary geographical features

4 Ask students to match the words and pictures individually, then check with a partner. Elicit the answers from the whole class.

#### ANSWERS

- |              |            |
|--------------|------------|
| 1 cave       | 6 cliff    |
| 2 ridge      | 7 lake     |
| 3 summit     | 8 glacier  |
| 4 mountain   | 9 crevasse |
| 5 north face |            |

#### Critical thinking identifying opinion

5 Read the question and ask students to look at the article again and match the people 1–3 to the opinions.

#### ANSWERS

- 1 wrong decision
- 2 right decision
- 3 we don't know, the text doesn't say

6 Ask students to get into groups of four and discuss Yates's decision; ask them to come to a conclusion as a group. Then ask the groups to explain their decisions to the class, and discuss them further.

#### Extra activity

The groups could also discuss Simpson's decision to abseil to the bottom of the crevasse.

#### Vocabulary in, on, or at

7 Ask students to complete the rules individually, then check with a partner. Elicit the answers from the whole class.

#### ANSWERS

- 1 in    2 on    3 at    4 in, on, at

#### Extra activity

Ask students to choose the right preposition to complete the following expressions:

- |                   |                       |
|-------------------|-----------------------|
| 1 _____ January   | 7 _____ last          |
| 2 _____ Monday    | 8 _____ Christmas Day |
| 3 _____ the end   | 9 _____ 2008          |
| 4 _____ 21st June | 10 _____ ten minutes  |
| 5 _____ the 1990s | 11 _____ the 1500s    |
| 6 _____ summer    | 12 _____ the morning  |

Answers: 1 in, 2 on, 3 at, 4 on, 5 in, 6 in, 7 at, 8 on, 9 in, 10 in, 11 in, 12 in



## Speaking

**8** Ask students to do this activity in pairs. Ask them to match the times and the events, and check that to see that they all have done this correctly before they continue with telling the story.

Pairs can then tell their version of the story to another pair.

### ANSWERS

in May 1985 / on Day 1 – started climbing Siula Grande  
 three days later – stood at the top of the mountain  
 at the last second – cut the rope  
 at four o'clock in the afternoon – crawled near to base camp  
 in the middle of the night – heard his name  
 in 1988 – wrote a book

### Homework

Ask students to produce a written version of the story from memory, without looking at their Student's Books.


## 4d A happy ending

### Lead-in

#### Personal response

Ask students to think of a story which has a happy ending – it can be a folk story, the story from a film, a novel, a newspaper story. They should tell it to a partner. Ask some students to tell their story to the whole class.

### Real life telling a story

**1**  [1.26] Ask students to read the questions carefully to enable them to focus their listening. Check any vocabulary they are unsure of. Play the recording – maybe twice. Ask students to check their answers with a partner. Elicit the answers from the class. If anything is problematic for everyone, isolate and replay that part of the recording for them several times.

### ANSWERS

- 1 bad
- 2 early on Saturday morning
- 3 near a garage; a mechanic at the garage
- 4 because it was getting dark
- 5 It started raining.
- 6 to a hotel

### Audioscript [1.26]

**A:** Hi Mark. How was your camping trip?

**B:** It was great in the end but we had a terrible time at the beginning.

**A:** Why?

**B:** First, we left the house early on Saturday morning but after only half an hour the car broke down.


**A:** Oh no!

**B:** Fortunately, there was a garage nearby and the mechanic fixed the problem. But when we arrived at the forest, it was getting dark. After we drove around for about an hour we finally found the campsite but it was completely dark by then. Unfortunately, it started raining so we found a nice hotel down the road!

**A:** That was lucky!

**B:** Yes, it was a great hotel and in the end we stayed there for the whole weekend.

**A:** Sounds great!

**2**  [1.26] Ask students to read the dialogue and complete the gaps with words which they think are suitable. (This is good practice for using context to understand words.) Then play the recording for them to check their ideas and complete any gaps. Elicit the answers, asking students to read out the full completed sentences.



ANSWERS

- |               |                 |
|---------------|-----------------|
| 1 First       | 5 finally       |
| 2 Fortunately | 6 Unfortunately |
| 3 when        | 7 in the end    |
| 4 After       | 8 Sounds great  |

**3** Read through the box with the class, and make sure that they understand the sections and the examples. Then ask them to write the expressions from Exercise 2 in the appropriate section. They should do this individually, then check with a partner. Elicit the answers from the whole class.

ANSWERS

Sequencing the story: first ..., when ..., after ..., finally, in the end ...  
 Introducing good / bad news: Fortunately ..., Unfortunately ...,  
 Responding to good / bad news: Sounds great!

**Pronunciation intonation for responding**

**4** [1.27] Play the recording through a couple of times while students listen and follow. Then play it again, pausing after each expression for students to repeat chorally and individually. Encourage them to speak with real expression.

**Audioscript** [1.27]

Why?  
 That was a good idea!  
 Oh no!  
 Sounds great!

**5** Ask students to work in pairs and read the dialogue – emphasise the need for expression. They should change roles (and possibly also change partners) and do it again. Circulate and monitor their use of intonation.

**6** Ask students to read through the prompts. Ask them to think how they would tell the story, using sequencers and expressions for introducing good or bad news. They should also think about how to respond when they listen. Ask them to get into pairs, with one telling the story and the other responding. They should do it again, changing roles and possibly partners, too.

**7** Ask students to think about a bad journey they had (or something that happened to someone they know, or that they read about). They should note down the key parts of the story as cues (as in the bicycle story in Exercise 6). Then they should decide which sequencers and expressions they want to insert where. Finally, they should tell their story to a partner, who should respond appropriately.

**Homework**

Ask students to produce a written dialogue version of their story, also containing the responses of the listener.

**4e A story of survival**

**Lead-in**

**Personal response**

Ask students if they recall any recent world or local news stories about accidents or natural disasters. Ask them to tell the story. Were people killed, injured or did they survive?

**Writing a true story**

- 1** This activity should flow on naturally from the lead-in. Ask students to discuss the questions with a partner, then report back to the class. Elicit examples of news stories with bad and happy endings.
- 2** Ask students to read the list of information which might be included in a news story, and make sure they understand the language. Then ask them to read the news story and decide what elements were included.

ANSWERS

The story includes information about the location, the people (but minimally – three teenage boys), how the situation ended, a happy ending.

**Writing skill using -ly adverbs in stories**

**3** Read the sentence from the story. Elicit or remind students that we can make many adverbs by adding *-ly* to the adjective (*sudden – suddenly*). Ask them to look for other examples in the news story.

ANSWERS

immediately, sadly, eventually, safely, badly, surprisingly, happily

**4** Read through the information about *-ly* adverbs in the box with the class, and discuss the explanation and examples. Ask students to classify the seven adverbs they found in the news story in Exercise 3 into the three categories given.

ANSWERS

Type 1: immediately, sadly, eventually  
 Type 2: suddenly, safely, happily  
 Type 3: badly, surprisingly

**Grammar note**

Note that in the type 2 sentence, the adverb (*slowly*) can also go immediately after the verb: *He swam slowly towards the island. He walked quickly towards the door.*

**5** Ask students to rewrite the sentences using the adverbs, then check their answers with a partner. Elicit answers from the whole class.



**SAMPLE ANSWERS**

- 2 The sun was shining brightly.
- 3 The man (quickly) jumped (quickly) into the car (quickly). (3 correct options)
- 4 They were nearly at the top of the mountain but one of them (suddenly) slipped (suddenly). (2 correct options)
- 5 Fortunately, Gill had an umbrella.
- 6 The Amazon river was amazingly long and they were lost for days.
- 7 They (slowly) walked (slowly) back (slowly) and looked into each other's eyes. (3 correct options)
- 8 They were lost in the forest for hours but (eventually) they (eventually) found the road again (eventually). (3 correct options)

**6** Read the instructions with the class. You can also add that the story can be one they heard about on the radio or TV news or read about in a book, as long as it was true and not fiction. Ask students to make notes about the story under the questions given.

**7** Ask them to write their story, adding *-ly* adverbs where possible. This could be done for homework.

**8** Ask students to work in pairs to read and check their stories as described.

**Extra activity**

If you and the students wish, have some of them read out their stories to the class.

**4f Alaskan ice climbing**

**Before you watch**

**1** Students work in groups. Ask them to look at the photo and discuss the questions. Take feedback from the class.

**2** Before watching the video, ask students to match the words with the meanings.

**ANSWERS**

- 1 c                      2 a                      3 b

**While you watch**

**3** Play the whole of the video for students to check their ideas from Exercise 2.

**4** Give students time to read the events. Then play the video again and ask students to put the events in the order they see them on the video. Check the answers and if necessary play parts of the video again.

**ANSWERS**

- a 8    b 2    c 4    d 1    e 7    f 5    g 3    h 6

**5** Give students time to read the topics, then play the video for them to write the notes.

**SAMPLE ANSWERS**

- weather: rain and fog, cloudy with some sun when they reach the glacier
- the glacier: Matanuska, 27 miles long and 2 miles wide
- the guides: Colby Coombs and Caitlin Palmer, good climbers
- the equipment: crampons, ropes, ice picks
- the dangers: can fall into a crevasse or get lost and die from the cold

**After you watch**

**6** Students work in pairs to roleplay telling a friend about a trip, according to the instructions.

**7** Elicit ideas from the class to answer the question

**SAMPLE ANSWERS**

They are confident and experienced.

**8** Students work in pairs to discuss the questions.



Videoscript

**00.14–00.27** There's only one thing that's certain about the weather in Alaska ... it changes all the time! There's rain, wind, snow ... and sometimes it's fine with lots of sunshine.

**00.29–00.43** But today, there's rain and fog all the way from Denali National Park to the town of Talkeetna. There, a group of visitors is planning to fly onto a glacier and ski down it. But the weather has other plans.

**00.43–00.49** **Visitor** So, can we go today?

**Colby** Er, not until the pilots are comfortable with the weather.

**00.50–01.12** Colby Coombs then explains that the clouds are too low, so the group can't fly. Colby and Caitlin Palmer are mountain guides. They run a climbing school. They teach beginner climbers and help experienced climbers to reach the top of Denali, also known as Mount McKinley. It's the highest mountain in North America.

**01.13–01.21** Colby and Caitlin are good climbers. They're not usually doubtful when they're in the mountains. But even they won't take a small plane out in bad weather.

**01.22–01.27** **Colby** It's kind of ornery weather ... you usually have to factor in a day or two to put up with bad weather.

**01.28–01.41** So, Colby and Caitlin decide on another plan. Instead of taking the group to ski down a glacier, they will take them to climb up one. One that they can reach by car: the Matanuska glacier.

**01.43–02.03** Matanuska is a very big glacier. It's 27 miles long and two miles wide. The name 'Matanuska' comes from an old Russian word for the Athabascan Indians who live in the area. The glacier is in a low area that has many trees. It formed 2,000 years ago, but it's always changing.

**02.04–02.13** The group gets ready to climb one of Matanuska's formations, a 30-foot wall of ice. Caitlin explains how to climb it, and it's not going to be easy.

**02.14–02.34** **Caitlin** The most stable you're going to be is when you have all the points of your crampons sticking on the ice. Erm, front points in ... heels down. And if you're going to place a tool ... really solid. OK off we go.

Great.

**02.41–02.46** The hike across Matanuska is beautiful. But, it can also be very unsafe.

**02.48–03.08** One summer, a young man fell into an opening in the ice called a cirque and died. There are also stories of beginner hikers who get lost and almost die from the cold. There are crevasses everywhere as well. The climbers have to be careful; they could easily fall in.

**03.10–03.22** The group walks across the glacier. It's very cold; they have to keep moving to stay warm. Finally, they reach solid ice – the heart of the glacier.

**03.23–03.53** From here, it's a wonderful view. There's a glacial lake with many seracs in the background. Seracs are large pieces of blue glacial ice that stick up in the air. The pieces are made when the glacier moves. Colby explains that an area with many seracs is called an 'ice fall'. He also adds that they can make the area unsafe. This is because the seracs are very big and may fall. He adds that a good climber wouldn't hike below an ice fall!

**03.56–04.06** The group enjoys climbing the glacier. It's hard work, but Colby and Caitlin make it look easy.

**04.11–04.12** **Woman Climber** Whoops – that was bad!

**04.13–04.14** Next, one of the new climbers tries.

**04.15–04.16** **Woman Climber** Here I come!

**04.28–04.33** It's a very special feeling as they get to the top!

**04.36–04.37** **Woman Climber** Whoah! Thank God for the rope!

**04.38–04.49** Alaska is home to 100,000 glaciers. These people can say they have successfully climbed one – Matanuska. Now, just 99,999 more glaciers to climb!

**04.50–04.53** **Woman Climber** OK, I'm up! I made it! Whoo!

UNIT 4 Review

Grammar

**1** Ask students to work in pairs to discuss their ideas about the photo.

**2** Ask students to check their ideas from Exercise 1, then complete the text with the past simple form of the verbs in brackets.

ANSWERS

- |              |             |
|--------------|-------------|
| 1 met        | 7 wasn't    |
| 2 took       | 8 became    |
| 3 didn't fly | 9 travelled |
| 4 went       | 10 wanted   |
| 5 visited    | 11 bought   |
| 6 got        |             |

**3** Ask students to use the prompts to make questions about the people in Exercise 2, then take turns to ask and answer the questions.

SAMPLE ANSWERS

- When did they meet? In 1986.
- Where did they get married? On the volcano.
- What did they want to do? Spend more time by the Kilauea volcano.
- Where did Steve take Donna? To Hawaii.
- What did they become? Volcanologists.
- What did they buy? A house near the volcano.

Vocabulary

**4** Students choose the correct options a–c.

ANSWERS

- 1 a    2 a    3 c    4 b

Real life

**5** Ask students to write sentences about what happened in the pictures, using the past simple.

SAMPLE ANSWERS

- 1 They climbed up the mountain, but it was very cloudy.
- 2 The clouds got lower and it started to rain.
- 3 They sheltered in a cave and lit a fire.
- 4 Next morning the sun shone and a helicopter arrived.
- 5 The helicopter rescued them.

**6** Students take it in turns to tell the story, using the words on the left, and respond, using the words on the right.

Speaking

**7** Ask students to write down five years (e.g. 2007, 2011) when important events occurred in their lives. They then work with a partner and take it in turns to guess what happened in those years.



# Unit 5 The environment

## Materials

Optional: pictures of interesting objects (or the objects themselves) that can be used as prompts for students to describe in Exercise 4.

## Lead-in

### Personal response

Divide the class into groups of four and ask them to think of a list of five problems to do with the environment which they think are important at the moment. Ask them to rank them in order of importance (from 1 – very important to 5 – least important). Then ask the groups to read their lists to the class to discuss and compare.


**1** Make sure students know the meaning of the materials in the list. Ask them to look at the picture and discuss the answer with a partner. Elicit responses from the whole class.

### ANSWERS

metal, wood, plastic

## Background information

George Sabra is an American sculptor who is based in Austin, Texas. He has produced sculptures for many situations, frequently using various recycled materials in them. In the sculpture in the picture, which is called *Matrix*, he used driftwood, computer parts and metal.

**2**  [1.28] Ask students to read the three questions to focus their listening. Play the recording through a couple of times for them to answer. Elicit the answers from the whole class.

### ANSWERS

- 1 computers, mobile phones, washing machines, cookers
- 2 He uses them in new ways.
- 3 the environment and recycling

## Audioscript [1.28]

Every day we use objects like computers, mobile phones and household appliances such as washing machines and cookers without thinking. So when you see a sculpture by the artist George Sabra, it's surprising because he uses these objects in new ways. Take the sculpture in the photo, for example. It looks like a strange animal and it's made of wood, metal and plastic. The body is wood from a beach. The round head is made of metal and the hair is made of metal and plastic computer parts. George makes these sculptures because he wants people to think about the environment and about recycling and reusing everyday objects.

**3** Read the expressions from the recording with the class, and explain that we use the highlighted phrases (*It's made of; they are for ... + -ing*) to describe objects. Read the example. Ask students to work with a partner and describe the other three objects using the same constructions. Elicit a range of suggestions from the class for each object.

### SAMPLE ANSWERS

A mobile phone is made of plastic and metal. You use it for sending text messages.

Scissors are made of metal. You use them for cutting paper.

A pen is made of plastic and metal. You use it for writing.

A tin can is made of metal. You use it to protect food.

## Grammar note

### *made of vs. made from*

Students often have trouble with these similar expressions. The difference between them is:

a) we use *made of* when we can still see the material the object is made of, e.g.

*This chair is made of wood.*

*That bowl is made of glass.*

*My bag is made of leather.*

b) we use *made from* when we can no longer recognise the original material the thing is made from, e.g.

*This wine is made from Merlot grapes.*

*Paper is made from wood.*

## Extra activity

Distribute the objects or pictures you brought to the class so that every student has something, but they should not let their partner see what it is.

Students work in pairs to roleplay a situation in a shop. They must imagine they want to buy the object they have the picture of, but they don't know the word for it and they have to describe it to the shopkeeper. Write the following prompts on the board.

A: *I want to buy something but I don't know what it's called. It's made of ... You use it for...*

B: *Ah! Do you mean a ... ? Is it a ... ?*

You could write the words for all the objects on the board to help the 'shopkeeper' students to guess the object.

**4** Start this activity yourself, by describing an everyday object to the class and asking them to decide what it is you are talking about. Then organise the class into pairs and ask them to continue the activity with their partner. They should each describe one object, then change partners and choose a new object to describe.



## 5a Recycling

### Materials

Optional: objects that can be recycled (those from the box in Exercise 2 and other items)

### Lead-in

#### Personal response

Ask students what words and expressions they can think of using the root *cycle*, e.g. *bicycle*, *the life cycle of a butterfly* (egg–caterpillar–chrysalis–butterfly), *the water cycle* (rain – rivers and lakes – sea – clouds). Ask them what they think the word *cycle* means and establish the idea that it refers to something going round and coming back to where it started.

### Vocabulary household items

- 1 Ask students what they understand about *recycling* given the discussion in the lead-in. Elicit the idea of using waste materials again. Ask students to answer the questions in an open-class discussion.
- 2 If possible bring in realia for the items in the box, ask students to name them and say what they have in common (i.e. they can be recycled). Ask students to decide which items should go into which bin.

#### ANSWERS

Compost: vegetable peel, coffee, eggshell  
 Glass: jar, bottle  
 Paper and cardboard: carton, cereal box, envelope, newspaper  
 Metal: aluminium foil, tin can  
 Plastic: yoghurt pot, plastic bag

### Vocabulary notes

*aluminium foil* = thin aluminium sheeting used for cooking or covering food  
*carton* = a cardboard box  
*cereal box* = a box for breakfast cereals such as cornflakes  
*yoghurt pot* = the plastic container used for yoghurt  
*jar* = a glass container that holds jam and other food  
*vegetable peel* = the skin of vegetables such as potatoes which you cut off (peel) before cooking  
*compost* = decaying plant material, often used on gardens as a fertiliser

### Extra activity

If you have brought additional realia continue the activity with these. Show items one by one and ask students to name or describe them, then sort them in the correct bin.

- 3 Read through the grammar box with the class and ask them to classify the nouns in Exercise 2 individually, then check with a partner. Elicit answers and write them in two columns on the board. Some nouns could be both, e.g. *newspaper* can be used as an uncountable noun if we are talking about using it as a material. If students need further examples and practice, refer them to page 160 of the Student's Book.

#### ANSWERS

Countable: carton, cereal box, eggshell, yoghurt pot, jar, envelope, newspaper, plastic bag, tin can  
 Uncountable: aluminium foil, coffee, vegetable peel

### Grammar note

Explain that you can use both the definite and indefinite article with countable nouns:

*I read a book about the environment last week.*

*What is the book you read called?*

But you can only use the definite article or no article with uncountable nouns:

*The orange juice is in the fridge.*

*I like orange juice.*

### Listening

- 4 [1.29] Ask students to read the two questions carefully to focus their listening. Play the recording through, twice, if necessary, then elicit the answers. Ask students to give their own opinions of recycling, e.g. *Do you think it's important to recycle? Or do you agree with Reg?*

#### ANSWERS

1 Sandra                      2 Reg

### Audioscript [1.29]

P = Presenter, R = Reg, S = Sandra

- P:** OK. So this week on Radio Talk, we're talking about recycling. We want to know: how much do you recycle? And do you think it's important? The phone lines are open ... and our first caller this morning is Reg from Cambridgeshire. Reg, you're on Radio Talk. Go ahead. Reg? Are you there?
- R:** Hello? Can you hear me?
- P:** Yes, Reg, I can hear you and so can about half a million other people. What did you want to say, Reg?
- R:** Well. A lot of people talk about recycling these days and they say it's good for the environment, but I'm not so sure. Take where I live, for example. There aren't any recycling centres in my town.
- P:** Really, Reg? But what about at your local supermarket? Are there any recycling bins there?



## UNIT 5 The environment

- R:** OK, yes there are some recycling bins I admit and a lot of people take their rubbish there. But listen to this. A lorry comes every single week to take it all away. I ask you! How is that good for the environment? Think about all the fuel it uses. No, I'm not convinced. And another thing ...
- P:** Actually Reg. I'm going to stop you there because on line two I have another caller. Line two? Are you there?
- S:** Hello, yes I'm here.
- P:** And what's your name?
- S:** Sandra.
- P:** OK Sandra. You are live on Radio Talk.
- S:** Well, I'm really angry with the man who was just on.
- P:** You mean Reg?
- S:** Yes. He's just like all the people who live round me. They don't recycle much stuff either.
- P:** What? None of them?
- S:** Well, not many people on my street recycle. I don't know about other parts of the town. Every week I see them. They throw away a lot of bags. I suppose some people recycle a little rubbish every week. They don't think they have time for recycling.
- P:** And do you ever say anything to them?
- S:** Yes, I do! I tell them. You only need a few minutes every day to separate your glass, plastic and paper. And there are a lot of places where you can take recycling. There's no excuse at all.
- P:** That's an interesting opinion Sandra, and so what I want to do is bring back Reg, who's waiting on line one ... Reg?
- R:** Hello?
- P:** Reg, I'd like to you reply to Sandra because she says it's easy to recycle. What do you say to that?
- R:** Well, she might be right but where I live you can't ...

### Grammar quantifiers

**5** [1.29] Ask students to read items 1–8 and a–h carefully. Then play the recording for students to match the two parts. Read through the information about quantifiers in the box with the class and ensure that students understand how we use these words. If they are unclear or need further practice refer them to page 160 of the Student's Book.

#### ANSWERS

1 g 2 d 3 c 4 h 5 a 6 b 7 e 8 f

#### Pronunciation note

Take care with the pronunciation of these quantifiers, which often have unstressed vowel sounds in them, for example in *I've got a lot of apples*, both *a* and *of* are unstressed, and so pronounced as a schwa: /ə/ and /əv/. This is the same for the *a* in *a few* and *a little*.

- 6** Ask students to decide which quantifiers are used to talk about small quantities, then check with a partner. Elicit the answers from the whole class.

#### ANSWERS

a little, not much, some

- 7** Illustrate the activity with an example or two using the substitution table. Then ask students to work in pairs to make true sentences.

### Reading

- 8** Ask students what they think is meant by the term *e-rubbish* (used electronic equipment). Then ask them to read the questions and answer them with information from the text. Read the information in the *Wordbuilding* box and refer to page 43 of the Workbook for further practice and information.

#### ANSWERS

- 1 not many
- 2 yes
- 3 not many
- 4 a little metal
- 5 Because it produces a lot of toxic chemicals.
- 6 None. Because it's bad for the environment and people's health.

### Pronunciation notes

Look at the position of the syllable stress in these longer words, and work on these patterns with the students by having them repeat the words chorally and individually.

Second syllable of three: *computer*, *equipment*, *recycling*

Second syllable of four: *photographer*, *particular*, *environment*

Third syllable of four: *electronic*

Third syllable of five: *manufacturer*

- 9** Ask students to complete these sentences so they are true for them personally, and then share them with others, either in small groups or as a whole class activity.

### Speaking

- 10** Ask students to get into pairs and allocate roles A and B. They should then prepare for several minutes as directed in their instructions. Circulate and monitor their dialogues for later feedback.

### Homework

Ask students to write 150–200 words about an aspect of recycling, e.g. *How is recycling organised in your town? What do you recycle at home? How would you like to change or improve recycling policies?*



## 5b The Greendex

### Materials

Flip-chart or A2/A3 paper and marker pens for students to prepare pie chart presentations in Exercise 11.

### Lead-in

#### Personal response

Ask students if they know the meaning of the word *index*. If they are unsure give some examples, e.g. a reference book may have an index at the back; the Financial Times Stock Exchange (FTSE) 100 Index measures the value of company shares on the stock market. Elicit or explain that an index can be a list to help you find things (e.g. in a book) or a way of measuring something. Ask them, then, what they think *The Greendex* is (an index of how 'green' people are – meaning how environmentally friendly).

### Reading and speaking

**1** Ask students to go through the list and think about themselves and what they do that is 'green'. They can then discuss their habits with a partner and think of further ideas. Elicit some responses from the whole class. If you wish, the class can decide who is the greenest.

#### SAMPLE ANSWERS

Other ways to be green:

Turn off the tap, e.g. while brushing your teeth, to save water.

Turn off lights and electronic equipment when you leave a room to save electricity.

Insulate the roof of your house to prevent heat loss and reduce fuel use.

Buy locally grown food to save air miles and transport.

Avoid buying supermarket food with too much packing (e.g. buy loose tomatoes, not in plastic boxes).

**2** Check that students understand the word *consumers* (the people who spend money on things). Ask them to read about the 'Greendex', then discuss the three questions in groups of four. Elicit ideas from the whole class.

#### ANSWERS

- 1 to find out how people spend their money
- 2 students' own answers
- 3 housing: rent, electricity, gas, water  
 food: food for people and animals  
 transport: travel by public transport, flights for holidays or business, running a car (buying fuel, paying for repairs and service costs)  
 other goods: clothing, leisure, electronic items

### Vocabulary note

Before they read the Greendex results, check students know these terms related to numbers:

*just over* = a little bit more than the number given

*exactly* = precisely the number given

*well over* = a lot more than the number given

*nearly* = a little bit less than the number given

**3** Ask students to read the results and complete the pie charts accordingly. They should do this individually, then check with a partner. Elicit the answers from the whole class – you may wish to draw the pie charts on the board and complete them there.

#### ANSWERS

- |                 |             |
|-----------------|-------------|
| 1 Canada        | 4 Germany   |
| 2 Russia        | 5 Argentina |
| 3 United States |             |

### Vocabulary results and figures

**4** Ask students to choose the correct percentage for each phrase. They should do this individually, then check with a partner. Elicit answers from the whole class.

#### ANSWERS

- 1 a    2 b    3 c    4 c    5 a

**5** Ask students to each produce their own pie chart. Emphasise that it is just to give a rough idea of how they spend their money, not an exact one.

**6** Ask students to describe their pie chart to a partner, using the words from Exercise 4.

### Grammar definite article (*the*) or no article

**7** Ask students to complete the sentences without looking back. Elicit the answers from the class. Then they can check with the text.

#### ANSWERS

- 1 Ø    2 the    3 Ø    4 the    5 the    6 Ø

**8** Read the grammar box about the definite article and no article with students, discussing what is meant by each use. Then ask them to match the rules to the answers to Exercise 7. They can do this individually, then check with a partner. Refer students to page 160 of the Student's Book for further information and practice.

#### ANSWERS

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



**Grammar note**

Explain the meaning of rule (a) by giving an example:

*I found a book in the street today and took it home. Inside the book I found the name William Myers.*

This is a very common feature of discourse – the first time something is mentioned, it has the indefinite article *a*, and then all subsequent mentions are with the definite article *the*, to indicate that we know which book we are talking about.

9 Ask students to do this individually, then check with a partner. Elicit the answers.

**ANSWERS**

- 2 Countries such as the Brazil are using the electric cars more and more.
- 3 Many people around the world are trying to use less energy at the home.
- 4 The fish and seafood is the most common dish in the Japan.
- 5 The people in the United Kingdom are sharing the cars more and more to save costs.

**Pronunciation /ðə/ or /ði:/**

**10a** [1.30] Ask students to listen to the two pronunciations of *the*. Then play the recording again and have them practise chorally and individually.

**10b** [1.31] Ask students to read the list and think about how *the* will be pronounced in each word. Play the recording and ask students to just listen first time through, then play it again for them to write the answers, and once again for them to check. Elicit the answers from the whole class.

**ANSWERS**

- /ðə:/ 1, 2, 3, 6, 8
- /ði:/ 4, 5, 7

**Writing and speaking**

**11** This activity will take some time if it is done fully. Read through the instructions with the whole class, and ask them to get into groups of four. Allocate a number to each group. The groups should first work out their questions, and each student should write them down.

Then each student should work with a student from another group to ask and answer their questions. Then they should change partners again and work with a partner from a different group.

After two or three changes ask students to come back to their original groups to collate their results. Provide large sheets of paper and markers for them to produce large pie charts. Finally have each group present their results to the class.

**Homework**

Students can write up their findings into a report, with pie charts and other graphics.

**5c A boat made of bottles**

**Lead-in**

**Personal response**

Ask students if they have ever heard of Thor Heyerdahl and the Kon-tiki expedition. Elicit any information they can give you. If they don't know anything explain some of the information from the *background information* box.

**Background information**

Thor Heyerdahl was an anthropologist who was born in Norway in 1914. He believed that the Polynesian islands had been colonised by people from South America. He wanted to prove that the journey west across the Pacific Ocean was possible. So in 1947 he went to Peru and constructed a large, traditional raft out of balsa wood and other native materials. He called it *Kon-tiki* after a pre-Inca leader. He and five men sailed across the Pacific, and after 101 days they arrived at the Tuamotu Islands after an 8,000 km journey.

**Reading**

**1** Ask students to read the words and make suggestions about the article's contents. Accept their ideas without comment. They should then read the article to see if their ideas were correct. Elicit some feedback. Elicit why the boat was called *Plastiki* (it is a play on words, based on Heyerdahl's *Kontiki*, but because the raft was made of plastic bottles they called it *Plastiki*). Check students understand the key language (see Vocabulary note below).

**Vocabulary notes**

- a yacht* = a kind of sailing boat
- a harbour* = a place where ships come in to the land
- a crew* = the people who sail a boat
- a knot* = a measurement of speed for ships
- solar* = relating to the sun
- nautical* = to do with the sea
- garbage* = rubbish, waste
- a patch* = an area
- a storm* = very bad weather with rain and wind
- giant* = very big
- a wave* = the movement of the sea

**2** Ask students to read the article again and complete the fact file about the *Plastiki*. They should do this individually, then check with a partner. Elicit details from the whole class.

**ANSWERS**

- 1 6
- 2 12,500
- 3 18 m
- 4 6 m
- 5 12,000 kg
- 6 5 knots
- 7 15,372 nautical km
- 8 129



## Background information

David de Rothschild was born in London in 1978 into the famous British banking family. As a young man he was one of Britain's top junior horse riders, got a BSc degree, studied naturopathy and ran an organic farm. However, being asked to join a polar expedition in 2001 changed his life. He made several polar trips, and is one of only 42 people ever to have been to both geographical poles. In 2006 he crossed the Arctic from Russia to Canada. He then set up Adventure Ecology to promote awareness about environmental problems. In 2007 he went to Peru to assess damage to the rainforest caused by oil drilling and in 2010 he built Plastiki and sailed from San Francisco to Sydney in it to promote awareness of sea pollution.

## Critical thinking close reading

**3** Ask students to decide if each statement is true or false, or if we don't know, then check with a partner. Ask students to underline the information in the text that tells them the answer. Elicit answers, asking different students to read out the statements and others to give the answers.

## ANSWERS

- 1 B (*there's a big difference ... It's made of bottles.*)
- 2 B (*humans throw away four out of every five plastic bottles*)
- 3 B (*The boat uses renewable energy sources*)
- 4 C (*they ate vegetables but we don't know if this is all they ate*)
- 5 A (*the worst problem is the plastic. It kills birds and sea life.*)
- 6 C (*we don't know if it is growing or not*)
- 7 C (*not mentioned in the text*)
- 8 A (*he is planning to sail it again one day.*)

## Teaching notes

If students are not familiar yet with these types of activities, discuss strategies for dealing with them.

For each sentence, they should look for information in the text which means the same thing as the statement in the exercise. Point out that the text will often use different words (e.g. *an increase in ... = ... has grown*; *90% = most or a lot*). Note, however, that the information in the text must match the statement in every detail.

If there is no information that agrees with the statement, students should look for information that contradicts it.

If there is no information that specifically agrees with the statement or contradicts it, the answer must be 'don't know'.

Students must be careful not to answer a question with 'yes' because they know it is true. If the information is not in the text, the answer must be 'don't know'.

**4** Ask students to work in groups of four and discuss the questions. Elicit ideas from the whole class. Ask: *Did you know about Plastiki before you read this article?*

## Word focus take

## Grammar note

Start by asking students if they have an idea of what the basic meaning of the verb *to take* is (e.g. the idea of removing something from one place). Ask for some examples of use, e.g.

*Don't forget to take your umbrella – it might rain!*

*The thief took all my mother's jewellery.*

*My parents took me to the cinema last week.*

*I took the dog for a walk in the park last night.*

Point out that these are some common uses of the verb, but there are many idiomatic expressions which use it, and it is also used with different prepositions as a phrasal verb (e.g. *take on* = employ, *take up* = start, *take in* = fool, *take over* = control, *take out* = kill, *take down* = remove).

**5** Ask students to read through the examples of how *take* is used, and ensure that they understand them. Then ask them to do this exercise individually, and compare their answers with a partner. Elicit answers from the class.

## ANSWERS

- 1 took the special boat
- 2 take a break, take a shower
- 3 took one hundred days
- 4 take care

**6** Ask students to complete the sentences individually, then check with a partner. Elicit the answers from the class as complete sentences.

## ANSWERS

- |                       |             |
|-----------------------|-------------|
| 2 took many days      | 4 take time |
| 3 take regular breaks | 5 take care |

## Extra activity

Ask students to write six sentences about themselves, each one using *take* with a different meaning (e.g. *I take the 47 bus to work every day. My wife took our children to school at eight o'clock.*)

## Speaking

**7** Ask students in pairs to prepare questions as directed. Circulate and check that the questions are correctly formed. Both students in each pair need to write the questions down.

**8** Ask students to change partners with another pair of students. They should then ask and answer the questions they prepared. When they have done it once, they should change partners to do it again. The easiest way to arrange this is to swap partners so they are working with the other student of the second pair.



## 5d Online shopping

## Lead-in

## Personal response

Ask students to talk to a partner about how much and when they use a computer, e.g. for work, for shopping, for email, for study etc. Then elicit some replies from the whole class.

## Reading

**1** Ask students to discuss the question about shopping online. Ask: *Why do you prefer shopping online / in person? What sort of things do you buy online? Have you ever had any problems?*

**2** Ask students to read through the questions to focus their reading, then find the answers individually and check with a partner. Elicit the answers from the class, having different students ask the questions and others answer. Check that students understand the key words (see Vocabulary note below).

## ANSWERS

- 1 She ordered a hard drive clock.
- 2 It is not currently available.

## Vocabulary note

*unique* = there is only one like it

*vintage* = old (usually in a good way)

*hard drive* = the part of a computer that holds all the information and software

*circuit board* = a board used to hold and connect the small electronic parts in electronic equipment

*motherboard* = the central board in a computer, that holds the important parts

*pendulum* = the part of a clock which swings backwards and forwards

## Real life phoning about an order

**3** [1.32] Ask students to read through the questions carefully to focus their listening. Play the recording through twice while they answer. They can then check with a partner.

Elicit the answers from the class, having different students ask the questions and others answer.

## ANSWERS

- 1 the order number
- 3 It's for her husband's birthday the next day.
- 4 \$35
- 5 She decides to cancel her order.
- 6 confirmation of the refund

## Audioscript [1.32]

V = recorded voice, C = Customer care assistant, J = Jane

V: Thank you for calling Teco Art dot com. Your call is important to us. For information about our latest products, press one. For orders, press two. For problems with your order press three ... All our customer service assistants are busy. We apologise for the delay. Your call is important to us. One of our customer service assistants will be with you as soon as possible.

C: Good morning. Can I help you?

J: Hi, I'm calling about an order for a Computer Circuit Board Clock from your website but I received an email saying I have to wait seven more days.

C: One moment ... Do you have the order number?

J: Yes, it's 8-0-5-3-1-A.

C: Is that A as in Alpha?

J: That's right.

C: Is that Ms Jane Powell of 90 North Lane?

J: Yes, it is.

C: Hmm. Can I put you on hold for a moment?

J: Sure.

C: Hello?

J: Yes, hello.

C: I'm very sorry but this product isn't in stock at the moment. We'll have it in seven days.

J: I already know that. But it's my husband's birthday tomorrow.

C: I see. Well, would you like to order a similar clock? We have an Apple iPod one for thirty-five pounds.

J: Hmm. I really liked the one I ordered.

C: Oh, I'm sorry about that. Would you like to cancel the order?

J: Yes, I think so. How does that work?

C: Well, we'll refund the amount of thirty-nine pounds to your credit card.

J: OK. Thanks.

C: And would you like confirmation by email?

J: Yes, please.

C: Let me check. Your email is J - powell at S-mail dot com.

J: That's right.

C: Is there anything else I can help you with?

J: No, thanks. That's everything.

C: OK. Goodbye.

J: Bye.

**4** [1.32] Read through the expressions in the box with the class, and make sure that they are familiar with them all. Play the recording - you may need to play it twice - while students tick what they hear. Elicit the answers from the class. Ask them to use the correct intonation when they say the phrases.



ANSWERS

Good morning. Can I help you?  
 I'm calling about an order for a clock  
 Can I put you on hold for a moment?  
 Is there anything else I can help you with?  
 Do you have the order number?  
 Would you like to order a different product?  
 Would you like to cancel the order?  
 Would you like confirmation by email?  
 Is that A as in Alpha?  
 Let me check.  
 That's right.

**Pronunciation sounding friendly**

**5a** [1.33] Ask students to read the sentences to focus their listening. Play the recording through a couple of times for them to decide and write *F* or *U*. Elicit their answers, then play the recording again to check, pausing after each one to discuss why they sound friendly/unfriendly. Elicit that a rising and falling intonation sounds friendly and cheerful, whereas a flat, monotonous voice without much change in intonation sounds bored, uninterested or unhappy.

ANSWERS

1 F 2 U 3 F 4 U 5 F 6 U

**5b** [1.34] Play the recording while students listen and follow. Play each sentence, then pause for them to repeat chorally and individually. Encourage them to exaggerate the friendly intonation.

**6** Ask students to get into pairs, decide who is A and B, then turn to the back of the Student's Book and follow the instructions. They should then do the roleplay with a lot of expression. Circulate and monitor the conversations.

**Homework**

Ask students to write up the dialogue from the telephone conversation.

**5e Problem with an order**

**Lead-in**

**Personal response**

Ask the class to quickly call out different problems a customer can have with something they order, either by mail or online. You could list their suggestions on the board (e.g. product is out of stock, the wrong product is sent, product is sent in the wrong size or colour, product is faulty or damaged, product is not as it appears on the website or in the catalogue, product doesn't fit etc.).

**Writing emails**

**1** Ask students to order the emails individually, then check with a partner. Elicit the answers from the whole class. Check students understand the key words (see Vocabulary notes below).

ANSWERS

1 B 2 E 3 D 4 A 5 C

**Vocabulary notes**

- in stock* = the company has the product available
- to deliver* = to send or take something to somebody
- to confirm* = to say something officially and definitely: often to say officially and in writing what you have already said in person or on the phone
- to require* = to need or want
- an item* = an object, something
- to request* = to ask for
- to provide* = to give
- assistance* = help

**2** Ask students to underline the phrases individually, then check with a partner. Elicit the answers from the whole class.

ANSWERS

Please refund my money back to the credit card.  
 Could you please send the order number?  
 Please reply to confirm you still require this item.  
 ... please cancel the order ... and send me my refund.

**Writing skills formal language**

**3a** Ask students to match the formal verbs from the emails with the informal phrases in the list. They should do this individually, then check with a partner. Elicit the answers from the whole class.

ANSWERS

- |              |                          |
|--------------|--------------------------|
| 2 be pleased | 6 provide ... assistance |
| 3 requested  | 7 apologise              |
| 4 provide    | 8 inform                 |
| 5 refund     | 9 require                |



**3b** Ask students to work in pairs to rewrite the sentences in a more formal style. Elicit suggestions from the class.

**SAMPLE ANSWERS**

- 1 I request a refund.
- 2 I am writing to inform you that the product was not delivered.
- 3 Do you require any assistance?
- 5 Please could you inform us of your credit card details.
- 6 I apologise, but I am unable to give you a refund.

**Grammar note**

Explain to students that there are other aspects to formal writing:

formal writing does not contain contractions (*I would like* to not *I'd like to*).

we tend to use longer phrases in formal writing (*in order to provide* not *to provide*).

we use a higher proportion of polite expressions: *please, thank you*.

**4** Ask students to write the email described, using the language of formal emails.

**SAMPLE ANSWER**

Dear Sir or Madam  
 I recently ordered a printer from you, and the product was delivered yesterday. However, it does not work. I have followed all the instructions but it will not print. Please refund my money back to the credit card.  
 Yours sincerely ...

**5** Ask students to exchange emails with a partner. They could check one another's work and give feedback before they write their formal reply.

**SAMPLE ANSWER**

Dear ...  
 Thank you for your email. I apologise for the difficulties with your printer. In order to provide you with the necessary assistance, could you please send the order number and the product number for your printer. Our technical help department will contact you to advise you on the correct installation of your printer.  
 Yours sincerely  
 ...

**6** Ask students to use the questions to check their partners' second email, and, if necessary, improve their first versions.

**Homework**

The formal reply to the email could be completed for homework to save class time and consolidate the work done in class.

**5f Coastal clean-up**

**Before you watch**

**1** Students work in groups. Ask them to look at the photo and discuss the questions. Take feedback from the class.

**While you watch**

**2** Play the whole of the video for students to check their ideas from Exercise 1.

**ANSWERS**

- 1 on a beach by a big river
- 2 cleaning up all the rubbish from the beach
- 3 how disgusting all the rubbish is

**3** Give students time to read the actions. Then play the video again and ask students to put the actions in the order they see them on the video. Check the answers and if necessary play parts of the video again.

**ANSWERS**

- 1 b    2 c    3 d    4 a    5 e

**4** Give students time to read the sentences. Then play the video again and ask students to decide if they are true or false.

**ANSWERS**

- 1 F    2 T    3 T    4 F    5 F

See also the underlined phrases in the video script.

**5** Ask students to watch the video again and say what the numbers and dates refer to.

**ANSWERS**

- 1 people who volunteer to clean up the coast
- 2 rubbish collected by volunteers in the last couple of years
- 3 glass bottles
- 4 the Ocean Conservancy started the clean-up
- 5 the rubbish the volunteers at the river collected in an hour and a half

**6** Ask students to complete what people say with the words from the box.

**ANSWERS**

- |              |           |         |
|--------------|-----------|---------|
| 1 disgusting | 3 litter  | 5 twice |
| 2 shocked    | 4 amazing | 6 trash |

**7** Ask students to say what two reasons the narrator gives for doing the clean-up.

**ANSWERS**

to make the coastlines beautiful again, and so that people will think about what they do with their rubbish



**After you watch**

- 8 Students work in pairs to roleplay a conversation between a volunteer and a member of the public, according to the instructions.
- 9 Elicit ideas from the class about what the quote means.
- 10 Students work in pairs to discuss the questions.

**Videoscript**

**00.05-00.10** It is the first day of autumn on America's coasts, rivers and beaches.

**00.12-00.24** Every year at this time, nearly half a million people around the world volunteer and help to clean up the world's coasts.

**00.25-00.49** In the last couple of years, the international volunteers have collected over three and a half million kilos of rubbish.

**00.50-01.00** From California to New Jersey ... and here along the banks of the Potomac River just outside Washington DC ... people search the coast for rubbish.

**01.04-01.08 Volunteer** 35 glass bottles and we need an extra bag 'cause this one is ripping.

**01.10-01.19** The Ocean Conservancy started the clean-up in 1986. The organisation writes down everything it finds. From cigarette ends to tin cans.

**01.20-01.32 Ocean Conservancy Official** It's coming from land areas. People who were at the beaches, people who were inland, and things are washing downstream.

**01.33-01.55 Volunteer** It's disgusting all this stuff that's out here. I was so shocked when I came out here I thought 'oh, you know, people don't litter that much.' You see stuff on the side of the road, but when you come out here it's just everywhere.

**Volunteer** Yeah it is pretty amazing, actually. We can pick a lot of it up one day and the next day we come back and there's twice as much as there was the day before. So it seems like there is no end to the trash.

**01.57-02.03** At this part of the river, the volunteers collected about a thousand kilos of rubbish in just an hour and a half.

**02.04-02.53** They make a lot of progress in many places but there is still a lot of work to do.

**02.14-02.33 Ocean Conservancy Official** The river is going to require continued maintained efforts for many generations to come, but we are getting there. This is a sign that the next generation is going to care about the resource and is going to want to pass it on to the next generation improved.

**02.35-02.53** Where water meets land, the aim of this clean-up is to make the coastlines beautiful again. And also so that people will think about what they do with their own rubbish.

*ripping  
conservation  
downstream*

**UNIT 5 Review**

**Grammar**

1 Ask students to choose the correct options to complete the article.

ANSWERS

- |         |            |
|---------|------------|
| 1 The   | 5 much     |
| 2 a few | 6 a lot of |
| 3 0     | 7 a little |
| 4 the   | 8 any      |

2 Ask students to discuss the questions in pairs.

ANSWERS

- 1 Switzerland    2 Senegal    3 Students' own answer

3 Ask students to complete the questions, then work with a partner to ask and answer the questions with information that is true for them.

ANSWERS

- 1 much    2 many    3 any

4 Ask students to do this individually, then compare with a partner. Help them to spell and say the names correctly in English.

**Vocabulary**

5 Ask students to match the percentages from the article with the definitions 1-5.

ANSWERS

- 1 55%    2 80%    3 24%    4 40%    5 48%

6 Remind students that there are 168 hours in a week, so they should work out their percentages using this as the total.

**Real life**

7 Ask students to work in pairs and read their role information. Student A should choose a name, a phone number and decide what is wrong with the TV. Then they should roleplay the situation.

**Speaking**

8 Read the sentences about the UK with the class, then ask them to secretly write three similar sentences about another country.

9 Students work in pairs to read their sentences and ask their partner to decide which sentence is the false one.



# Unit 6 Stages in life

## Lead-in

### Using words

Ask students what they know about ancient Egypt. Elicit or provide some key words and write them on the board (e.g. *pharaoh, pyramid, hieroglyphics, mummy, tomb*) to help them.

1 Ask students what they know about the Sphinx in the picture, and add it to the information you already have on the board.

## Background information

The Great Sphinx at Giza is situated on the west bank of the River Nile, and is close to the Great Pyramids. It is 73.5 m long, 6 m wide and 20.22 m high. It is the oldest known monumental sculpture in the world. It is generally thought to have been made in the reign of the pharaoh Khafra (c. 2558–2532 BC), at the same time as the second pyramid there, which is his. Some archaeologists dispute this. Unlike the later Greek Sphinx, which has a woman's head, a lion's body and an eagle's wings, this and other Egyptian sphinxes have a lion's body and a man's head.

2 Ask students to read about the Sphinx, and see if anyone knows the answer to the riddle. Do not tell them if they are correct or not, just accept all possible answers.

### ANSWER

A human being: crawling on all fours as a baby, walking on two legs as an adult, and walking on two legs with a stick as an old man.

3  [1.35] Play the recording for them to hear the answer to the riddle.

## Audioscript [1.35]

In the story of the Sphinx, the answer to the question is 'man'. This is because, a baby moves using two hands and two feet. An adult walks on two legs and an old person walks on two legs but also needs a walking stick. In the question the Sphinx also talks about three different parts of the day: morning, noon and evening. These parts of the day represent the different stages of our life. Morning is childhood. Noon is the middle of our life. Evening is old-age. In the original Greek story, the Sphinx killed many travellers because they didn't know the answer. Finally, one man answered the question correctly. He was Oedipus and when he answered 'man', the Sphinx killed itself.

## Vocabulary box

Make sure students are familiar with all the terms used in the next exercise:

*to get a pension* = to get weekly money from the government or the company you have worked for, when you stop work after a certain age (e.g. 65)

*to get engaged* = to agree to get married to someone

*to get your driving licence* = to take your driving test and pass it, which is only possible after a certain age (e.g. 17 in the UK)

*to take a career break* = to stop working for a while

Note: in the UK *college* refers to a place of higher education which trains people for a particular profession, for example: Art College, Drama College, Music College, whereas *university* is for all other kinds of degree. In the USA, *college* is often used to refer to any tertiary educational institution.

4 Initially ask students to order the phrases in the order in which they usually occur. (1 learn to ride a bicycle; 2 get your driving licence; 3 go to college or university; 4 leave home; 5 start your career; 6 get engaged; 7 get married; 8 start a family; 9 take a career break; 10 get a pension.)

Ask students to think about the stages listed, and answer the questions individually. Elicit responses from the whole class, and open a wider discussion.



## 6a Changing your life

### Lead-in

#### Personal response

Ask students to tell a partner what the single biggest change in their life has been so far, and in what way it affected them and others close to them. Elicit some responses from the whole class.

### Vocabulary stages in life

1 Ask students to order the stages individually, then check with a partner. Elicit the answers from the whole class.

#### ANSWERS

infant, child, adolescent, teenager, young adult, middle aged, pensioner

2 This exercise asks students to apply ages to the stages listed in Exercise 1; they could do this in pairs so that they can discuss their ideas. They should then say what stage they are at themselves.

#### SAMPLE ANSWERS

infant: 0-5	young adult: 18-30
child: 5-11	middle aged: 40-65
adolescent: 11-13	pensioner: 65 onwards
teenager: 13-18	

### Reading

3 Read through the questions with the class. Ask them to read the text and answer individually, then check with a partner. Elicit the answer from the whole class.

#### ANSWERS

- probably middle aged – professional people with successful careers
- Because they wanted to travel – they realised there was more to life than working.

4 Ask students to read through the questions, then underline the relevant sections in the text. They should do this individually, then check with a partner. Elicit the answers from the whole class.

#### ANSWERS

- something fun and exciting
- stop working and go travelling
- to travel from the bottom of South America to Brazil
- Africa
- They found it difficult to understand their decision.
- to go on this kind of a journey
- They started to live their dream.


5 Ask students to think about their attitudes to the kind of change that Rich and Amanda made. They should discuss their feelings in groups of four. Elicit any views from the whole class. Ask students to discuss the advantages and disadvantages of making this kind of change (e.g. you might not be able to get another job afterwards and then you would have no money to do anything, or you might get a much more interesting job because of the experiences you have had, etc.).

### Grammar and listening verb patterns with to + infinitive

6 Ask students to match the sentences a–c with the verb patterns 1–3. They can then check their answers with a partner. Check the answers as a class, then read through the information in the grammar box. Make sure that students understand the three uses of the to-infinitive described. If they need more examples or practice look at page 161 of the Student's Book.

#### ANSWERS

1 a 2 c 3 b

7  [1.36] Ask students to read through all of the sentence parts (1–7 and a–h) and think about which ones might match. Then play the recording a couple of times for them to match the parts. They should then check with a partner. Elicit the answers as complete sentences. Ask students to discuss in pairs which stage of life each person is at, or elicit ideas from the whole class.

#### ANSWERS

1 d 2 a 3 g 4 b 5 e 6 c 7 f  
 Speaker 1: young adult / older teenager  
 Speaker 2: middle aged / nearly retired  
 Speaker 3: young adult

### Audioscript [1.36]

#### Speaker 1

One day I plan to go to university but first I want to take a year off to get some work experience abroad. So, at the moment I'm working at a local supermarket and I'm going to save all my money. Then I'd like to travel to somewhere like Australia if I can afford it.

#### Speaker 2

People seem to think this stage in life means looking after grandchildren and playing golf. Well forget that! I intend to do all the things I wanted to do but never had time. And as for work! Well, I'll be happy to leave my job, I can tell you.

#### Speaker 3

We hope to get a place of our own but these days it's really difficult to buy a house. House prices are so high so we're still living with my husband's parents. It's hard not to feel sad about it.



**Pronunciation** /tə/

**8** [1.37] Play the recording for students while they listen and follow the paired sentences from Exercise 7. Play the recording again and pause it for students to repeat, chorally and individually.

**Audioscript** [1.37]

- 1 One day I plan to go to university.
  - 2 I want to take a year off to get some work experience abroad.
  - 3 I'd like to travel to somewhere like Australia.
  - 4 I intend to do all the things I wanted to do but never had time.
  - 5 I'll be happy to leave my job.
  - 6 These days it's really difficult to buy a house.
  - 7 It's hard not to feel sad about it.
- 9** Ask students to each write down the sentence beginnings 1–7, from Exercise 7, and complete them with their own ideas. Then they should work with a partner and compare what they have written.

**Speaking**

**10** Ask students to get into groups of four. For this roleplay, each student should take on a different role: Marie, Javier, Ahmed or Lucy. Each of them should prepare their plans for the future. The students playing Marie and Javier can work together though they may each have different ideas on how to solve the problem.

**SAMPLE ANSWERS**

Marie / Javier  
I'd like to go skiing more often. I intend to look for a new job in a town that is closer to the mountains, so I can spend my weekends skiing. I want to buy a flat in the mountains so that I can spend weekends skiing there in the winter.

Ahmed  
I want to take a year off and get some acting work. It's really difficult to get an acting part in a film, but I'd like to try.

Lucy  
I've always wanted to travel and now that I'm retired, I plan to go to all the places I wanted to go to, but never had time. I'd like to travel to India and China.

**11** Each person should present their plans to the rest of the group. The group should discuss their ideas and comment upon them. Ask them to give reasons if they would not like to do something similar.

**Homework**

Ask students to write 150–200 words about what they would like to do with their lives if they were free to do whatever they wanted.

**6b World party**

**Lead-in**

**Personal response**

Ask students to get into groups to discuss the main reasons they have parties and celebrations each year in their own families. Which ones are general (e.g. New Year, religious celebrations) and which are personal (e.g. birthdays, weddings, wedding anniversaries)? Ask them to compare and contrast what they do, and then elicit some comments. Lead straight into the discussion in Exercise 1.

**Reading and vocabulary celebrations**

- 1** Ask students to think about which events in life are celebrated in their country. Ask them to look at the example. Elicit ideas and note them chronologically on the board, then elicit further details of how they celebrate different events.
- 2** Ask students to read the question, then skim the first paragraph of the article quickly for the answer.

**ANSWERS**

Because different places around the world have a party at the same time of year.

- 3** Ask students to read the statements first to focus their reading. They should then read the article and find out which places the sentences refer to.

**ANSWERS**

- |                  |                  |
|------------------|------------------|
| 1 Rio de Janeiro | 4 Port-of-Spain  |
| 2 Venice         | 5 Rio de Janeiro |
| 3 New Orleans    | 6 Venice         |

- 4** Ask students to match the words and pictures individually, then check with a partner. Elicit the answers from the whole class. Check students understand all the words correctly (see Vocabulary notes below).

**Vocabulary notes**

- a parade* = a lot of people marching through the streets
- Lent* = a period of 40 days of fasting in the Christian calendar
- a costume* = a set of special clothes (e.g. from a period in history, or to look like an animal or a famous person)
- fireworks* = things that explode to make coloured patterns in the sky
- huge* = very big
- a mask* = a decoration to cover your face
- a float* = a moving stage which is part of a parade
- samba* = a South American dance
- a gondola* = a kind of special boat you only find in Venice
- a candle* = a light made out of wax



ANSWERS

- |           |              |
|-----------|--------------|
| 1 mask    | 5 fireworks  |
| 2 float   | 6 steel drum |
| 3 candles | 7 costume    |
| 4 band    |              |

5 Ask students to work in groups of four to do this activity. They should first discuss possible festivals and agree on one to describe, then write descriptions of the different elements. You might want to suggest that each student in the group takes responsibility for writing and presenting the information for one or two of the bullet points. Each group should present their ideas to the rest of the class (it does not matter if they have all had the same idea). If you and the students wish, you can vote on which was the best presentation, saying why.

Homework

Ask students to write about a national festival or celebration which they enjoy. This could be based on the presentation, but should include more personal details (e.g. details of how they celebrate in their family or with their friends, what they personally most enjoy, what their favourite food or music is etc.).

Listening

6 [1.38] Ask students to decide which of the four Mardi Gras celebrations the presenter is at. Play the recording through twice. Ask students to answer, and ask *How do you know?* to get them to justify their idea.

ANSWER

New Orleans Mardi Gras

Audioscript [1.38]

R = Reporter, L = Lorette

R: It's about six o'clock in the morning here in New Orleans and the streets are very quiet. But in about six hours the city is going to have the biggest party in the world and thousands of visitors from all over are going to fill the streets. However, Mardi Gras is really about the local communities in the city. So I've come to the traditional Tremé neighbourhood of New Orleans where there are already some people preparing for the big day. So I'll try to speak to some of them ... Hello? Hello?

L: Hello?

R: Hello. What's your name?

L: Lorette.

R: Hi Lorette. You're wearing a fantastic costume. Are you going to be in the parade this afternoon?

L: That's right. I'm meeting everyone at the float in a few minutes and then we're riding through the city.

R: As I say your dress looks amazing. Did you make it?

L: Yes, we all make our own costumes for Mardi Gras.

R: And do you have a mask?

L: Sure. Here it is. I'll put it on.

R: Wow. That's perfect. So tell me. How important is Mardi Gras for the people in Tremé?

L: It's the most important part of the year. It brings people together.

R: Well, good luck this afternoon. You're going to have a great time, I'm sure!

7 [1.38] Ask students to read through the questions carefully to see what they need to listen for. Play the recording once or twice, as necessary, and ask students to check their answers with a partner. Elicit the answers, having some students ask the questions and others provide the answers.

ANSWERS

- 1 Yes (thousands of visitors)
- 2 No ('I'm meeting everyone at the float...')
- 3 No ('And do you have a mask?' 'Sure. Here it is. I'll put it on.')
- 4 Don't know

Grammar future forms

8 Ask students to do this activity individually, then check their answers with a partner. Elicit answers from the class, having three students read sentences 1-3, while three others read the correct example from a-c. Read through the grammar box with the class and make sure that they are familiar with these three forms which we use for the future. If students need more explanations, examples and practice, see page 161 of the Student's Book.

ANSWERS

- 1 a      2 c      3 b

Grammar note

Point out that the difference between the present continuous for future and *going to* is very small, and that in everyday speech they are often interchanged, e.g.

*I'm leaving at four o'clock.*

*I'm going to leave at four o'clock.*

The difference lies in the speaker's mind – the present continuous has a sense that it was something which was planned some time before and is fixed, whereas the *going to* form can be a more recent arrangement or decision.

Vocabulary note

Check students are familiar with the phrasal verb *to try something on*, meaning to check whether clothes are the correct size, shape or colour for you, e.g.

*I tried on three blue skirts yesterday, but none of them were right for me.*

*Would you like to try on my raincoat to see if it fits? OK, I'll try it on.*

Point out that the noun (*three blue skirts, my raincoat*) comes after *try on*, but the pronoun (*it*) comes between *try* and *on*.



9 Ask students to choose the correct options individually to complete the sentences, then check with a partner. Elicit the answers from the class as complete sentences.

ANSWERS

- |                |                        |
|----------------|------------------------|
| 1 I'll check   | 5 I'm going to visit   |
| 2 You're going | 6 are we meeting       |
| 3 I'll try     | 7 Are we going to give |
| 4 I won't see  | 8 are you leaving      |

Pronunciation contracted forms

10 [1.39] Play the recording while students listen and follow dialogues 1–5 in Exercise 9. Ask them to pay particular attention to the contracted forms. Point out that they are unstressed and often very difficult to hear. Then play the sentences line by line, pausing after each one for students to repeat chorally and individually, imitating the pronunciation of the contracted forms.

Extra activity

Ask students to work in pairs and practise the dialogues, listening to each other's pronunciation and helping each other. Once they have done each one once, they should do them again, changing roles.

Speaking

11 Ask students to work in groups of four to do this role-play. Suggest that one of them is the secretary and makes notes on who is going to do which job, details of what food and what music they will have, where and when it will be. They should base their plans on the real city, town or village where they live, so they can name real streets and buildings, etc.

12 When they have finished, each group should present their plans to the class. Ask them to arrange their presentation so that everybody speaks about what their role is (e.g. *I am in charge of food. We're going to an open-air restaurant in the park, and we're going to serve...*).

Homework

Ask students to write three sentences with the present continuous about things they have already planned for the immediate future (e.g. *I'm taking my kids to the zoo tomorrow afternoon*) and three sentences about more general future plans using *going to* (e.g. *We're going to stay with my parents in the summer*).

6c Masai rite of passage

Lead-in

Personal response

Ask students if they have celebrated any events or important stages in their life, e.g. when they were 18 or 21, when they left secondary school, when they graduated from university. Ask: *What did you do to celebrate? What was it like?*

Reading

1 Ask students to discuss the questions in pairs or small groups, then feed back ideas as an open-class activity. You could write the ages they give you on the board in chronological order, and elicit other ideas that can be added (e.g. drive a moped or scooter, leave school, vote).

2 Ask students to answer the questions, and use the information in the Vocabulary notes below to help them understand the meanings.

ANSWER

b

Vocabulary notes

A *rite* is a festival or a celebration, and it usually has fixed traditions – people always do the same thing. Marriage is an example of a *rite* – people throughout any culture usually use the same actions, words and clothes in a marriage rite.

The word *rite* is related to the word *ritual* – which can be used as a noun or an adjective (e.g. *It is an important ritual in that society. They took part in the ritual dances.*)

*Passage* in the phrase *rite of passage* means the movement from one position in the world to another. So in marriage, you move from being single and unmarried, into the state of being married, and the world views you in a different way – your status in society changes.

Most of the new / difficult words in the article are glossed at the end of it, but the following could also be new, so make sure students are familiar with them:

*sacred* = special in a religious sense, holy, or of special spiritual significance

*appearance* = the way you look – your face, hair, clothes

*a symbol* = something which has importance for a society; for example, the cross in Christianity; the red star in communism

Extra activity

Ask students to work in pairs and make a detailed description of what they can see in the picture. They can make notes about different aspects of it so that later they can tell another pair, and compare their ideas.



3 Ask students to read the questions so that they can focus on the information they need to look for in the text. They then read the article and match the paragraphs to the questions. When they have finished they can check with a partner. Elicit answers from the class. Point out the word glosses at the end of the article.

ANSWERS

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

Background information

The Masai (or Maasai) are an ethnic group living in Kenya and Tanzania. In the 2009 census, there were 840,000 Masai in Kenya. The tribe is divided into 12 different groups, each with its own customs, appearance, leadership and dialects. The basis of their life has been cattle farming, which has traditionally been nomadic throughout the region. They build villages out of plant materials – the women build the houses, and the men the outer fences. At night the animals are brought inside the fence to protect them from wild animals. It is a patriarchal society, ruled by the elders. A man’s wealth is judged by how many cows and children he has. More recently, many Masai have become resident in one place and practise maize farming, and maize has also become a staple food. Besides their colourful clothing, body painting and dancing, the Masai are also famous for their bead jewellery.

Critical thinking identifying the key information

4 Ask students to write notes about the information in the article, under the headings given. They should do this individually. Do not elicit answers, as the checking comes in the next exercise.

5 Ask students to check their answers with a partner and find similarities and differences in the information they have noted. They can then check differences against the original text to see who is correct. Check the answers with the whole class.

ANSWERS

Location: Kenya-Tanzania border  
 Purpose: rite of passage when boys become men  
 Special clothing or appearance: paint their bodies, cut off their hair  
 Special places: the Osingira – a shelter where the elders meet; the place on the border where the Eunoto ceremony takes place  
 Responsibilities of older men and women: the elders give advice, the women build the Osingira and cut off their sons’ hair

Word focus get

Vocabulary notes

Ask students what they understand by the word *get*, and elicit some examples of use, e.g.

*I got a new camera for my birthday.*

*Will you get me some coffee when you go into town?*

*I usually get on the seven o’clock bus.*

The first two show the common meaning of receiving something, or taking or buying something for somebody else. The third example shows the use of *get* in combination with a preposition, as a phrasal verb which has a different meaning – in this example, to enter a means of transport (also used with train, ferry, bike, motorbike and plane). There are many phrasal verbs made with *get* + preposition.

6 Ask students to find the phrases with *get* (in paragraphs 3 and 6), and match them to the meanings. They can check their answers with a partner. Elicit the answers from the class.

ANSWERS

to get to a special place = arrive

they get this advice = receive

they will get married = become

7 Ask students to read the paragraph and match the *get* verbs individually with the verbs in the box, then check with a partner. Elicit the answers from the class as complete sentences with the *get* verb replaced.

ANSWERS

2 prepare	5 receive
3 wakes up and gets out of bed	6 catch
4 meet and socialise	7 return

Speaking

8 Ask students to work in pairs and describe one of the events each. The listening partner could try to write down the three *get* verbs they hear and afterwards tell the speaker what verb could be used instead. They then change roles.

Homework

Ask students to write a paragraph describing their normal day, using as many *get* verbs as possible, with an alternative verb written in brackets after each one.



## 6d An invitation

## Lead-in

## Personal response

Ask students to describe some recent invitations they have had – who were they from, what event were they invitations to?

## Speaking


1 Ask students to discuss the questions in pairs, then elicit some answers from the class.

## SAMPLE ANSWERS

From least formal to most formal:

a barbecue with family and friends, an end-of-course party, a leaving party for a work colleague, your grandfather's birthday party, an engagement party, going out for dinner with a work client

## Real life inviting, accepting and declining

2  [1.40] Ask students to read the first four questions, then play the recording – twice if necessary – for them to answer. Do the same with the second four questions. Then elicit the answers, having different students ask the questions and others answer.

## ANSWERS

- 1 a barbecue at his house
- 2 Because he has things to do, and he thinks it is a family affair.
- 3 He tells him he is inviting others from their class.
- 4 No, he doesn't.
- 5 on Saturday
- 6 to dinner at her favourite restaurant
- 7 Yes, she does.
- 8 less formal, because the speakers know each other better

Audioscript  [1.40]

## Conversation 1

I = Ian, A = Abdullah

I: Hi Abdullah. How's it going?

A: Good. I finished all my courses today so I can relax.

I: Great. Maybe you'll have time for some travelling and sightseeing now.

A: Maybe. But I think I'll take it easy this weekend.

I: Oh! Well, why don't you come to my house? My family is coming over. We're having a barbecue in the back garden. It'll be fun.

A: Thanks, but I have a few things to do at home and it's with your family so you probably don't want other people there ...

I: No, really. Don't worry because I'm inviting a few people from our class as well. So you'll know people. I'd really like you to come.

A: OK. Thanks, that would be great. Is it a special occasion?

I: Well, my oldest sister has a new baby girl so it's a bit of a celebration for that.

A: Oh! So I should bring something.

I: No, please don't. It isn't like that. There's no need ...

## Conversation 2

J = Joanna, S = Sally

J: Hello Sally. How are you?

S: Fine thanks. It's been a busy week.

J: Yes, I imagine. When do you finish?

S: Tomorrow.

J: Oh, really. I didn't realise it was so soon.

S: Well actually, my flight home is on Saturday.

J: But you're staying for another week?

S: No.

J: Oh. Well, what are doing tonight?

S: Nothing at the moment. I'll be at my hotel.

J: Well, would you like to come out for dinner? Let's go somewhere this evening.

S: Really? I'd love to.

J: Of course. I'd like to take you to my favourite restaurant.


S: That would be wonderful. I'd like that very much.

J: Great. Let's go straight after work. I'll meet you downstairs in reception.

S: OK. What time?

J: I finish at six. Is that OK for you?

S: Sure. I'll see you then. Bye.

3  [1.40] Read through the expressions in the box with the class, making sure they are familiar with all the expressions. Then play the recordings while students tick the expressions they hear. Elicit answers from the whole class.

## ANSWERS

Do you want to...?

Would you like to come to...?

I'd like to take you to...

Why don't you...?

I'd like that very much.

Thanks, that would be great.

That would be wonderful.

Yes, OK.

I'd love to.

Thanks, but...



**Pronunciation emphasising words**

**4a** [1.41] Ask students to underline the stressed words as they listen to the recording. Elicit answers, and encourage them to say the phrase with the correct stress.

**ANSWERS**

- 1 I'd love to.
- 2 That would be wonderful.
- 3 It's very nice of you to ask.
- 4 I'd like to but I'm afraid I'm busy.

**4b** [1.41] Play the recording again, and pause it after each sentence for students to repeat chorally and individually.

**5** Talk about the conversation flow-diagram with students so that they understand how to use it. Ask them to work in pairs and produce various different kinds of conversations. They should decide before they start each one whether they are friends (so the conversation will be informal) or business acquaintances (formal).

**6e A wedding in Madagascar**

**Lead-in**

**Personal response**

Ask students to tell the class about their own wedding or a wedding they have been to. Ask them to talk about the clothes people wore, the location, the food, what people did (e.g. dancing, speeches, a religious or spiritual ceremony etc.) and how long it lasted.

**Writing a description**

**1** Ask students to read through the list of possible topics, then read the post and see which ones are referred to. Elicit answers from the whole class.

**ANSWERS**

food and meals, clothes, people, festivals and ceremonies

**Writing skills descriptive adjectives**

**2a** Ask students to do this exercise individually then check with a partner. Elicit answers from the whole class. Read through the information about synonyms in the *Wordbuilding* box with the class, and refer to Workbook page 51 if necessary for further information and practice.

**ANSWERS**

- |             |                               |
|-------------|-------------------------------|
| 1 massive   | 3 colourful, smart, delicious |
| 2 miserable | 4 dull                        |

**2b** Ask students to improve the sentences as indicated, working in pairs. Elicit their suggestions, remembering that there can sometimes be several options.

**SAMPLE ANSWERS**

- 2 In the USA, you can buy enormous / huge / giant / gigantic / colossal burgers.
- 3 The parade was a bit dull / tedious after a while.
- 4 The crowd was delighted because the exciting / colourful fireworks started.
- 5 All the costumes were beautiful / gorgeous / lovely.
- 6 I was miserable / upset to leave Paris.
- 7 I tried sushi for the first time and it was delicious / really tasty.
- 8 The view of the mountains was beautiful / stunning / wonderful.

**2c** Ask students to work in pairs. Elicit their suggestions, remembering that there can sometimes be several options.



SAMPLE ANSWERS

food and meals: lovely, delicious, tasty  
 clothes: pretty, smart, attractive, (un)fashionable, expensive  
 festivals and ceremonies: interesting, exciting, amusing, enjoyable  
 nature and geographic features: beautiful, attractive, dramatic, interesting  
 people: happy, sad, (un)friendly, kind, annoying,  
 towns, cities, buildings: large, busy, attractive, ancient, historic  
 transport: efficient, cheap, expensive, clean, dirty, fast, slow, old, modern

- 3** Ask students to choose one of the topics (or they could write about another suitable topic of their own), and write a paragraph of about 100 words about it. They should use a range of interesting adjectives to give details.
- 4** Students should swap their writing with a partner and read their partner's descriptions. They could note any language errors, as well as checking for the good use of adjectives. They can suggest improvements if they wish.

**Homework**

Ask students to choose a different topic and write 150–200 words about it, including lots of detail and using interesting adjectives

**6f Steel drums**

**Before you watch**

- 1** Students work in groups. Ask them to look at the photo and discuss the questions. Take feedback from the class.

**While you watch**

- 2** Play the video for students to check their answers from Exercise 1.

ANSWERS

- 1 the Caribbean (Trinidad and Tobago)  
 2 steel drums  
 3 It is part of local culture and history.

- 3** Give students time to read the actions. Then play the video again and ask students to put the actions in the order they see them on the video. Check the answers and if necessary play parts of the video again.

ANSWERS

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

- 4** Give students time to read the questions, then play the video for them to answer. They can compare their answers with a partner.

ANSWERS

- 1 relaxing beaches and lively music  
 2 no, just Trinidad and Tobago  
 3 in the 20th century  
 4 It is an oil-producing nation.  
 5 Yes, the rhythms came from the early Africans centuries ago.  
 6 No, most musicians play by ear.  
 7 the tuner  
 8 musicians who play steelband

- 5** Students read the quotes a–d and match them to the people 1–4.

ANSWERS

- 1 c    2 a    3 b    4 d

- 6** Ask students to complete the text with words from the glossary. Then play the whole video for them to check.

ANSWERS

- |             |            |
|-------------|------------|
| 1 escape    | 4 pans     |
| 2 native    | 5 ear      |
| 3 oil drums | 6 panyards |

**After you watch**

- 7** Students work in pairs to roleplay a conversation with Tony Poyer, according to the instructions.
- 8** Students work in groups to discuss the questions.



### Videoscript

**0.11–00.49** The islands of the Caribbean region are famous for their relaxing beaches and lively music. But the music of the instrument known as ‘steelband’, or ‘pan’, is native to only one island nation ... Trinidad and Tobago ... home of the steelband. Steelband music is a popular part of life here. From the small fishing villages to the hills, the whole population knows and loves the national instrument.

**00.49–00.53 *Woman in Market*** Whoo, yeah, you got that, ha ha.

**00.54–01.18 *Tony Poyer*** Pan is most important to Trinidad and Tobago. It’s part of our culture. It was invented in Trinidad and Tobago. It is the only musical instrument that was invented in the 20th Century.

**01.19–01.31** The special sound brings happiness to children and to adults, and to musicians from many different places and backgrounds. Through the islands’ streets and markets, you can’t escape the music.

**01.32–02.07** Where does steelband music come from? Trinidad is an oil-producing nation. During World War II, the island’s old oil drums became useful for something else – as musical instruments. The drums produced sounds that have heavily influenced the music of the region, and you can now hear in everything from island calypso to classical music. In fact, the music goes back several centuries to early Africans who were not allowed to use their own drums.

**02.08–02.13 *Tony Poyer*** They were banned from beating the Congo drums because people thought they were communicating.

**02.14–02.35** At first, people played these African rhythms by hitting old tin cans. Later, people played on the tops of the steel drums, and over time that’s how the steelband sound was formed. Steel drum musicians usually play by ear. Most players don’t use music written on paper.

**02.36–02.47 *Tony Poyer*** In fact, in the early days, they knew nothing about music. They played by sound, they even tuned the pan by sound... tonk, tonk, tonk, and they listened until they got it right.

**02.48–03.30** The steelband sound starts with the man who tunes the drums – the tuner. This tuner is called Honey Boy. He’s been tuning pans for many years. It takes a long time to tune the drums. But these instruments are used by some of the region’s top performers. But the steelband is more than just music to Trinidad. It’s part of the local culture, and shows the world the creativity of the island’s people. Every night, places called ‘panyards’ are full of musicians who come to learn the instrument. People like Beverly and Dove.

**03.33–03.39 *Beverly*** Well, it’s the music of my country, so I should learn it, you know. I should know a little bit about it.

**03.40–03.50 *Dove*** Pan is to Trinidad part of our main culture. This is ours. We made it, we created it.

**03.51–end** Dove says that steelband belongs to the people of Trinidad and Tobago. But it is something which they are happy to share with audiences and musicians around the world.

### UNIT 6 Review

#### Grammar

**1** Ask students to correct the sentences, if necessary, by adding the word *to*. Make sure students realise that one sentence is already correct.

##### ANSWERS

- 2 It’s difficult to learn ...
- 3 Save your money to have ...
- 4 We’re going to meet ...
- 5 Do you want to join ...
- 6 (correct)
- 7 Would you like to come ...

**2** Students choose the correct option to complete the sentences.

##### ANSWERS

- 1 a    2 c    3 b    4 a    5 c

**3** Ask students to work in pairs to discuss their plans, using the correct tenses.

#### Vocabulary

**4** Students complete the text using the words from the box.

##### ANSWERS

- |               |          |
|---------------|----------|
| 2 decorations | 4 floats |
| 3 costumes    | 5 drums  |

**5** Ask students to look at the list and pair the verbs and nouns that are the best match. Point out that some verbs match with more than one noun, but others will only pair with one. They should therefore look through the whole list first and decide on the pairs before they write them down.

##### ANSWERS

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

#### Real life

**6** Ask students to read the sentences and choose a phrase from the box to replace the words in bold.

##### ANSWERS

- |                   |               |
|-------------------|---------------|
| 1 Would you like  | 3 I’d like to |
| 2 I’d like you to | 4 That sounds |

**7** Ask students to work in groups of four. They should take it in turns to invite the other three to do something, then accept or decline the invitation, as in Exercise 6.

#### Speaking

**8** Ask students to stay in the same groups to plan their party.



# Unit 7 Work

## Lead-in


### Personal response

Ask students to make a list of five jobs they would like to do and five they would not like to do. They should also think about reasons why they would or would not like to do them. Then they should share their ideas in a group of four. Elicit ideas from the whole class. Is there any pattern?

- 1 Ask students to look at the photo and answer the questions in pairs. Elicit ideas from the whole class.

### ANSWERS

- 1 They are policemen.
- 2 Because they all look the same; they must be triplets.

- 2  [2.1] Ask students to read through the questions to focus their listening. Play the recording and ask students to listen for the answers, then play the track again for them to check. They can then check their answers with a partner.

### ANSWERS

- 1 14 years ago
- 2 New Jersey State Police
- 3 everything from serious crime to traffic accidents

## Audioscript [2.1]

People often say twins and triplets have similar emotions and feelings as well as the same appearance. Well, these triplets also have the same job. They are the Koralja brothers. That's Andrew on the left, Joseph in the middle and Robert on the right. They all became police officers fourteen years ago so if you add up their total years of service, that's about forty-two years. And they all work for the New Jersey State Police, so they deal with everything from serious crime to traffic accidents across the state of New Jersey.

- 3 Ask students to look at the example (*police officer*) and then match the other pairs of words individually before checking with a partner. Elicit answers from the whole class. Point out the use of suffixes in some of these words and read the information in the *Wordbuilding* box with the class. Elicit further examples (e.g. *builder, manager, electrician*) and refer to page 59 of the Workbook for further information and practice.

### ANSWERS

computer programmer, electrical engineer, fashion designer, security guard, shop assistant

## Pronunciation note

Check students know where the stress falls on these compound nouns:

*computer programmer, electrical engineer, fashion designer, sales representative, security guard, shop assistant*

Say the words for them to listen and repeat, paying attention to the stressed syllables.

## Extra activity

Ask students to describe to a partner what is involved in each job in Exercise 3.

(Possible answers: a computer programmer writes software for computers; a fashion designer designs clothes; a security guard looks after the security of a building, e.g. makes sure people can't come in and cause damage; a shop assistant works in a shop, e.g. selling things, putting things on shelves and keeping things tidy)

- 4 Depending on your class, you may wish to suggest that students could choose to talk about a previous job, or a job they would like to do in the future.



## 7a X-ray photographer

### Lead-in

#### Personal response


Ask students to talk about X-rays, and tell you what they know about them and if they have any experience of them.

### Listening

1 Ask students to respond to the photo, answering the questions and making other comments.

#### ANSWERS

The photo is of an office block, we can see five floors. It is different from normal photos because everything is seen as in an x-ray – people are skeletons, other things are see-through, and we can see inside other things.


2  [2.2] Ask students to read the questions, then listen to the recording and answer. They can check with a partner before you elicit the answers.

#### ANSWERS

- ordinary people, places and things, e.g. an aeroplane, a bus, and an office building
- Sometimes he takes photos in his studio, but for larger things he has to go out to where they are.
- in galleries around the world, and on advertisements

### Audioscript [2.2]

Nick Veasey takes photographs of ordinary people, places and objects but no one could describe the final photographs as ordinary. In fact, they are very creative. Nick uses X-ray photography and, as a result, you see inside the object. The final images are often beautiful, strange or surprising. Working with X-rays can be dangerous because of the radiation. So safety always comes first for Nick. His well-equipped studio is a large black building. It has thick concrete walls to stop the radiation. Inside he has different X-ray machines for different sizes and types of images. But not everything he photographs will fit in the studio so sometimes he has to travel to them. For example, he has photographed an aeroplane, a bus and an office building with people working inside. These kinds of projects take many days and many different X-rays. Then, he takes the best image back to his studio and spends a lot of his working day improving the image on his computer until it is ready for an exhibition. You can see his photos in galleries all over the world and many companies also use his images in their advertisements.

3  [2.2] Ask students to read the sentences and the answer options carefully before you play the recording again. They could try to predict or remember the correct answers, then check and complete them as they listen.

#### ANSWERS

1 a    2 c    3 b    4 b    5 c

### Background information

Nick Veasey was born in London in 1962. He worked in advertising and conventional photography until he was asked to x-ray a cola can for a television programme. He took some other x-ray photos and he was very excited by the way people reacted to the images.

He has won many awards for his work, and many of his photos can be seen on the Internet by doing an image search for 'Nick Veasey'.

4 Ask students to complete the sentences from Exercise 3 to describe their current job or their ideal job, then share their answers with a partner. You can ask for some responses from the whole class.

### Extra activity

Ask students to write a paragraph called 'My ideal job' in which they describe the job they would like, saying why, and using some of the words and ideas from Exercise 3.

### Vocabulary office equipment

5 Ask students to work with a partner to find the items of office equipment in the x-ray photo. Elicit answers with details about where the things are (see Vocabulary note on page 79 about floor numbering).

#### ANSWERS

bookshelf: ground floor both rooms  
 coffee area: top floor, right-hand room  
 desktop lamp: 1st floor, 2nd floor rooms and 3rd floor right-hand room  
 filing cabinet: 1st floor room  
 newspaper: top floor right-hand room  
 notice board: top floor right-hand room  
 photocopier: ground floor, right-hand room; 3rd floor left-hand room  
 swivel chair: 1st floor, 2nd floor, 3rd floor right-hand room  
 water cooler: 2nd floor

### Vocabulary note

Point out to students that the words in the box in Exercise 5 are all compound nouns. These are nouns made with two words. The two words can be joined together to be written as one word (e.g. *bookshelf*, *newspaper*), or they can be written as two words (e.g. *swivel chair*, *filing cabinet*), or they can be joined by a hyphen (e.g. *ice-cream*). Tell students that there are no rules about this, and they may see the same words written differently in different places, but they should always check in a dictionary.

In compound nouns the stress is usually on the first word or first syllable. To illustrate this, read through the words in the box, emphasising the stress, and ask students to repeat. Note that *desktop lamp* is formed from a compound noun (*desktop*) and another noun (*lamp*), and the stress falls on *desk* and *lamp*.



**Extra activity**

Ask students to work with a partner to name some of the other things in the rooms.

**Reading**

6 Ask students to read the messages and find where the things are, then check with a partner.

**ANSWERS**

The photocopier is on the extreme bottom right (ground floor), opposite the door.

The filing cabinet is immediately above the copier on the next floor (first floor), on the right-hand side.

**Vocabulary note**

Point out that the numbering of floors (or storeys) of a building is different in British and American English. In Britain, the floors start with the *ground floor* (at street level) and the next floor up is called the *first floor*, then the *second floor* and so on. In American English, however, numbering starts at street level with the *first floor* (*ground floor* in Britain).

**Extra activity**

Ask students to write two similar messages directing someone to one of the rooms to do something. They should then exchange these with a partner, and find the answers. They can then swap the messages again with different partners.

**Grammar prepositions of place and movement**

7 Ask the class to read the sentence and answer the questions.

**ANSWERS**

- 1 *comes into* describes the direction of movement
- 2 *on the left* describes the location

8 Read through the grammar box with students and check that they are clear about the difference between prepositions of place and prepositions of movement. If you feel they need further explanations and practice refer them to page 162 of the Student's Book. Then ask students to find the other prepositions in the emails and identify them as prepositions of place or movement.

**ANSWERS**

Place: on the left, opposite, in, behind  
 Movement: comes into, go through ... and into, go up

**Grammar note**

The meaning of some prepositions of place is fairly clear (e.g. *in*, *on*) whereas others are less obvious (e.g. the difference between *above* / *over* and *below* / *under*).

*Above* is used to show something is higher in a direct line:

*Mr Smith lives in the flat **above** mine.*

*Over* can mean 'on top of', as well as generally higher:

*I put a jacket **on over** my shirt.*

*There were clouds **over** the town all day.*

*Below* shows that something is generally lower:

*I looked down into the street **below** the tower.*

*Under* is used for things which are lower in a direct line:

*We keep the boxes **under** the bed.*

9 Ask students to complete the emails individually, using the prepositions from the box, then check with a partner. Elicit the answers from the class as complete sentences.

**ANSWERS**

- |      |        |           |        |
|------|--------|-----------|--------|
| 1 in | 3 on   | 5 through | 7 into |
| 2 at | 4 next | 6 up      | 8 down |

**Extra activity**

Ask students to make some true sentences of their own about the positions of things in their own home or office, using the prepositions from Exercise 9.

**Pronunciation intrusive /w/**

10 [2.3] Read the information about the intrusive /w/ sound which occurs between two vowels. Demonstrate that it is almost impossible to say these pairs of vowel sounds without adding the /w/ sound, then play the recording for students to listen and repeat.

**Speaking**

11 Make sure students are familiar with the imperative construction used to give directions, e.g.

*go along the corridor*

*turn right at the end*

*walk straight down that road*

*cross over the street*

Alternatively, students could use the constructions used in the notes (*you'll have to ...*, *you need to ...*). Ask them to practise in pairs, then elicit some of their directions.



## 7b The cost of new jobs

### Lead-in

#### Personal response

Ask students what are typically the most important and biggest changes that happen in a person's life (e.g. *marriage, starting their first job, changing jobs, moving house, retirement*). Make a list on the board.

### Reading

**1** Ask students to work with a partner to ask and answer the questions about changes in their lives. If you wish, elicit some responses from the whole class.

**2** Ask students to read the four questions carefully to focus their reading, then read the article and write their answers.

#### ANSWERS

- 1 in 2004
- 2 There are new jobs, but the environment has changed.
- 3 Because he gets a regular monthly income.
- 4 Because it has polluted their water and air.

### Grammar present perfect simple

**3** Ask students to read the sentences from the article and answer the questions about the use of the past simple and present perfect simple. They can then check their answers with a partner. Elicit answers from the whole class. Check that students understand that the type of sentences described in question 1 use the past simple, and sentences described in questions 2 and 3 use the present perfect simple (see also the grammar note below).

#### ANSWERS

- 1 a      2 c      3 b

### Grammar note

When introducing the present perfect tense it is important to make the contrast with the past simple. Students need to know that we choose the present perfect because the action has, for the speaker, some connection to the present in some way. This is very different from the past simple, which is used to talk about completed actions.

*He **has worked** there since 2005.*

This sentence tells us that the person still works there.

*He **worked** there from 2005.*

This sentence implies that he no longer works there.

**4** Read the information in the grammar box with students and ask them to find other examples in the article. Turn to page 162 of the Student's Book if you feel they need more examples, explanation and practice.

#### ANSWERS

Form: present simple of the verb *to have* + past participle  
 Examples: *has changed, have found, has lived, hasn't earned, have found, haven't sold*

### Extra activity

Ask students to match the present perfect examples from Exercise 4 to sentences 2 or 3 in Exercise 3.

... *it has also changed the environment.* (3 – still true today)

*He hasn't earned much money from farming ...* (3 – still true today)

*Chris and Stephanie have found chemicals ...* (2 – we don't know when)

... *they haven't sold their house yet.* (3 – still true today)

Then ask students to look for examples of the past simple in the article and explain why this is the correct tense in each case.

... *two years ago an energy company wanted the gas under his farm. They offered Donald a regular monthly income and he signed the contract immediately.* (past simple because all the events happened at a definite time in the past – two years ago)

*Chris and Stephanie Hallowich built their 'dream house' in the middle of the Pennsylvania countryside in 2007. But at the same time, gas companies moved into the area.*

(the events all happened in 2007)

**5** Ask students to read the new text paragraphs and complete them with the correct form of the verbs. They can do this individually, then check with a partner. Elicit the answers as complete sentences.

#### ANSWERS

- |                  |                 |
|------------------|-----------------|
| 2 was            | 6 weren't       |
| 3 started        | 7 have employed |
| 4 have increased | 8 hasn't found  |
| 5 lost           |                 |

### Pronunciation irregular past participles

**6** [2.4] Ask students to write the past participles individually, then elicit them from the class; you may want to write them on the board.

Then play the recording while students listen and follow. Then play it again, pausing after each verb for students to repeat chorally and individually.

### Audioscript and key [2.4]

- |           |           |
|-----------|-----------|
| 1 found   | 7 won     |
| 2 sold    | 8 taught  |
| 3 bought  | 9 grown   |
| 4 flown   | 10 run    |
| 5 thought | 11 lost   |
| 6 done    | 12 fallen |

**7** Ask students to work in groups of four to discuss the question. Elicit ideas from the whole class.



**Listening**

**8** [2.5] Ask students to read the four sentences to focus their listening. Point out the contracted form of *has* in statement 2 (see Grammar note below). Play the interview through then elicit answers from the class.

**ANSWERS**

- 1 T    2 F    3 F    4 F

**Audioscript** [2.5]

I = Interviewer, E = Engineer

- I: How long have you worked for your company?  
 E: For twenty-five years. Since I left college.  
 I: So, when did you study engineering?  
 E: I started college when I was nineteen and I qualified as an engineer about four years later.  
 I: And have you always lived in Pennsylvania?  
 E: No. I've lived in lots of different places. In the energy business, you live where the work is.  
 I: So when did you move here?  
 E: In 2007. Just after they found the gas here.  
 I: So, how many different places have you lived in, do you think?  
 E: I'd say about fifteen, maybe sixteen places.  
 I: Have you ever lived abroad?  
 E: Yes, but only for about three months.  
 I: And how does Pennsylvania compare with other places? Has it been easy living here?  
 E: Yes, it has, overall.  
 I: Have the local people been friendly?  
 E: Yes, they have. Well, most people anyway.  
 I: Ah, but not everyone?  
 E: Some people didn't want us here in the beginning because they were worried about the environment. But the changes have been good for this region. It's brought jobs back to Pennsylvania. So I think most people have understood how important this is ...

**Grammar note**

Explain that the present perfect can also use the contracted form 've or 's, but only after a pronoun (e.g. *she's lost her job, they've employed lots of people*).

The contraction 's is used as the contraction for both *is* and *has* (e.g. Exercise 8, statement 2). Write these sentences on the board and ask students to decide if the 's means *is* or *has*.

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| <i>He's ten years old.</i> (is)     | <i>He's eaten the cake.</i> (has) |
| <i>He's a teacher.</i> (is)         | <i>She's very tall.</i> (is)      |
| <i>She's got two sisters.</i> (has) | <i>She's done her work.</i> (has) |

**9** [2.5] Ask students to write the questions individually, then check with a partner. Then play the recording for them to do a final check.

**ANSWERS**

- 1 How long have you worked for your company?
- 2 When did you study engineering?
- 3 Have you always lived in Pennsylvania?
- 4 When did you move here?
- 5 How many different places have you lived in?
- 6 Have you ever lived abroad?
- 7 Has it been easy living here?
- 8 Have the local people been friendly?

**Vocabulary for or since**

**10** Ask students to read the examples and complete the rules individually, then check with a partner. Elicit ideas from the class and discuss the use of *for* and *since*.

**ANSWERS**

- 1 *since*    2 *for*

**Grammar note**

Notice that we can use the present perfect and the past simple in a sentence with *since*, e.g.

*I have worked in this shop since I moved here.*

Here, the past simple verb comes after *since* and refers to a completed action at a fixed point in time. It is used in the same way as a time phrase (e.g. 2007, yesterday, this morning) to specify the time at which the other action began. A sentence with similar meaning would be:

*I have worked in this shop since 2007, when I moved here.*

The present perfect is used to describe the continuing action with the present connection (he is still working in this shop now).

**Pronunciation note**

When we talk about the use of the word *for* (e.g. *Write since or for*) the word is stressed and it is pronounced /fɔː/.

However, in most everyday use *for* is not stressed and the pronunciation is /fə(r)/.

**11** Ask students to choose *for* or *since* to complete each phrase then check with a partner. Elicit full answers and ask students to listen and repeat each phrase with the weak pronunciation /fə(r)/.

**ANSWERS**

- |                |                |                |                |
|----------------|----------------|----------------|----------------|
| 1 <i>since</i> | 3 <i>for</i>   | 5 <i>since</i> | 7 <i>for</i>   |
| 2 <i>for</i>   | 4 <i>since</i> | 6 <i>since</i> | 8 <i>since</i> |

**Speaking**

**12** Read the example dialogue with the class, and point out the use of the different tenses. Ask students to work in pairs to talk about three topics, then change partners and talk about other topics.

**Homework**

Ask students to choose one of the six topics in Exercise 12 and write a paragraph or two (about 150 words in total) about their past experiences, using the past simple and the present perfect, as appropriate.



## 7c Twenty-first century cowboys

### Lead-in

#### Personal response

Ask students what they know about the life of cowboys in the past (based on what they have read in books, or seen in films and on the television), and what they think might be the situation now.

### Vocabulary job satisfaction

1 Ask students to work in groups of four to rank the items in order of importance. Ask them to discuss which criteria they would consider important if they were looking for a job for themselves; what makes a job enjoyable or not enjoyable. They should agree on a ranking from 1 to 8. Then have a report-back session and discussion where students can argue their case.

#### Pronunciation note

Check students know the correct syllable stress of these three words:

*colleagues, independence, promotion*

All the other words have first-syllable stress.

2 Ask students to look at the picture, and again discuss their ideas in their group. Elicit suggestions and reasons from the whole class.

#### SAMPLE ANSWER

independence, job satisfaction, quality of life, working in the open air

### Reading

3 Ask students to read the article and choose the best heading.

#### ANSWER

1

4 Ask students to read the questions to focus their reading, then read the article to find the answers. They can check with a partner. Elicit the answers as complete sentences.

#### ANSWERS

1 c      2 b      3 c      4 c

5 Ask students to find the sentences in the text and say what the pronouns refer to, then check with a partner. Elicit answers from the whole class.

#### ANSWERS

- |                     |                              |
|---------------------|------------------------------|
| 1 being a cowboy    | 4 his colleagues in the city |
| 2 the cowboy's life | 5 his moustache              |
| 3 the cattle        |                              |

### Word focus *make or do*

6 Before students do this activity, you could ask them to give you examples of sentences with *make* and *do* in them, and list them on the board.

#### ANSWERS

1 do      2 make      3 do      4 make      5 make

7 Ask students to complete the phrases individually, then check with a partner.

#### ANSWERS

- |        |        |
|--------|--------|
| 1 do   | 5 do   |
| 2 make | 6 make |
| 3 make | 7 make |
| 4 do   | 8 do   |

### Extra activity

Ask students to write a personal true sentence using the phrases in Exercise 7.

8 Ask students to work in pairs to ask and answer questions using *make* and *do*.

### Critical thinking the author's opinion

9 Ask students to answer the question using a word from the box, and find the sentences in the article to support their answer. Elicit their ideas and justifications for them.

#### SAMPLE ANSWER

The article suggests that cowboys are hardworking, but they enjoy their job and have a good quality of life.

From the article: *Like the cowboys of the past, twenty-first century cowboys still get up early on freezing cold mornings and make breakfast over an open fire. There is no Monday to Friday, weekends off or paid holidays.*

(They are not sad, their job is not unskilled, but it might be thought romantic).

### Speaking

10 Ask students to read the four statements and decide what they think about each one. Take each statement in turn and elicit ideas from the class for discussion.

### Homework

Ask students to take one of the four statements and write 100 words about it, including their own opinions and ideas that have come up in their discussions.



## 7d A job interview

### Lead-in

#### Personal response

Ask students to work in pairs to talk about job interviews they have had. Elicit any ideas or interesting stories with the whole class.

### Vocabulary job adverts

1 Ask students to read the advert and give their opinions.

#### Pronunciation note

Check students know where the stress falls in the relevant words:


assistant, recruit, flexible, description, applicant, application, salary, previous experience

2 Ask students to match words and meanings individually, then check with a partner.

#### ANSWERS

- |               |                   |
|---------------|-------------------|
| 1 applicants  | 5 position        |
| 2 application | 6 CV              |
| 3 salary      | 7 job description |
| 4 recruiting  | 8 contact details |

### Real life a job interview

3  [2.6] Ask students to read the sentences to focus their listening. Play the recording once, while they decide if the sentences are true or false, and once more if necessary. Ask students to check their answers, then elicit them from the class. Ask students to correct the false statements or explain why they are false.

#### ANSWERS

- 1 T
- 2 F (she is still there: *your current job is ...*)
- 3 F (she likes the job but she thinks E.I. Books will have more opportunities for her)
- 4 T
- 5 F (she asks about the job opportunities and the flexible hours)
- 6 T

### Audioscript [2.6]

I = Interviewer, C = Candidate

- I: Right. Have a seat Ruby.
- C: Thanks.
- I: So, I've received your CV and your letter of application. And I see your current job is as a sales assistant at Raystone's Bookshop. So how long have you worked there?
- C: I've been there for about eighteen months.

- I: Oh, yes, I see now. So, in that case, why have you applied for this position?
- C: Well, I've really enjoyed my work at Raystone's. I've always been interested in books and usually the customers are really nice. And I like trying to find books for them. Especially the rare copies of books.
- I: So, why do you want to leave them?
- C: Because it's quite a small independent bookshop whereas E.I. Books is a much bigger company. I read on your website you have over fifty branches now and you're still growing. And I see you also have a website where people can order books. So I think there are probably lots of opportunities for me in the future.
- I: Well, it's true that we've grown quickly in recent years. And it's nice to see you've found out about the company. So would you describe yourself as ambitious?
- C: Um, I don't know. Not especially, but I'd like to have a successful career.
- I: And what are some of your main strengths?
- C: Err, I work hard and I enjoy working with other people. And, er, I can solve problems.
- I: So, I can ask you to do something and you can do it on your own?
- C: Yes, I think so.
- I: Well, I've asked you a lot of questions. Do you have any questions for me?
- C: Yes, I have. I've applied for the post of sales assistant here but earlier I said I was interested in developing a career. Are there often opportunities in the company for promotion?
- I: Yes, we're growing all the time and if you are prepared to move, there are jobs at other branches.
- C: OK. Great. And in the job description, it says you offer flexible hours. Can you tell me more about that?
- I: Sure. Because we open our bookshops in the evenings as well as during the day, we ask staff when they prefer to work. We have one member of staff who likes to work a few hours in the morning and then a few hours in the evening.
- C: I see.
- 4 Ask students to discuss this question in pairs and then tell the class their ideas.

#### SAMPLE ANSWER

Yes, she is probably the right person for the job: she has enjoyed her job working in a book shop; she knows quite a lot about the new company; she is enthusiastic and she wants to work for them because there will be opportunities for promotion.

There are some reasons why she might not be the right person: she likes finding rare books, but she is unlikely to have to do this in a large chain bookshop.



**Vocabulary note**

Some of the language in the script will need some explanation:

*have a seat* = sit down

*current job* = the job someone is in now

*whereas* is used to make a contrast (e.g. *I am short whereas you are tall*)

*branch* = an office or a shop belonging to a company whose main office is somewhere else

*to find out about* = to get information about something

*in recent years* = in the past few years

*the post of* = the job

*as well as* = in addition to (a more emphatic way of saying *and*)

**5** [2.6] Read through the expressions in the box with the class so that they understand the types of questions asked in an interview. Then ask them to complete the questions and match them to the category, individually, and check with a partner.

**ANSWERS**

- |                      |                |
|----------------------|----------------|
| 1 How ... worked     | 4 What         |
| 2 Why ... applied    | 5 Do ... have  |
| 3 Would ... describe | 6 Can ... tell |

Question 1: Your current situation and job

Question 2: Reasons for applying

Questions 3 and 4: Strengths, weaknesses and personal qualities

Questions 5 and 6: Questions for the interviewer

**6** Ask students to read the job advert. Ask them to work with a partner, choose roles, and prepare things to ask and say. Then they should do the roleplay. Circulate and monitor their interviews, noting any problems for later comment.

**7** Ask students to swap roles and do the interviews again. If you like they could also swap partners. Students could then give their partner feedback on whether they would give them the job and why/why not. In class feedback elicit ideas about what made students good or bad interviewees.

**7e Applying for a job**

**Lead-in**

**Personal response**

Ask students to tell you what they know about how to write a good CV.

**Writing a CV**

**1** Ask students to complete the CV using the headings.

**ANSWERS**

- |                  |                   |
|------------------|-------------------|
| 1 Date of birth  | 5 Work experience |
| 2 Address        | 6 Skills          |
| 3 Home telephone | 7 Interests       |
| 4 Education      | 8 References      |

**2** Ask students to discuss differences in CV layout as a class and make any suggestions for changes.

**Writing skill action verbs for CVs**

**3** Explain what an action verb is, if students are unfamiliar with the concept, and look at the example. Ask students to find the other action verbs in the CV.

**ANSWERS**

managed, supervised, assisted, received, collaborated, translated, co-ordinated, planned

**Vocabulary note**

*Action verbs* are dynamic verbs that express an action, or somebody doing something (compared to stative verbs which express a state). Advice on writing CVs often encourages the use of action verbs as they give a sense of the writer being dynamic, energetic and proactive rather than passive.

**4** Read the example with the class, then ask students to rewrite the other sentences using suitable action verbs from the box.

**ANSWERS**

- 2 Advised students on future career paths.
- 3 Designed a new website for the company.
- 4 Planned and organised travel arrangements.
- 5 Represented the company at trade fair events.
- 6 Supervised a team of four.

**5** Ask students to think of a previous job they have done and write their summary sentences individually. If you have students who have not yet had job experience they could write about other work-related experience at school or college, responsibilities with clubs or voluntary organisations etc.

**6** Ask students to write their CV.

**7** Ask students to exchange their CV with a partner and give feedback with the aim of making improvements.



## 7f Butler school

### Before you watch

- Students work in groups. Ask them to look at the photo and discuss the questions. Take feedback from the class.
- Before watching the video, ask students to predict what things from the list they think they will see.

### While you watch

- Play the whole of the video for students to check their ideas from Exercise 2.

#### ANSWERS

glasses, a newspaper, shoes, a London taxi, suits

- Give students time to read the sentences. Then play the first part of the video (to 02.42) and ask students to decide if the statements are true or false.

#### ANSWERS

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

See also the underlined phrases in the video script.

- Give students time to read the sentences, then play the second part of the video (02.44–05.12) for them to write the missing words.

#### ANSWERS

- |                  |              |
|------------------|--------------|
| 1 learn          | 4 girlfriend |
| 2 bottle carrier | 5 newspaper  |
| 3 improvement    | 6 unwanted   |

- Give students time to read the questions, then play the final part of the video (05.14 to the end) for them to write the answers.

#### ANSWERS

- tobacco pipes, shoes, champagne
- They drove buses, worked with computers, or worked in restaurants or shops.

- Students now match the quotes to the speakers.

#### ANSWERS

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

### After you watch

- Students work in pairs to roleplay a conversation with David Marceau, according to the instructions.
- Students work in groups to discuss the questions.

### Videoscript

**00.16–00.39** Long ago, England was a land of country houses, palaces, gardens and afternoon tea. Every real gentleman had servants, especially a butler. Just 70 years ago, there were tens of thousands of butlers in England. Now there are only a few. So where does one find a good butler nowadays? The Ivor Spencer International School for Butler Administrators, of course!

**00.40–00.50** 'Good evening, sir. My name is Michael. I'm your butler.'  
'My name is José.'  
'I'm your butler.'  
'Can I bring you some refreshments, sir?'  
'I'm your butler.'  
'Good evening, sir.'

**00.51–00.57** It's the first day of class and the students are learning how to introduce themselves to their 'gentleman' or 'lady'.

**00.59–01.02** A proper butler must also learn to carry himself correctly.

**01.05–01.18** 'Your champagne, my lady.' 'Your champagne, my lady.' 'No problem, sir.' 'No problem, sir.'

**Taxi Driver** Butlers? I haven't seen a butler for a long time.

**01.19–01.29** Seventy years ago, there were an estimated 30,000 butlers. Today there are fewer than 200. But if Ivor Spencer has anything to say about it, that's going to change.

**01.33–01.40** 'It's a pleasure, sir.'  
'No problem, sir!' 'No problem, sir!' 'I'll fetch it immediately, sir.'  
'I'll fetch it immediately, sir.'

**01.40–01.43** Ivor Spencer wants to use his school to bring back the butler to this land of tradition.

**01.44–01.51 Ivor Spencer** Good morning, everybody. Welcome to the Ivor Spencer School. We know you've come from all over the world, and we appreciate you being here.

**01.52–02.20** 'Good morning, your Excellency.' Future butlers must learn how to use the correct titles to refer to ambassadors, kings, queens and lords. Over the next five weeks, thirteen international students will have 86 lessons in the art of being a butler. If they succeed, they may work for a businessman, an important leader or even a king. But first they have to graduate. Mr Spencer says that some people can't even last longer than the first few days.

**02.21–02.25 Ivor Spencer** On every course there are about two people that don't make it past the first two days.

**02.26–02.30** This may come true for one student in the new group, David Marceau.

**02.31–02.42 David Marceau** Good morning, the Lee residence.

Practice makes perfect, so hopefully, with a lot of practice, I'll be just as good as any other butler out there.

**David Suter** I just hope I'm going to be right for the job and hope I can do it.

**Part 2 02.44–02.47** It's important for students to keep their hopes up, and practise, practise, practise!

**02.48–02.50 Speaker** It's a pleasure, sir.

**02.51–03.00** The word 'butler' comes from the French word 'bouteillier' which means 'bottle carrier'. For new butlers, this can be difficult.

**03.01–03.15** 'No problem, sir.' 'It's a pleasure, sir.'  
'No problem, sir.' 'No problem, sir.'  
'Your champagne, my lady.' 'Your champagne, my lady.'

**03.16–03.24** Things go better for everyone this time. It seems that all the practice is showing some results. Even David Marceau is showing improvement.



**03.26–03.35 David Marceau** Your champagne, my lord.

It's on the floor, my lord.

'Good evening, sir.' 'Good evening, sir.' 'Good evening, sir.'

**03.36–03.41** By the third week, students start to find out if they really can become butlers or not.

**03.42–04.13** 'Good evening, sir.' 'Go back.'

**David Marceau** It's very difficult here. It's very difficult. The course isn't easy at all.

'Good evening, sir.' 'Evening.'

'My name is David. And I am your butler. May I offer you some ... May I offer you some.'

'Do that again, David.'

**David Marceau** I have some problems, and I have to deal with them.

'Good evening, sir ...'

**04.14–04.18** David is not just having difficulty with the course, he also misses his friends and family back home.

**04.19–04.29 David Marceau** I miss my girlfriend very much. She's giving me support on the phone. I just talked to her last night. Things are OK and everything. Yes, I wish I was there right now!

**04.30–04.43** There are a lot of secrets to being a good butler. For example, did you know that you can iron a newspaper to make it look nice and avoid leaving ink everywhere? Ivor Spencer does, and he teaches the class how to do it.

**04.44–04.59 Ivor Spencer** That's probably the only time a butler has ... to read the newspaper. If you see a burnt newspaper, you know that the butler's been very interested.

**05.00–05.12** Sometimes butlers need other unusual skills. For example, they might need to deal with unwelcome guests. These butlers will be ready.

**Part 3 05.14–05.21** Butlers must also learn how to recognise quality products, or 'the finer things in life'. From the best tobacco pipes ...

**05.22–05.26 Pipe Seller** It's not just a piece of wood, it's a piece of art.

**05.30–05.35** ... to expensive shoes ... to, of course ...

**05.36–05.38** 'Welcome to the house of Moet et Chandon.'

**05.39–05.40** ... champagne.

**05.41–05.43** 'Sante.' 'To champagne.'

**05.44–05.46** Graduation day arrives.

**05.47–05.50 Ivor Spencer** David, you've come a long way. We appreciate it.

**05.51–05.56** Everyone gets their certificates – even David. Afterwards, the students have a small party.

**05.57–06.04 Ivor Spencer** Good health everybody.

**David Suter** I did it!

**06.05–end** Before they came here, these young men and women drove buses, worked with computers, or worked in restaurants or shops. Now they are part of a very old English tradition. The Ivor Spencer School for Butler Administrators has done its job well!

## UNIT 7 Review

### Grammar

**1** Ask students to complete the sentences with the prepositions in the box.

#### ANSWERS

- |          |           |            |
|----------|-----------|------------|
| 1 across | 3 in      | 5 at       |
| 2 on     | 4 through | 6 opposite |

**2** Read the example with the class, and model the activity by choosing an object for them to guess, and describing where it is, as in the example. Then ask them to continue the activity in pairs, taking turns to describe where an object is and guess what it is.

**3** Ask students to complete the questions with the correct form of the verbs in brackets.

#### ANSWERS

- |                   |                  |
|-------------------|------------------|
| 1 have ... worked | 5 did ... study  |
| 2 joined          | 6 Have ... lived |
| 3 have ... wanted | 7 spent          |
| 4 was             | 8 Did ... travel |

**4** Ask students to prepare the questions individually, then work with a partner and take turns to ask and answer their questions. They can change partners and do it again.

### Vocabulary

**5** Ask students to discuss the photo in pairs. Elicit some ideas and reasons from the whole class.

**6** Ask students to complete the text with *make* or *do*.

#### ANSWERS

- 1 does    2 makes    3 make    4 does

### Real life

**7** Ask students to match the questions with the answers.

#### ANSWERS

- 1 b    2 e    3 a    4 c    5 d

**8** Ask students to work in pairs to ask and answer the questions in Exercise 7, but giving answers that are true for them.

### Speaking

**9** Ask students to think about the questions individually, then discuss their ideas with a partner.



# Unit 8 Technology

## Lead-in


### Personal response

Ask students what they think about science fiction, particularly that relating to space travel and robots.

Ask: *Have you read any good science fiction books or seen any science fiction films or TV series? Which ones have you enjoyed? Do you think they have a realistic view of the future? What do you think the future will really be like?*

Students could discuss their ideas in pairs or small groups.

**1** Ask students to look at the photo and say what they can see. Then ask them to discuss the two questions as a class.

**2**  [2.7] Ask students to read the three questions carefully to focus their listening. Play the recording through – twice, if necessary. Elicit the answers from the class, having one student read the question and another answer.

### ANSWERS

- 1 It solves maths problems (pocket calculator), it sends messages (email / mobile phone) and it cooks dinner (microwave).
- 2 when the instructions given by humans are incorrect
- 3 It works on the International Space Station. It does simple repetitive jobs.

## Audioscript [2.7]

It's difficult to remember what life was like before technology. It solves mathematical problems for us. It sends messages to friends in a second. It even cooks dinner for us. When technology makes a mistake, it's only because it's following instructions from a human. So, what's the next big step in technology? Robots are common in industry such as car manufacturing and recently NASA sent the first humanoid robot into space where it works on the International Space Station. It's called Robotnaut 2 or R2 and it does all the simple or repetitive jobs so the astronauts can spend more time doing experiments. Perhaps in a few years' time every home will have their own R2.

**3** Ask students to read through the comments in the box, then decide if they relate to humans, to robots or to both, then discuss their ideas as a class.

### SAMPLE ANSWERS

Human: has new ideas, makes decisions, invents things  
Robot: never gets tired or hungry, doesn't get bored, always follows instructions  
Both: finds solutions and solves problems, can make a mistake

**4** Ask students to continue their discussion about humans and technology in small groups, and find further advantages and disadvantages of humans and robots like those in Exercise 3.

### SAMPLE ANSWERS

Technology is often faster than humans.  
Technology can break down.  
Humans require payment for work.  
Humans disagree and argue.  
Humans are more mobile than technology.  
Humans can be creative and innovative.

### Extra activity

Ask students to talk about robots they have seen in the real world and those in films (e.g. CP30 and R2D2 in *Star Wars* or HAL in *2001: A Space Odyssey*) and whether they think these robots are similar to those in real life.



## 8a Invention for the eyes

### Lead-in

#### Personal response

Ask students to think about different sorts of glasses and contact lenses that people wear. Discuss what their purpose is and who needs them. If you have any students who wear glasses in the class, ask them to explain what sort of problems they have with their sight and what sort of glasses they wear. Ask: *Do you wear glasses all the time, or do you just need them for certain things?* (e.g. reading, driving). *Do you have more than one pair of glasses? What sort of problems do you have because of wearing glasses?* (e.g. difficulties doing sport etc.)

### Speaking


**1** Ask students to discuss the inventions in pairs, then elicit ideas from the whole class. Ask students to think about how important each invention was and what impact it has had on our lives.

#### ANSWERS

See page 153 of the Student's Book

**2** Ask all the students to think of another important invention. Brainstorm ideas and write them on the board. Ask each student to say why the invention they think of is important, before deciding which of their inventions is the most important in human history.

### Listening

**3**  [2.8] Ask students to look at the picture and then read the three questions to focus their listening. Then play the recording – twice, if necessary. They can check their answers with a partner, then discuss the answers as a whole class.

#### ANSWERS

- 1 There are no opticians where they live so they can't get glasses if they need them.
- 2 They don't need an optician because the person wearing them can change the shape of the lens until they can see properly.
- 3 Africa, Asia and Eastern Europe


### Audioscript [2.8]

More than one billion people in the world don't have glasses but need them. These people live in parts of the world where there aren't many opticians. For example, in parts of Africa there is only one optician per million people. But now, there is a scientist who has found a solution to the problem. Joshua Silver has invented glasses which don't need an optician.

They look like a pair of normal glasses but there is a pump on each side with silicone oil. First, you turn a wheel which controls the pump. The pump pushes the silicone oil through the pipe and it moves into the lenses. The shape of the lens changes and you turn the wheel until you can see correctly.


Silver had the idea a few years ago and he did many experiments before he got it right. The first person who used the new glasses was a man in Ghana. The man made clothes but he had bad eyesight and found it difficult to work. But when the man put on the glasses he could start working again. Silver says, 'I will not forget that moment'.

As a result, Silver started an organisation which is called the 'Centre for Vision in the Developing World'. The glasses are cheap to produce and so far the organisation has worked in Africa, Asia and Eastern Europe where over thirty thousand people now wear the glasses. Joshua hopes a billion people across the whole world will have them by 2020.

**4**  [2.9] Ask students to look at the diagram and read the instructions to focus their listening. Then play the first two paragraphs of the programme on track 2.9. Elicit the answers in the correct order. (See audioscript 2.8, first and second paragraph.)

#### ANSWERS

- 1 The wearer turns the wheels on each side.
- 2 The pump pushes the silicone oil through the pipe.
- 3 The silicone oil moves into the lens.
- 4 The lens changes shape.

**5**  [2.10] Ask students to read through the sentences to focus their listening. Then play the second part of the programme for them to decide if the statements are true or false. Check the answers as a class and ask students to correct the false statements. (See audioscript 2.8, third and fourth paragraph.)

#### ANSWERS

- 1 T
- 2 T
- 3 F (*The glasses are cheap to produce*)
- 4 F (*Joshua hopes a billion people across the whole world will have them by 2020*)

**6** Ask students to discuss the invention as a class, and compare it with other inventions they have thought about. Ask students to think about issues such as the impact this could have on people's ability to earn a living (e.g. the example of the man who made clothes in the listening) or to carry out everyday activities safely, such as cooking or using tools.

### Extra activity

Ask students who wear glasses (or contact lenses) to explain what it is like and how it affects their everyday life. Ask: *What would your life be like if you couldn't have glasses or contact lenses? Have you ever broken or lost your glasses? What was it like?*



**Grammar defining relative clauses**

**7** Ask students to read the three sentences and answer the questions individually, then check with a partner. Elicit the answers from the class.

**ANSWERS**  
 1 a) who    b) where    c) which  
 2 b) who has found a solution to the problem  
 c) which don't need an optician

**Grammar note**

A common mistake in relative clauses is for students to repeat a pronoun with the relative pronoun, e.g. *The first person who used the new glasses he was a man in Ghana.* Check that students do not start making this mistake when they write their own sentences with relative clauses. In a defining relative clause you can miss out the relative pronoun *who*, *which* or *that* when it is the object of the relative clause (i.e. followed by a noun or a pronoun), e.g. *Those are the cakes which she made this morning.*  
*Those are the cakes she made this morning.*

**8** Read the information about defining relative clauses in the grammar box with students and make sure they understand how defining relative clauses work. If you need more explanations, examples or practice, refer to page 163 of the Student's Book.

Ask students to complete the sentences and underline the relative clauses individually, and then check their answers with a partner. Elicit the answers from the whole class.

**ANSWERS**  
 1 who                    4 where  
 2 where                5 which  
 3 which                6 who  
 Defining relative clauses:  
 1 who changed the way we think.  
 2 where no one has ever been.  
 3 which flew at supersonic speed.  
 4 where many successful technology companies like Apple and Microsoft are based.  
 5 which was the first battery.  
 6 who was famous as an actress in the 1940s.

**9** Ask students to look back at the sentences and the information in the grammar box, and decide which pronouns can be replaced with *that*.

**ANSWERS**  
 1, 3, 5, 6

**10** Ask students to complete the text individually, then check with a partner. Elicit the answers as complete sentences.

**ANSWERS**  
 2 where there is no safe  
 3 who specialise in solving problems like this  
 4 which cleans the water  
 5 which can break  
 6 where there is a lake, river

**11** Read the example to students, and ask them to write their own three sentences. They should then swap sentences with a partner and decide what their partner's famous things are. They can swap partners and do it again.

**Speaking**

**12** Ask students to work in groups of four to design their robot and work out what it is for, who will use it and where.

**13** Ask the groups to present their robot to the class. Each group member should present a part of the information, so they need to plan who will do what.

**Homework**

Ask students to describe a piece of domestic electrical equipment, say what it looks like, what it does, who uses it, and where it is used in the house.



## 8b Technology for explorers

### Lead-in

#### Personal response

Ask the class to look at the title of this section and to suggest what technology could be useful to explorers in different places (e.g. the Amazon, the Antarctic, the Sahara Desert).

### Vocabulary the internet

1 Ask students to complete the comments individually, then check their answers with a partner. Elicit answers as complete sentences. Check students are familiar with all the computer-related words here, both those in the box and other words in the gapped sentences (see Vocabulary note below).

#### ANSWERS

- |            |             |
|------------|-------------|
| 2 download | 6 subscribe |
| 3 write    | 7 upload    |
| 4 do       | 8 log on    |
| 5 search   |             |

### Vocabulary note

*social networking site* = sites like Facebook, where you can share photos or clips and keep in touch with friends  
*to download* = to copy things from the Internet onto your computer  
*to upload* = to copy things onto the Internet  
*a blog* = a sort of on-line diary  
*online gaming* = playing games with other people on the Internet  
*a podcast* = a news broadcast online  
*a password* = a sequence of numbers and letters that allow you to enter a website

2 Ask students to work in pairs and discuss their computing habits by changing the sentences in Exercise 1 as appropriate. They should add a further sentence to each item, giving more details about how they use that aspect of the Internet. Elicit ideas from round the class and have a brief discussion about students' habits.

Read the information about verb prefixes in the *Wordbuilding* box. Elicit further verbs from the class with these prefixes, e.g. *undo, overdo, redo, underdone; underuse, overuse, reuse; upgrade, downgrade*, etc. Refer to Workbook page 67 for further information and practice.

### Reading

3 Ask students to read the two questions to focus their reading then read the blog to find the information. Elicit answers from the whole class.

#### ANSWERS

- 1 He posts messages on social networking sites.
- 2 You can find the answer to problems quickly and easily, which can help you to make decisions and can save lives.

4 Ask students to read the blog again and decide what things from the list Jay writes about.

#### ANSWER

what he's doing at the moment; his plans for later; his recent news

### Grammar zero and first conditional

5 Ask students to read the sentences from the blog and answer the questions, then compare their answers with a partner. Elicit answers from the whole class and read the information and examples in the grammar box. Ask students to say which of the sentences a–c in Exercise 5 use the zero conditional (b and c), and which use the first conditional (a). Refer to page 163 of the Student's Book for further information or practice.

#### ANSWERS

- 1 b, c    2 a

### Extra activity

Ask students to look back at the blog and find another conditional sentence. They should say what type of conditional sentence it is, and whether it matches explanation 1 or 2 in Exercise 5 (i.e. generally true or possible future situation).

Answer: *If it is, it'll hurt but it won't kill you.* (Explanation 2, future possible situation)

### Grammar note

Note that in many contexts there is little difference between *if* and *when* when you use the zero conditional to talk about general truths:

*If / When I go by car, it takes me 10 minutes.*

But there is a difference between *if* and *when* when you use the first conditional to talk about future events:

*If I see Jane, I will tell her.* (but I don't know if I will see her)

*When I see Jane, I will tell her.* (and I know that I will see her)

6 [2.11] Ask students to complete the conversation individually, then check with a partner. Elicit the answers as complete sentences.

#### ANSWERS


- |                     |                |
|---------------------|----------------|
| 1 we'll need        | 6 go           |
| 2 won't be          | 7 I'll pack    |
| 3 I always get      | 8 happens      |
| 4 will probably get | 9 won't happen |
| 5 bring             |                |



**Audioscript**  [2.11]

- A: So, what are we going to take with us?
- B: Well, I don't know what the weather is going to be like. If it rains, we'll need all this waterproof clothing.
- A: Yes, but if we take all that, there won't be space for anything else. Anyway, when I go canoeing I always get wet. Why are you packing that?
- B: If we don't have a map, we'll probably get lost.
- A: Don't worry. If I bring my GPS, we'll know exactly where we are at all times. What about food?
- B: I normally take tins and packets of food when I go on a trip like this.
- A: Good idea. If you carry the food in your canoe, I'll pack both the tents in mine.
- B: Maybe that's not such a good idea. If something happens to one of us, then the other person either won't have any food or won't have a tent.
- A: Well, hopefully that won't happen if we're careful.

**Pronunciation intonation in conditional sentences**

**7a**  [2.12] Play the extract for students to listen first. Then play the recording again and pause it for them to repeat chorally and individually

**7b** Ask students to practise the dialogue in pairs, paying particular attention to the intonation of the conditional sentences.

**Vocabulary and speaking**

**8** Read the information first with the class, and explain any language they don't understand. Ask students to work in groups of four to discuss their expedition and choose five items. When they have agreed on what to take, ask each group for their list and discuss any differences with the whole class.

**Homework**

Ask students to write a sequence of six first conditional sentences about what they will and won't do over the coming weekend (e.g. *If the weather is good I will have a barbecue and invite some friends. If it rains, I will go to the cinema.*).

**8c Designs from nature**

**Lead-in**

**Personal response**

Ask students to talk about the patterns and colours that exist in certain living things in nature (e.g. animals, plants, birds, insects). Ask them to describe any interesting patterns they can think of, and discuss what the purpose of them might be (e.g. camouflage in tigers and many fish, moths and toads, courtship in the colourful breeding plumage of many birds).

**Reading**

**1** Ask students to look at the photos and discuss the question as a class.

**ANSWER**

The robot is shaped like the gecko, and it looks as if it can walk up a vertical wall like a gecko. It uses some sort of special material on its feet.

**2** Ask students to read the questions to focus their reading, then read the article and answer the questions. They can check their answers with a partner before you elicit them from the class.

**ANSWERS**

- 1 Because they can move quickly up and down walls and across ceilings.
- 2 the gecko's feet, and how the gecko can run up smooth vertical surfaces
- 3 The robot cannot walk upside down.
- 4 in order to copy their designs

**3** Ask students to try to match the animals and plants 1–4 at the bottom of page 98 with the inventions A–D at the bottom of page 99. They should look for similar characteristics to help them match. They then read the rest of the article to check their predictions.

**ANSWERS**

- 1 D    2 A    3 B    4 C

**Critical thinking supporting the main argument**

**4** Check that students understand the main argument as explained in the rubric (i.e. that we can use characteristics that have evolved in animals and reproduce these in man-made objects). Ask students to decide which sentences support the main argument. They should work individually. Elicit answers from the class, having them read out the correct sentences.

**ANSWERS**

- 1, 2, 5



**Word focus** *have*

5 Read through the instructions and uses of *have* with the class. Ask students to match the sentences to the uses individually, then check with a partner.

ANSWERS

2 b    3 a    4 a    5 b

6 Ask students to call out the answers to this quickly. Make sure that students understand *have got* can only be used to talk about possession (i.e. use a in Exercise 5), not actions or experiences (use b).

ANSWER

You can't use *have got* with *a chat, a rest, fun, a good time*.

**Extra activity**

If students need further practice, ask them to find one more sentence in the article with *have*, and decide which use in Exercise 5 it matches.

*Wilhelm Bartlott was another inventor who had a great idea* (use a)

**Speaking**

7 Ask students to work in groups of four to discuss how these different animals could help people and which products they might help to improve. Then have the groups report their ideas back to the class, and discuss them as a class.

SAMPLE ANSWERS

Spiders: could help us to develop new, stronger fibres, e.g. for cables and wires to use in construction of bridges and buildings, or for textiles to use in clothing.

Abalone shell: could help us to develop stronger building materials, e.g. concrete for building.

Glow worms: could help us to develop new forms of lighting, e.g. street lighting, torches and household lamps, light bulbs etc.

**Homework**

Ask students to write about an animal feature that could be used to help with the design of some material or object. It can be one of the animals dealt with in Exercise 7 or something completely new.

**8d Gadgets**

**Lead-in**

**Personal response**

Having made sure that students understand what a gadget is, ask them what their favourite gadget is at home – get them to describe it and say what they use it for.

**Vocabulary technology verbs**

1 Ask students to look at the photos and answer the questions in pairs, then discuss this as a class.

SAMPLE ANSWER

It is a headlamp that fits on your head, and it can be used when you work in a dark place (e.g. a cellar, a loft, or outside at night) and you need to have your hands free in order to carry things, climb, or do anything else.

2 Ensure students know the meanings of the words in the box and in the text. They should complete the instructions individually, then check with a partner. Elicit the answers as complete sentences.

ANSWERS

2 Switch on            5 Plug  
3 Press                6 recharge  
4 send

**Pronunciation linking**

3a [2.13] Read through the description of how linking works with the class. Ask students to look at the list of phrases, and imagine how they sound. Play the recording and let them listen. Then play it again and pause after each phrase so that they can repeat it chorally and individually.

3b Ask students to do think of items and make sentences in pairs. Circulate and monitor their grammar and pronunciation.

**Real life asking how something works**

4 [2.14] Ask students to look at the instructions for the headlamp in Exercise 2 again and tick the features they hear discussed. They can then check their answers with a partner.

ANSWERS

2, 3/4, 5/6



**Audioscript** [2.14]

- A: OK. All packed?  
 B: Nearly. I've got the tent. I've got my walking boots.  
 A: Have you got a good coat? They say it's going to rain.  
 B: Err, I only have this one.  
 A: Yeah, it'll be OK. Hey, what's that?  
 B: Oh yeah, my brother gave it to me.  
 A: Wow. That is cool! Where do I switch it on?  
 B: Here. But you press this if you want different types of light.  
 A: What do you mean?  
 B: Press here if you want normal lighting. But you need to press here for long distances.  
 A: Wow! That's amazing.  
 B: It can light objects sixty metres away. And press it again and you get a flashing red light for emergencies.  
 A: Aaah, I want one!  
 B: And listen to this.  
 A: How did you do that?  
 B: I pressed this button. It's a sound for emergencies. You know, if you get lost during the day and you need help.  
 A: Brilliant! What is this for?  
 B: Plugging it into your laptop.  
 A: Why do you need to do that?  
 B: To recharge the battery.  
 A: But what if you don't have your laptop?  
 B: Well, the battery lasts for a hundred and sixty hours so you shouldn't need it.  
 A: Fantastic. Where can I get one?

**5** [2.14] Read through the questions first to focus students' listening. Then play the recording while they tick. Elicit which questions they heard.

**ANSWERS**

- Where do I switch it on?
- How did you do that?
- What is this for?
- Why do you need to do that?

**6** Ask students to choose items from the box, or other gadgets around them, and explain how they work to their partner.

**Homework**

Ask students to write a description of a gadget they have at home.

**8e An argument for technology**

**Lead-in**

**Personal response**

Ask students to tell the class what they find positive and what they find negative about technology, and give reasons for their ideas.

**Writing a paragraph**

**1** Ask students to read the three options, then read the paragraph and decide where it is from. Elicit ideas and discuss the answer.

**ANSWER**

2 (it does not give any instructions so it is not option 1; it gives a lot of statistics and talks mainly about energy use, so it is likely to be a report about energy; it uses formal language so it is not option 3)

**Background information**

LED stands for 'light-emitting diode', and LEDs are a semiconductor light source. Based on a discovery first made in 1907, LEDs were not practically developed until 1962. They are used on cars, on planes, in street lights, and as the backlighting for TV and computer screens. They are cheap to produce and very long-lasting.

**Writing skills connecting words**

**2** Ask students to match the words to their uses individually, then check with a partner. Elicit the answers with the phrases given by asking students to read the use, then the words from the passage.

**ANSWERS**

- 2 For example
- 3 Furthermore
- 4 In other words
- 5 On the other hand; However
- 6 As a result

**Writing skills supporting sentences**

**3** Read the information with the class and make sure students understand what a 'topic sentence' is – they can look back to the opening sentence of the paragraph in Exercise 1 as an example. Ask them to categorise the sentences individually, then check with a partner.

**ANSWERS**

- 1 T
- 2 S
- 3 S
- 4 T
- 5 S
- 6 S
- 7 T
- 8 S



**4** Ask students to write the paragraph individually, then exchange it with a partner so both students can check each other's writing.

**SAMPLE ANSWER**

GPS is a good idea for anyone who travels a lot. Firstly GPS maps are always up-to-date and accurate. Furthermore, they are safer to use when driving. On the other hand, one disadvantage is that GPS is more expensive than a normal map. However, it saves time. For example, you will drive directly to your destination without spending time getting lost and trying to find your way. As a result, you will also spend less money on petrol.

**Background information**

GPS stands for the Global Positioning System, which is a space-based navigation system which provides place and time information in all weather, anywhere on earth where there is an unobstructed line of sight to four or more satellites. It was developed in the 1960s for military purposes, and then strengthened by the launch of 24 satellites between 1989 and 1994. In 1996, civilian use was sanctioned by the US President. In 2005 the first of a series of modernised satellites was launched. The system is owned and operated by the US government.

**5** Explain to students that they should first make a plan of their paragraph, like the one in Exercise 4, with one main idea expressed in a topic sentence and three supporting ideas. They may need research time, so it could be set as a homework activity.

**6** Ask students to use the checklist to go through the first draft of their paragraph and make any necessary changes.

**Extra activity**

Ask students to work in pairs and exchange their paragraphs to examine the structure, as well as language and ideas, and then provide feedback to their partner.

**8f Wind power**

**Before you watch**

**1** Students work in groups. Ask them to look at the photo and discuss the questions. Take feedback from the class.

**While you watch**

**2** Play the whole of the video for students to check their ideas from Exercise 1.

**ANSWERS**

- 1 in a playground
- 2 a wind turbine; to get energy from the wind
- 3 They will get free energy for their school.

**3** Give students time to read the questions, then play the video again for them to write the answers.

**ANSWERS**

- 1 \$140,000 a year
- 2 on teachers
- 3 Because they need to be able to withstand tornados.
- 4 It sends the power to the local electricity grid.
- 5 Because they have turbines on their land and they can make money from the wind.
- 6 keep records of how much fossil fuel they are not using

**4** Give students time to read the sentences, then play the video again for them to write in the numbers.

**ANSWERS**

- 1 2    2 81,530    3 180    4 130    5 6,000
- 6 257    7 71,000

**After you watch**

**5** Students work in pairs to roleplay a conversation between a salesperson and a head teacher, according to the instructions.

**6** Elicit ideas from the class about what the quote means, and whether they agree with it.

**7** Students work in pairs to discuss the questions.



Videoscript

**00.14–00.38** Around the town of Spirit Lake, Iowa, the land is very flat, and the wind blows across it a lot of the time. It's not easy to live with, but one school district here is using the wind in order to get an advantage. In Spirit Lake, they've built two wind turbines right next to their schools. These turbines are helping the schools to save energy – and money.

**00.39–00.46** *Jim Tirevold* The little turbine, since it's been paid off, has saved the district \$81,530.

**00.47–01.11** The Spirit Lake school district built its first wind turbine in 1993. This was the first turbine used to power a school in this part of the US. Since then, the school has constructed a second turbine. Together, the two turbines could save the district \$140,000 a year in energy costs. This amount of money is very impressive, but it's even more impressive if it's explained in a different way.

**01.12–01.17** *Tim Grieves* Well, it will mean anywhere from two to three teachers, which is very important at a time right now.

**01.18–01.21** From the inside, it's clear just how big the turbines really are.

**01.22–01.26** *Jim Tirevold* This turbine stands 180 feet to the hub height.

**01.27–01.32** The turbine is held in place by steel rods that go 25 feet down into a solid foundation.

**01.33–01.38** *Interviewer* What type of a wind could this withstand?

*Jim Tirevold* It's rated to stand up to 130 mile an hour winds.

**01.39–02.44** The strength of the turbines is especially important in a place where tornadoes can – and do – occur. In extremely strong winds, the huge blades of the wind turbines simply shut down, or stop working. The turbines are also very efficient at using the wind. They'll produce energy in winds of just eight miles an hour.

The smaller turbine sends its power directly to the school itself. The larger turbine sends its power to the local electricity grid. There it can be used by the power company.

This little school district is able to sell the extra energy that the turbines produce.

The schools aren't the only ones who are making money in the energy business. In the countryside south of the Spirit Lake schools, more turbines stand near the big silos on the local farms. In this area, 65 farmers have recently allowed energy companies to build wind turbines right next to their fields. Now, farmers can make money from the wind, just as they do from selling their crops. Farmer Charles Goodman thinks he'll make an extra \$6,000 a year from the three turbines on his farm.

**02.45–02.52** *Interviewer* So when you see the wind kicking pretty good like it is, that's money in your pocket, right?

*Charles Goodman* I smile all the time when the wind's blowing like this.

**02.54–03.08** This piece of the Iowa countryside is just 27 miles long, but it now has 257 wind turbines. These turbines provide enough energy to power a city like Des Moines. That's 71,000 homes!

**03.10–03.18** The turbines are also providing more than just power. In Spirit Lake, wind power is used for teaching as well.

**03.24–03.28** Physics teacher Jan Bolluyt can't imagine why schools wouldn't use wind power.

**03.29–03.33** *Jan Bolluyt* When I talk about force, energy and electricity, they see that we're producing it right here.

**03.34–03.45** The teachers here encourage students to keep detailed records. They write down the amounts of fossil fuels, such as coal, that are no longer needed for energy for the school.

**03.46–03.56** *Jan Bolluyt* We're talking tons of carbon dioxide. We're talking tons of sulphur dioxide. We're talking hundreds of trees. So, you know, it's not just a small thing.

**03.57–04.09** In this part of Iowa, people are using wind power to earn money and to learn about saving the environment. The people of Spirit Lake are using the power of the wind to ensure a better future for everyone!



## UNIT 8 Review

### Grammar

1 Ask students to use the prompts to write sentences with a relative clause.

#### ANSWERS

- 2 Camping is an activity which (that) my friends and I enjoy doing.
- 3 GPS is a gadget which (that) tells you where you are.
- 4 My parents are the people who (that) are always happy to see me!
- 5 The thing which (that) I hate about TV is the adverts.
- 6 The Space Shuttle was the first spacecraft which (that) travelled from and to Earth.

2 Ask students to think about how they would complete these two sentences individually, then work in pairs to discuss their answers.

3 Ask students to complete the sentences using the verbs in the box, with a form of *will* if necessary.

#### ANSWERS

- |             |                |
|-------------|----------------|
| 1 press     | 4 doesn't call |
| 2 will work | 5 won't go     |
| 3 love      |                |

### Vocabulary

4 Ask students to look at the list and pair the verbs and nouns that are the best match. Point out that some verbs match with more than one noun, but others will only pair with one. They should therefore look through the whole list first and decide on the pairs before they write them down. Note also that *make* appears twice and matches with two items.

#### ANSWERS

- 1 b/e    2 d    3 a    4 b/e    5 c

5 Ask students to complete the questions with words from Exercise 4. Then work with a partner to discuss their answers.

#### ANSWERS

- 1 idea    2 make    3 make    4 problem, find

6 Ask students to complete the sentences with two words, one from each box. They should be words that go together to form a phrasal verb.

#### ANSWERS

- |                 |                       |
|-----------------|-----------------------|
| 1 log on        | 4 turn ... round / up |
| 2 set up        | 5 push ... forward    |
| 3 plug ... into | 6 click on            |

## Real life

### 7

#### ANSWERS

- 1 Where do I switch it on?
- 2 How did you do that?
- 3 What happens if I press this button?
- 4 How long does the battery last?
- 5 Why do you need to do that?
- 6 How do you make it record?

### 8

#### ANSWERS

- a 5    b 4    c 1    d 2/6    e 3

## Speaking

9 Ask students to get into pairs. One of them should explain how to use the DVD and the other should ask questions for clarification. They can then swap roles so the other student gives the explanation.



# Unit 9 Language and learning

## Lead-in

### Personal response

Ask the class what languages they have learnt, and in what situations. Ask what they have found easy and difficult about learning different languages, and why that might be, e.g. have they learnt any languages which use a different alphabet or system of writing, or does their mother tongue use a different alphabet to English?


- 1** Following on from the lead-in discussion, ask the class to look at the photos and answer the questions together. Don't confirm their answers at this point as they will check them in the listening in the next exercise.

### ANSWERS

- 1 Japan
- 2 How to write Japanese characters

## Background information

Japanese characters are ideographs, and are known as *kanji*. They are based on Chinese characters, which came into Japan from the 4th century AD onwards. Despite what is widely thought, only a very few *kanji* are pictograms (i.e. a visual representation of the meaning). *Kanji* are used for most nouns and personal names, and the stems of most verbs and adjectives; endings are written in a different system. Children at school work with a core of just under 2,000 different *kanji* which give basic literacy.

- 2**  [2.15] Ask students to read the three questions carefully to focus their listening. Play the recording – twice, if necessary. Elicit the answers from the whole class and ask them to correct any sentences that are false. Check that they have understood the answers to Exercise 1.

### ANSWERS

- 1 true    2 false (there are several thousand)    3 true

## Audioscript [2.15]

While I was working as an English teacher in Japan, I tried to learn the language but it was hard. Even the kids found their own language hard. This photo is of a second grade class at the school. They were all practising writing some of the different letters for the sound 'shou' in Japanese. A lot of Japanese words are homophones so they have the same sound but different meanings. Japanese has so many letters and symbols to learn. There are several thousand, most of which have come from Chinese. It's similar to English in the sense that it has also taken words in the past from other languages. For example, you can find lots of English words which have come from the languages of German and French.

- 3** Read through the facts with the class. If you have a monolingual mother-tongue class, they can discuss the answers to the questions as a class. If you are teaching a multilingual mother-tongue class, then ask students to answer the questions in relation to their mother tongue, then tell the rest of the class. Depending on the make-up of the class, you could ask further follow-up questions, e.g. *Are there any other ways in which your language is similar to English? Are there any other ways in which your language is different to English? Have any words from your language been borrowed by English?*

## Extra activity

Ask students to tell a partner about how difficult or easy it was for them to learn their mother tongue. Write the following questions on the board: *What things were particularly difficult? How did you learn it? What were your school classes like?*



## 9a Ways of learning

## Lead-in

## Personal response

Ask the class to talk about the way that they study, and how they think they learn best. Ask them to give examples from their school and university, college or other studies.

## Vocabulary education

1 Ask students to look at the pairs of words and match each word in the pair to the correct definition. They can then check their answers with a partner. Elicit the answers from the class as complete sentences (e.g. *A lesson is a period of time when people learn something*).

Discuss any of the words that they are unclear about.

## ANSWERS

- |                         |                            |
|-------------------------|----------------------------|
| 1 a lesson, b subject   | 4 a timetable, b schedule  |
| 2 a rules, b discipline | 5 a instruct, b teach      |
| 3 a enrol, b apply      | 6 a skill, b qualification |

## Vocabulary note

Depending on the class, you may wish to introduce or clarify further pairs of words on this topic:

*leave or finish school* = complete your school education (with or without qualifications)

*graduate from university* = pass your degree and leave  
*degree* = a university qualification usually gained after three years of study after leaving school at 18

*diploma* = a range of more vocational qualifications, e.g. gained after leaving school at 16, or a *postgraduate diploma* is gained after a degree

## Pronunciation stress in two-syllable words

2 [2.16] Ask students to read through the words silently to themselves and think about where the stress is. Play the recording and let them listen, then play it again for them to mark the stress. Elicit the answers from the class, having them say the word correctly as their answer. Ask if they can see a different pattern in the nouns and the verbs. Play the recording again, pausing after each word for students to repeat chorally and individually.

## ANSWERS

nouns: lesson, subject

verbs: enrol, instruct, apply

The nouns have the stress on the first syllable, the verbs have the stress on the second syllable.

## Pronunciation note

In English most two-syllable nouns have the stress on the first syllable and most two-syllable verbs have the stress on the second syllable.

Some words have a verb form and a noun form which are spelt the same, but stressed differently, e.g. *present* (verb) and *present* (noun); *conflict* (verb) and *conflict* (noun).

There are also exceptions to this rule but it is a useful guide to follow.

3 Ask students to work in pairs to ask and answer the questions and discuss their experiences. Remind students of the use of *have to* and *be allowed to* for question 2. Encourage students to ask follow-up questions on these topics (e.g. *Which subjects didn't you like? Which were your best teachers?* etc). Elicit some comments from the whole class.

## Listening

4 [2.17] Read out the words in the glossary so that students will recognise them on the recording. Ask students to read the three topics to focus their listening, then play the recording and ask them to match the topics with the three sections. Check students understand the key words on the recording (see Vocabulary notes on page 99).

## ANSWERS

- 1 b    2 c    3 a

## Audioscript [2.17]

## 1

Every day, the ancient Shaolin temple is visited by hundreds of tourists. They come from all over China and from every type of background. There are soldiers, business people, retired people and young couples. In particular, there are parents with excited children who are punching and kicking. Most people have learnt about Kung Fu from films and TV and so they all come to the Shaolin Temple – the place where Kung Fu began. According to history, people started learning Kung Fu at the Shaolin Temple in the fifth century. Since then, Kung Fu teachers have taught generations of students.

## 2

Nowadays, the name of Shaolin is known across the Kung Fu world. It is a brand and a multi-million dollar business. Shaolin products are sold from the website. There are film and TV projects and Kung Fu demonstrations are given by groups of Shaolin performers. As a result, the Shaolin Temple has started a new interest in Kung Fu and it is taught in hundreds of new schools in China. In the city of Dengfend, for example, ten kilometres from the Shaolin Temple, more than 50,000 students are enrolled at one of the sixty martial arts schools.



3

For six days a week, eleven months a year, the school timetable starts early and finishes late. Male and female students as young as five get up early for their first class. They always wear red uniforms and stand in rows, practising Kung Fu. Many of these students have seen Kung Fu at the cinema and they dream of becoming a Kung Fu film star or a famous kickboxer. Others want to learn the skills they will need for a good job in the military or police force. Some students are sent by their parents because the schools are well-known for their hard work and discipline. At night, the students sleep in unheated rooms. They train outside even when the weather is below zero degrees. They hit trees to make their hands stronger and the movements are repeated again and again for hours on end.

**Background information**

Kung Fu is a term which in Chinese is used for any kind of skill which has been gained after long, hard practice. There are many types of physical combat. In the past they were almost all to do with using weapons such as staves (wooden sticks) or swords. In modern times the focus has been more on the use of hands. The types are divided into internal, focusing on controlling the *qi* – the central spirit – through breathing and controlled movements; and the external, focusing on the physical ability to do fast, powerful kicks, high jumps and rapid movement in general. Kung Fu has been popularised throughout the world by the films of Bruce Lee in the 1970s and many TV series and films since then.

**Vocabulary notes**

- Kung Fu* = Chinese martial arts
- martial art* = various kinds of fighting and self-defence which have a set of rules and traditions
- a generation* = a group of people born around the same time
- for hours on end* = for a very long time

5 [2.17] Ask students to read through the sentences and predict what they think the correct option might be. Play the recording again for them circle the correct answer. They can compare with a partner. If necessary, play it again. Then elicit the answers as complete sentences.

**ANSWERS**

- 1 from watching films and TV
- 2 fifth century
- 3 has different businesses
- 4 students
- 5 Not all the students
- 6 discipline

6 Ask students to work with a partner and use the cues to discuss their views about Kung Fu in China.

**Grammar present simple passive / by + agent**

7 Ask students to read the sentences and answer the questions, then share their ideas with a partner. Elicit the answers from the whole class. Discuss the information in the grammar box with students, then ask them to underline the passive verbs in the script. Check the answers as a class and make sure that the students can recognise the passive forms. If you feel they need more examples and practice, refer to page 164 of the Student's Book.

**ANSWERS**

- 1 The object is Kung Fu and teachers do the action.
- 2 Kung fu is the subject, we don't know who does the action. See script for underlined passive verbs

**Grammar note**

Make sure students understand the purpose of the passive: to focus on the action rather than the person or people doing the action. Point out that if we want to mention the person, we put them at the end, after *by*, e.g.

Active: *Peter broke the window.*

Passive: *The window was broken by Peter.*

However, if the person is just a pronoun, we do not include it, e.g.

Active: *They make chocolates in that factory.*

Passive: *Chocolates are made in that factory.*

We do not add *by them* at the end.

8 Ask students to complete the text individually, then check with a partner. Elicit the answers as complete sentences and check that students understand all the ideas in the text (see Vocabulary notes below).

**ANSWERS**

- 1 are enrolled
- 2 are sent
- 3 are needed
- 4 is not seen
- 5 are not taken
- 6 are sent
- 7 is emailed
- 8 are taught

**Vocabulary notes**

*to see something as* = to see something in a particular way, have a fixed idea about something. This is often used in the passive to talk about the way people generally think about something.

*tutor* = the word used for a teacher in university courses or in adult education, or one-to-one teaching

*distance learning* = doing a course at home or without going to lessons in person, e.g. sending work by email and talking to a tutor on the phone, by email or over the Internet

9 Ask students to read the sentences and delete *by + agent* where it is not needed. They can then check their answers with a partner. Elicit the answers as complete sentences.







5 Ask students to read the article again and decide if the sentences from Exercise 4 are true or false, then check with the whole class. Ask students to correct the false sentences.

ANSWERS

- 1 F (it was made from a plant)
- 2 F (for people's identity or symbols of a tribe)
- 3 T
- 4 F (one of the first alphabets was created by the Phoenicians)
- 5 F (pictures were used by the Maya to represent dates and times)
- 6 T
- 7 F (it was invented in 1874)
- 8 F (2010 was the year that Amazon sold more eBooks than paperback books)

6 Ask students to write the quiz questions individually, then check with a partner. Elicit the answers as complete questions.

ANSWERS

- 2 How was papyrus used by the Egyptians and the Romans?
- 3 In the Indus Valley, why were stone objects possibly used?
- 4 Where was the earliest Chinese writing done?
- 5 How were dates and time represented by the Maya?
- 6 By the end of fifteenth century, what were books published with?
- 7 When were more eBooks sold by Amazon than paperback books?

Writing and speaking

7 Ask students to work in groups of four to prepare their quiz questions using the past passive form. You may want to brainstorm some ideas for question types (e.g. *When / where was ... discovered / invented / made*). Remind them to keep their questions and answers secret from the other groups!

8 Teams take turns to read out their questions while the other teams write the answers. Ask the teams to swap answer sheets to mark the answers. Teams should not award points for their own five questions.

Teaching note

Depending on the class, you might want to supply a selection of facts for students to write questions for.

9c Saving languages

Lead-in

Personal response

Ask the class to say why they think some languages might need saving. What happens to them when this is the case?

Reading

1 Ask the class to discuss the languages and cultures of their countries.

2 Ask students to read the questions carefully to focus their reading, then read the article and answer the questions. Elicit answers from the whole class. Check students understand the key words in the text (see Vocabulary notes below and the glossary below the article).

ANSWERS

- 1 Native American culture
- 2 Many of them have died out, because of the influence of English.
- 3 to record and preserve languages round the world that are dying out, and teach them to the young

Vocabulary notes

a *tribe* = a group of people who live together and have the same language, culture and traditions (adj: *tribal*)

an *elder* = a leader of a tribe

a *linguist* = someone who studies language

3 Ask students to complete the summary individually, then check with a partner. Elicit the answers from the class as complete sentences.

ANSWERS

- 1 America
- 2 American Indians
- 3/4 cultures / languages
- 5 English
- 6 cities
- 7 schools

Vocabulary phrasal verbs

4 Ask students to match the phrasal verbs from the article to the meanings, then check with a partner. Elicit answers from the whole class. Read the information in the *Wordbuilding* box with the class (see also the Vocabulary note below), and refer to Workbook page 75 if necessary for further information and practice.

ANSWERS

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



**Vocabulary note**

Make sure students understand that phrasal verbs can sometimes have a literal meaning and sometimes a figurative meaning, e.g.

*We looked into the cave from outside.*

*The police looked into the disappearance of 20 bicycles.*

In the first sentence, the meaning is literal – the people literally look from outside into the cave. In the second sentence, the meaning is figurative, and it means *investigated*.

You need to emphasise that phrasal verbs have to be learnt, and that the best way to learn them is through extensive reading.

**Pronunciation stress in phrasal verbs**

**5** [2.18] Ask students to listen to the phrasal verbs in the sentences and decide which part is stressed. Elicit answers from the class and play the recording again to confirm.

**ANSWER**

The particle is stressed.

**Pronunciation note**

You could also point out and practise sound links across the two parts of the phrasal verbs.

In pairs where there is one consonant at the end of the first word, followed by a vowel at the start of the second, the sounds are smoothly linked and there is no break between the words, e.g. *take away, pass on, pick up, give up, set up*. This sometimes sounds as if there is a break before the consonant, e.g. *take away – tay kaway*.

When the first word ends with a vowel sound and the next word starts in a vowel, we add a /w/ or /j/ sound (see Unit 7) depending on the vowels, e.g. *die out – die j/ out*.

Where the first word ends in a consonant and the second word starts in a consonant, they are elided to sound like one consonant sound, e.g. *write down (wridown), get together (getogether)*.

Say the words in each of the three groups for students to listen and repeat.

**6** Ask students to complete the sentences with the phrasal verbs from Exercise 4. They should do this alone, then check with a partner. Elicit the answers as complete sentences.

**ANSWERS**

- |                |                 |
|----------------|-----------------|
| 1 pick up      | 4 write it down |
| 2 get together | 5 pass on       |
| 3 die out      |                 |

**7** Ask students to think about their own answers to the questions in Exercise 6. Then ask them to tell a partner what they think. Finally elicit some comments from the class.

**Critical thinking fact or opinion**

**8** Ask students what the difference is between a fact (= a truth which is proven, e.g. *the Earth is a sphere*) and an opinion (= what an individual believes to be the truth, e.g. *I think the Earth is flat*). Then ask them to decide which of the sentences from the text include the author's opinion. They should do this individually, then check with a partner. Elicit answers from the whole class.

**ANSWERS**

- 2 And so a terrible part of history began.
- 3 But the good news is that some of these people are keeping their culture and language alive.
- 5 The Salish tribe is an excellent example of how schools can help.

**9** Ask students to underline the opinion words individually, then discuss their ideas with a partner. Elicit suggestions from the whole class.

**ANSWERS**

a terrible part of history; the good news is; an excellent example  
The words which express opinion are all adjectives.

**Speaking**

**10** Ask students to work in groups of four and discuss the three questions fully, with reference to the text and examples to back up their ideas. They should then share their ideas with the other groups.

**ANSWERS**

- 1 He supports them completely.
- 2 His opinion is tempered by fact, but it is quite strong.
- 3 Students' own answers



## 9d Enrolling on a course

### Lead-in

#### Personal response

Ask the class to talk about their own experience of enrolling for courses – the positive and negative aspects.


### Reading and speaking

1 Ask students to read the web page then work with a partner to answer the questions, and then check with another pair. Elicit answers from the class.

#### SAMPLE ANSWERS

- 1 Calligraphy: artistic people  
Powerpoint: business people  
Spanish: holiday makers or business people
- 2 Calligraphy and Spanish are for beginners
- 3 Students' own answers

### Real life describing a process

2  [2.19] Ask students to read the statements first, then listen to the recording and decide if the statements are true or false. In feedback ask students to correct the answers that are false.

#### ANSWERS


- 1 F (*there is one place*)
- 2 T
- 3 F (there isn't an interview)
- 4 F (you have to pay no later than six weeks before the course starts)
- 5 T
- 6 F (*all the materials are provided by the trainer*)  
See also the underlined phrases in the audioscript below.

### Audioscript [2.19]

H = College helpdesk, C = Caller

- H: Hello, Corfield College. This is Melanie speaking.
- C: Oh hello. I'm calling about your evening classes starting this term. Are there any places left?
- H: Er, one moment. Let me take a look. I know one of them is full ...
- C: It's called *Preparing more effective Powerpoint presentations*.
- H: Oh yes. That is a popular course ... there is one place but I suggest you enrol soon.
- C: Well can I do it today?
- H: Yes, it's all online so you need to go to the website. When you click on the 'ENROL NOW' button, the first thing you're asked to do is to fill in an enrolment form.
- C: Right.
- H: Have you seen the website?

- C: Yes, but I didn't know if I had to fill in the form for a short course. There isn't an interview, is there?
- H: No, no. Nothing like that. But when you've completed the online enrolment form, a copy is sent to us here at the office and also to the course trainer.
- C: And do I pay when I send you the form?
- H: It's up to you. Payment is accepted either when you enrol or no later than six weeks before the course starts. But you must pay a deposit so a place is reserved for you.
- C: Well, I can pay it all straight away because my employer is paying.
- H: Fine. After we've received payment, a receipt is emailed to your employer.
- C: And then what happens?
- H: Before the course starts, you mean?
- C: Yes.
- H: Once you've enrolled, you're sent a list of books to buy or any course materials. But actually ... for your course ... I don't think ... no, all the materials are provided by the trainer. He'll provide those on the first day.
- C: OK. Well, I'll book it now in that case. Thanks for your help.
- H: You're welcome.

3  [2.19] Read the expressions in the box with the class, and make sure they are familiar with all the expressions. Play the recording and ask them to tick the expressions they hear. Then play it again for them to check.

#### ANSWERS

The first thing you're asked to do is ...  
When you've completed the online enrolment form ...  
After we've received payment ...  
Once you've enrolled ...

4 Introduce students to the roleplay. Read through the instructions with the class, then ask them to work in pairs and follow the instructions. Circulate and monitor students' work.

5 Read through the instructions for the second conversation with the class to set up the roleplay. Ask students to do it in pairs. Circulate and monitor their conversations. Both roleplays can be repeated with other partners, and using the students' own ideas.



## 9e Providing information

### Lead-in

#### Personal response

Ask the class: *When was the last time you filled in a form? What was it for?* Elicit from the class what different types of form they have had to fill in (e.g. for a job application, for transport, housing, tax etc.).

### Writing filling a form

- 1 Ask the students to work in pairs to answer the questions and discuss filling in forms. Elicit responses from the class.
- 2 Ask students to read the two forms and say what they think they are for.

#### ANSWERS

- 1 a medical form, e.g. for a new doctor
- 2 a form for entry to a country

### Writing skill providing the correct information

**3a** Ask students to match the questions to the places on the form. They will need to find the relevant gap and write the words that appear on the form. Elicit answers from the class. Check that students understand the key words and abbreviations from the forms (see Vocabulary notes below).

#### ANSWERS

- 2 current medications
- 3 No. of dependents
- 4 Place of issue
- 5 Country of origin
- 6 Have you ever been refused entry or a visa on a previous occasion? (if yes, give details)
- 7 Contact details of person in case of emergency
- 8 Middle initial

### Vocabulary notes

*DOB* = Date of birth

*No.* = number

*dependents* = people who you look after (e.g. wife, children, parents)

*issue* = the giving of the document to you

*marital status* = are you married, single, divorced

*a visa* = a special stamp in your passport to let you enter a country

*a spouse* = your husband or wife

*next of kin* = your close family

**3b** Check that students understand what an abbreviation is first. Then ask students to answer the questions. They should do this individually, then check with a partner.

#### ANSWERS

- 1 DOB (Date of Birth), No. (Number), etc. (etcetera), e.g. (for example)
- 2 Mr = Mister  
Mrs = Missis (i.e. a married woman)  
Ms = title used for a woman (married or unmarried)  
Dr = Doctor  
Prof = Professor  
BA = Bachelor of Arts  
BSc = Bachelor of Science  
MBA = Master of Business Administration  
PhD = Doctor
- 3 Form 2 (*For office use only*).
- 4 Form 2 (*PLEASE USE CAPITAL LETTERS*)

### Extra activity

Ask students to complete both forms with their own details. They should then share them with a partner, and check the accuracy. They can imagine the second form is for entry to the UK.

- 4 Ask students to work together to write their form.
- 5 Ask them to swap with another pair and check the contents and design using the questions.



## 9f Disappearing voices

### Before you watch

- Students work in groups. Ask them to look at the photo and title and discuss the questions. Take feedback from the class.
- Before watching the video, ask students to predict what things from the list they think they will see.

### While you watch

- Play the whole of the video for students to check their answers to Exercise 2.

#### ANSWERS

We see all of these things.

- Give students time to read the sentences. Then play the first part of the video (to 02.11) and ask students to decide if the statements are true or false.

#### ANSWERS

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

- Give students time to read the questions. Then play the second part of the video for them to write the answers.

#### ANSWERS

- Apatani
- to find out if they can speak Apatani
- a laptop computer, video cameras, and basic recording equipment
- so the community can record the last speakers of old languages
- record an important part of the local culture

- Ask students to complete the extracts from the video with words from the box.

#### ANSWERS

- language
- awareness
- loss
- younger
- speakers
- interesting

### After you watch

- Students work in pairs to roleplay saying what they think and giving reasons, according to the instructions.
- Students work in groups to discuss the questions.

## Videoscript

### Part 1

**00.09–00.32** David Harrison and Greg Anderson work for the Living Tongues Institute. Chris Rainer is a photographer for the National Geographic Society. The three men were travelling in northern Australia where they interviewed a man. He may be the last speaker of a language that most people thought was extinct.

**00.33–00.39** **Speakers** that's like my father...

**00.39–00.46** There are seven thousand known languages in the world, but more than half of them are expected to disappear in the next 50 years.

**00.47–00.51** And when a language disappears, we lose the information about the world that its speakers had.

**00.52–00.57** That's why the three men helped create National Geographic's Enduring Voices project.

**00.57–01.14** **Chris Rainer** Every two weeks around the planet, a language disappears, completely disappears forever and ever. So what we're doing with the Enduring Voices project is really, kind of, trying to bring awareness to this whole issue of language loss around the planet.

**01.16–01.26** After Australia, the team travels on. This time they travel to the extreme northeast of India, a remote area near Bhutan, Myanmar and China.

**01.27–01.36** It's a region where there are many different languages. Many of them are in danger of becoming extinct.

**01.40–01.45** For the team, there are other problems. For example, the equipment isn't working.

**01.46–02.00** **David** Say something.

**Greg** Something. Something that I'm really getting annoyed at is this equipment making my life a hassle.

**David** Go really loud.

**Greg** HEY!

**David** OK, that'll work. Good enough.

**02.01–02.11** Most of these local languages are not written anywhere so the researchers want to record as much of the languages as possible.

### Part 2

**02.18–02.36** The team arrives in a large village called Hong. Many of the older people speak the local language called Apatani. But the language cannot survive if the younger people don't speak it.

**02.37–02.47** **David** It's very easy in these communities to find young people who are speaking English and Hindi and not speaking the traditional languages. They are neglecting them. They're perhaps even abandoning them.

**02.51–03.00** The team spends time trying to find some younger people who speak the language.

**03.01–03.12** **Greg** We definitely want to find younger speakers because they're the ones that will be showing the shift. The older speakers of course will have the language. So it will be interesting to see if people who've been schooled in the modern times, if they've still kept it.

**03.15–03.24** The team meets a young man named Vijay, who speaks English and Apatani. Vijay invites them into his home.

**03.25–03.31** A local Indian called Ganesh Murmu helps the researchers while they record basic words of the local language.

**03.32–03.41** *(members of the family speaking)*

**03.42–03.46** Each member of the family says some more words.

**03.47–03.49** *(members of the family speaking)*



**03.49–04.11** As well as doing their own research, the team trains local people to use special language technology kits. These technology kits have a laptop computer, video cameras, and basic recording equipment so the local community can record the last speakers of old languages using modern technology.

**04.12–04.16** (*members of the family speaking*)

**04.17–04.26** Not only are these languages very small, with just a few thousand speakers in some cases, but their numbers may be decreasing as people shift over to global languages.

**04.29–end** The Enduring Voices team must leave, but with the technology kits, they hope that the local community can record this important part of their local culture. They hope that the people will listen to the words of their elders and want to keep the language alive and speak it themselves.

## UNIT 9 Review

### Grammar

**1** Ask students to choose the correct options to complete the text.

**ANSWERS**

- |                  |                      |
|------------------|----------------------|
| 1 is spoken      | 5 started            |
| 2 was discovered | 6 isn't written down |
| 3 began          | 7 were recorded      |
| 4 was used       | 8 is saved           |

**2** Ask students to work in pairs to write the sentences, using the passive.

**ANSWERS**

- 1 How many people is Koro spoken by?
- 2 Who was Koro discovered by?
- 4 Is Koro written down or spoken?
- 5 Is Koro known by many people under 20?

**3** Ask students to work in pairs, not just to answer the questions, but also to check the correctness of each other's questions.

### Vocabulary

**4** Ask students to choose the correct option (a–c) to complete the sentences.

**ANSWERS**

- 1 a    2 b    3 b    4 c

**5** Ask students to complete the sentences using the particles in the box.

**ANSWERS**

- 1 up    2 up    3 out    4 away    5 on    6 down

### Real life

**6** Students choose a word from the box that can replace the words in bold in each sentence.

**ANSWERS**

- 1 The first thing you do is
- 2 Having
- 3 After that
- 4 When

**7** Ask students to do the first part individually, making notes on the stages of a process (e.g. making coffee; using the photocopier). Using language from Exercise 6, take it in turns to describe the steps of the process to each other.

**8** Ask students to think about the different areas of their school experience in the bulleted list – they can make notes if they wish. Then ask them to get into pairs to ask and answer questions about them.



# Unit 10 Travel and holidays

## Lead-in

### Personal response

Ask the class to work in pairs and tell each other about a memorable holiday or journey of theirs – it can be memorable for either good or bad reasons.

- 1 Students can continue working in their pairs to discuss the question and express their opinion about the photo.

### ANSWER

Students own answers.

## Background information

Zoltan Takacs is a Hungarian-born toxinologist and herpetologist, who spends his time collecting venom and DNA from venomous snakes in order to study their medical potentials. He studied in Hungary before taking a PhD in pharmacology at Columbia University. He is an Assistant Professor at the University of Chicago. By 2010, he had travelled to over 133 countries searching for snakes, using his skills as an aircraft pilot, scuba diver and wildlife photographer to help his studies. In 2010 he was awarded \$10,000 for research as one of the National Geographic Society's 14 Emerging Explorers. He has been bitten several times, and is now allergic to snake venom and saliva, and also to antivenoms.

- 2 [2.20] Ask students to read the statements carefully to focus their listening, then listen to the recording and write the answers. Play the recording twice, if necessary. Students can check their answers with a partner before you elicit answers from the class, having students read out the statements before saying if they are true or false. Ask them to correct the false sentences. Check students understand any new vocabulary (see Vocabulary notes below).

### ANSWERS

- 1 T
- 2 F (he doesn't often take holidays because his work is also his hobby).
- 3 T
- 4 T
- 5 F (he rarely books a hotel in advance)
- 6 T

## Vocabulary notes

*herpetologist* = a scientist who studies snakes

*hobby* = an activity you enjoy doing outside work

*sightseeing* = looking at important buildings and historical places

*a sleeping bag* = a bag for sleeping in when camping

*luxury* = of the highest quality

## Audioscript [2.20]

I = Interviewer, Z = Zoltan

- I: Zoltan, you're a herpetologist, which means you study snakes all around the world. So, you have to travel a lot. Do you ever take holidays?
- Z: No, not often. My work is also my hobby so I've been to Paris, to Rome, to the Pyramids and I went sightseeing there but it was always because my work took me there. For my last trip I was in the Sudan and I went looking for snakes.
- I: But you must take a holiday sometimes?
- Z: Well, once or twice I have travelled to places not connected to snakes. For example, I spent a holiday in the Seychelles with some friends. They enjoyed the beach and the markets while I went diving with my underwater camera.
- I: Is that your most important item when you travel – your camera?
- Z: Yes, my camera and my sleeping bag. With a sleeping bag you can sleep anywhere you want.
- I: So, do you ever stay in hotels?
- Z: If I go with friends, I might stay at a luxury hotel or a resort but normally I'm on my own so I rarely book a hotel in advance.
- I: What about when you were a child? Did your family take holidays?
- Z: Yes, but I have been interested in snakes since the age of four. So when we travelled, I looked for snakes and took them home. For me, a holiday has always been about exploration – about finding beauty and the unknown.

- 3 Ask students to match the words to the categories individually, then check with a partner. Tell them that some things can fit into more than one category. Elicit answers from the class and write them on the board. Elicit additional ideas for each category and add them to the list.

### ANSWERS

Type of holiday: camping, cruise, package tour, sightseeing

Accommodation: five-star hotel, self-catering, tent

Travel items: camera, sleeping bag, sun tan lotion, tent

Holiday activities: sightseeing, sunbathing, water sports

- 4 Ask students to discuss the questions with a partner, then elicit some answers from the class.

## Homework

Ask students to write a paragraph (100–150 words) about their preferred holidays, with some examples, and reasons for their preferences.



## 10a Holiday stories

### Lead-in

#### Personal response

Ask students to work in pairs to tell one another stories about interesting, amusing, unusual or exciting things that have happened to them in past holidays. Elicit contributions from the class.

### Reading

1 Ask the class whether they often eat in restaurants, and what kind of restaurants they prefer. Then ask them to answer the questions about tipping.

2 Ask students to read the three questions so that they can focus their reading, then read the story and answer the questions. They can compare their answers with a partner before you elicit them from the class. Check students understand any new vocabulary in the text (see Vocabulary notes below).

#### ANSWERS

- 1 'a week of sightseeing in one of Europe's most beautiful cities while staying at one of its most luxurious hotels.'
- 2 There was no water in the bathroom.
- 3 She tipped the manager and got moved to a bigger, better room.

### Vocabulary notes

a *brochure* = a descriptive booklet about something

to *fix* = to repair

*furiosus* = very angry

a *pipe* = a metal or plastic tube carrying water or other liquids

3 Ask students to number the events individually, then check with a partner. Elicit answers from the whole class, having them read the phrases in the correct order.

#### ANSWERS

- |     |     |     |
|-----|-----|-----|
| 1 e | 4 f | 7 d |
| 2 b | 5 g | 8 a |
| 3 i | 6 c | 9 h |

4 Elicit answers to the three questions from the class and discuss the issues.

#### ANSWERS

- 1 She learnt that she could get problems solved by giving people tips.
- 2 and 3 Students' own answers

### Grammar past perfect simple

5 Read the example sentence with the class and ask them to give answers to the three questions. Read the examples in the grammar box with the class, and turn to page 165 of the Student's Book if you feel they need more explanations, examples and practice.

#### ANSWERS

- 1 She found the holiday.
- 2 was (*I was so excited*)
- 3 the past simple of the verb *to have* + past participle

### Grammar note

Point out the contracted form of *had* ('d). Note that this can only be used in writing after a pronoun, not a noun (e.g. *the man had fixed my shower*, not *the man'd fixed my shower*) and warn of the potential confusion with the similar contracted form of *would*, for example:

*I'd liked ice cream when I was a child. (= had liked)*

*I'd like an ice cream, please. (= would like)*

### Pronunciation note

Note that the usual pronunciation of the full form (*had*) is unstressed: /həd/ and this is particularly noticeable with the past perfect of the verb *to have*, which is *I had had*, pronounced /həd həd/.

6 Ask students to complete the sentences individually, then check with a partner. Elicit the answers from the class as complete sentences – and have them take care with the unstressed pronunciation of *had*.

#### ANSWERS

- |                  |                |
|------------------|----------------|
| 1 had left       | 4 hadn't eaten |
| 2 hadn't arrived | 5 'd lost      |
| 3 went           | 6 'd had       |

### Pronunciation 'd

7 [2.21] Ask students to look at the last two sentences in Exercise 6 with the contracted form of *had* ('d), and listen to the recording. Play the recording again, pausing it for them to repeat chorally and individually.

### Audioscript [2.21]

- 5 I realised I'd lost my passport as soon as I put my hand in my pocket.
- 6 By the end of the week they'd had a wonderful time in Istanbul.

### Extra activity

Ask students to work in pairs to practise saying the full and the contracted version of these verbs. Model some examples first, and note that the full version is unstressed.

*I had seen – I'd seen*                      *she had gone – she'd gone*  
*you had phoned – you'd phoned*        *he had swum – he'd swum*  
*they had left – they'd left*                *we had called – we'd called*



**Listening**

**8** [2.22] Ask students to read the three questions to focus their listening, then listen and answer the questions. Play the recording twice if necessary. Elicit the answers from the whole class.

**ANSWERS**

- 1 Story 1: the boat's engine stopped working. Story 2: the person's bag was stolen; there was no electricity in the hotel.
- 2 Yes
- 3 Story 1: they spent an extra day on the boat. Story 2: the receptionist got the bag back; they were given candles and sang songs in the bar.

**Audioscript** [2.22]

**Story 1**

- A:** So where did you go exactly?
- B:** On the River Nile from Aswan to Luxor.
- A:** Wow! How long did it take?
- B:** Well, the cruise took about four days in the end but we stopped in lots of places. But on the first day, just after we'd left Aswan, the boat's engine stopped working.
- A:** Oh no! What happened next?
- B:** Well, eventually they fixed the problem but we spent an extra day on the ship which was fine. It was relaxing watching day-to-day life on the river.

**Story 2**

- A:** Where did you stay?
- B:** In a hotel near the railway station. But it was a mistake. My bag was stolen from hotel reception!
- A:** Oh no! When did it happen?
- B:** Just after we'd arrived.
- A:** Who took it?
- B:** A man outside the hotel. He'd followed us into the hotel. Fortunately, the hotel receptionist ran after him and got it back. After that it was fine. We went sightseeing, visited a couple of museums. You know, all the usual things. But then, on the very last night, there was no electricity at the hotel.
- A:** So, what did you all do?
- B:** Well, first I went to look for the manager but she'd already left. The person at the front desk had some candles and all the guests sat together in the bar area and sang songs. Actually, it was a lot of fun in the end. That was probably the best part of the holiday ...

**Grammar subject and object questions**

**9** Read through the instructions and two examples with the whole class. Ask students to read the extracts, then answer questions 1–3. Elicit answers from the class. Read the information in the grammar box with the class and make sure they understand the difference between the two types of question. If they need further explanations, examples and practice, see page 165 of the Student's Book.

**ANSWERS**

- 1 a    2 b    3 the object question

**Grammar note**

Note that it is possible to ask both subject and object questions using the question words *who*, *what*, *which*, *whose*, *how much* and *how many*.

However, you cannot make subject questions with *where*, *when*, *why* and *how*.

**10** Ask students to underline all the questions in the audioscript on page 173 of the Student's Book and decide which are object and which are subject questions, then check with a partner. Elicit answers from the whole class.

**ANSWERS**

- Subject questions: What happened next? Who took it?
- Object questions: Where did you go exactly? How long did it take? Where did you stay? When did it happen? What did you all do?

**11** Ask students to write the questions in pairs, referring back to the story in Exercise 2. Elicit the questions from the whole class.

**ANSWERS**

- 2 Who did you call?
- 3 Who looked at the shower?
- 4 What did the hotel engineer do?
- 5 What happened next?
- 6 What did she give the man at the front desk?
- 7 Where did she move to?

**Speaking**

**12** Ask students to make notes about one of their holidays as indicated.

**13** Ask students to work in pairs and ask and answer different kinds of questions about each other's holidays.

**Homework**

Students can write a paragraph (100–150 words) about the holiday they made notes about (or another one if they prefer!).



## 10b Adventure holidays

### Lead-in

#### Personal response

Ask the class to discuss what kind of thing they think of when they hear the phrase *adventure holiday*. Ask: *Where would it be? What would people do? Why would they do it?*

### Vocabulary holiday adjectives

1 Ask the class to read the text on the *National Geographic* website and make suggestions about the type of person suited to this sort of holiday. You might want to check some of the vocabulary in the box below with students after they have answered the question.

#### SAMPLE ANSWERS

The person would have to be fit, not be easily scared, be prepared to travel and sleep in difficult conditions (and have experience of doing that), be ready to face outdoor problems, have the right equipment, be ready to try new things.

### Vocabulary notes

a *mountain range* = a chain of connected mountains (e.g. The Andes, The Alps)

to *kayak* = to travel in a small one-man type of canoe

*expert* = very knowledgeable and experienced

*guide* = a person who leads people

a *civilisation* = a culture from a particular area

*tribesmen* = people who live in a tribe – a particular ethnic group

*Tanzania* = an African country

*Bhutan* = an Asian country

an *itinerary* = a route for a trip

to *combine* = to put together

*interaction* = meeting other people

2 Ask students to match the highlighted words to the synonyms individually, then check with a partner. Tell them that there are two adjectives for the synonyms in 4. Elicit the answers from the whole class.

#### ANSWERS

- |                 |                         |
|-----------------|-------------------------|
| 1 unforgettable | 4 stunning, spectacular |
| 2 ancient       | 5 legendary             |
| 3 fascinating   | 6 unique                |

### Extra activity

Practise the pronunciation of the adjectives, having students repeat them chorally and individually, paying attention to the syllable stress:

Stress on first syllable: *legendary*, *ancient*, *fascinating*, *stunning*

Stress on second syllable: *spectacular*, *unique*

Stress on third syllable: *unforgettable*

3 Ask students to work in pairs to discuss where to go for an adventure holiday, using some of the adjectives from Exercise 2.

### Vocabulary note

You might want to point out that if students are using strong adjectives, e.g. *amazing*, *fascinating* they should not use *very* with them, but they can use *absolutely* or *really*, e.g. *absolutely fascinating*, *really amazing*.


### Homework

As homework ask students to write an advert for the place they chose in Exercise 3, using the ideas from the speaking activity and trying to convince people to visit. Adverts can then be pinned on walls around the room and students can choose the place they would most like to visit.

## Listening

### Extra activity

As a warmer to the topic, ask students to work in pairs and come up with two lists: what a tour guide's duties are, and what personal characteristics a good tour guide needs. Ask pairs to share their ideas with others, and discuss them.

4  [2.23] Ask students to read the two questions to focus their listening, then listen to the recording and answer the questions. Elicit the answers from the class.

#### ANSWERS

- 1 as a tour guide with *National Geographic Adventures*
- 2 taking people to exciting places, giving talks about photography

### Audioscript [2.23]

I = Interviewer, M = Madelaine

I: So, Madelaine. We've talked about some of your photography and your travel writing with *National Geographic* magazine but I know that you're also very excited about your new job.

M: That's right. Recently, I've also started working as a tour guide with *National Geographic Adventures*.

I: Is that strange for you? I mean, you're someone who is fascinated by travel and experiencing new places so



what is it like taking groups of people around on tour buses and showing them famous cities? It sounds a bit boring for someone like you.

- M:** Actually it's fascinating because it isn't anything like what you've just described. These are *National Geographic Adventure* holidays so they're special types of holidays for people who love adventure and, on my tours, they are especially interested in photography.
- I:** So, this isn't your traditional package tour holiday by the beach with a bit of sightseeing.
- M:** No, not at all. It's for people who are bored with that kind of experience. This is something quite different. For example, my next job is in the famous Galápagos Archipelago.
- I:** Wow!
- M:** Exactly. This tour is very exciting because I've never been there before and it's such a legendary part of the world.
- I:** So give us a basic idea of the type of people who go on the tour. How big is the group for example?
- M:** Well, it's a small group of us, about nine or ten usually. Sometimes it's couples but often they're independent travellers and you make new friends.
- I:** But don't independent travellers get annoyed with other people in the group. I mean, after all, they normally travel on their own.
- M:** Well, of course, everyone has the same interests so quite a few people come on their own and then make friends with everyone in the group. But if someone wants to go and walk up the side of a volcano on their own or spend the day in a canoe out on the sea, that's fine. The itinerary is very flexible. But there are also scheduled events. For example, I give some talks about taking photographs and in the evenings we usually cook our meals together on a barbecue – it's a lot of fun.
- I:** One last question. Some of our listeners are probably thinking it all sounds amazing but they're worried about the physical requirements for this kind of holiday. How physically fit do you need to be?
- M:** You don't have to be an athlete or anything but you should be an active person and we tell people that before they come. This is an adventure holiday after all. But there's also plenty of time for relaxing by the beach in the evenings. And you never get tired of the views. It must be the best job in the world ...

**5** [2.23] Ask students to read the sentences to focus their listening, then listen to the recording again and decide if the sentences are true or false. Elicit answers from the class, having them read the sentence, then say *true* or *false*. Ask them to correct the false sentences.

**ANSWERS**

- 1 F (it's fascinating, they are holidays for people who love adventure)
  - 2 F (it's not at all like a traditional package tour)
  - 3 T
  - 4 T
  - 5 F (the itinerary is flexible and you can do activities on your own)
  - 6 T
- See also underlined phrases in the audioscript.

**6** Ask the class to discuss these two questions together.

**Extra activity**

Ask students what they know about the Galápagos Islands, and why a holiday there would be interesting to some people.

**Background information**

The Galápagos Islands are in the Pacific Ocean, west of South America. They are famous because of Charles Darwin's work there which led to his theory of evolution. They contain a number of animals and birds which are unique – they live nowhere else in the world – and which show special adaptations to life on the island (e.g. the tool-using finches). There are also giant tortoises. People who are interested in wildlife and unusual places would like to go there.

**Grammar -ing / -ed adjectives**

**7** Ask the class to read the example sentences and answer the questions. Elicit answers. Read through the grammar box with the class and make sure they understand the distinction between the two forms of the adjectives. If you feel they need more explanation, examples or practice see page 166 of the Student's Book.

**ANSWERS**

- 1 excited
- 2 exciting

**Grammar note**

You might explain that these adjectives are actually verb participles used as adjectives; the *-ing* form being the present participle, and the *-ed* form the past participle.

**8** Ask students to complete the conversation alone, and then check with a partner. Elicit the answers as complete sentences.

**ANSWERS**

- |               |               |
|---------------|---------------|
| 1 amazing     | 5 frightening |
| 2 bored       | 6 worried     |
| 3 fascinating | 7 annoyed     |
| 4 interesting | 8 tired       |

**Pronunciation number of syllables**

**9** [2.24] Ask students to listen to the adjectives and decide how many syllables they have. Ask them to check with a partner, then elicit the answers from the class. Play the recording again for students to listen and repeat the words chorally and individually.

**ANSWERS**

- |                            |                            |
|----------------------------|----------------------------|
| 1 2 syllables, 3 syllables | 5 2 syllables, 2 syllables |
| 2 1 syllable, 2 syllables  | 6 2 syllables, 3 syllables |
| 3 4 syllables, 4 syllables | 7 2 syllables, 3 syllables |
| 4 3 syllables, 3 syllables | 8 1 syllable, 2 syllables  |



**Audioscript** [2.24]

- 1 amazed, amazing
- 2 bored, boring
- 3 fascinated, fascinating
- 4 interested, interesting
- 5 frightened, frightening
- 6 worried, worrying
- 7 annoyed, annoying
- 8 tired, tiring

**Extra activity**

Ask students to listen again and mark which syllable is stressed

Answers:

- 1 amazed, amazing
- 2 bored, boring
- 3 fascinated, fascinating
- 4 interested, interesting
- 5 frightened, frightening
- 6 worried, worring
- 7 annoyed, annoying
- 8 tired, tiring

**10** Ask students to work in pairs and discuss the topics listed using the adjectives given. Look at the example with them before they start and read the information in the *Wordbuilding* box. Circulate and monitor their pronunciation and use of the adjectives. See Workbook page 83 for further information and practice of prepositions with adjectives.

**Grammar note**

Give some further examples of the use of *-ed* adjectives with dependent prepositions, e.g.

*I'm **tired of** washing the car.*

*He's **fascinated by** ancient civilisations.*

*They're **interested in** music.*

Some adjectives can take several different prepositions, and *bored* provides an interesting example. Most dictionaries say that *with* is the correct form, e.g.

*I am **bored with** this book.*

The meaning here is that the speaker has tried reading the book and is no longer interested. Consider the use of *by*:

*I have **always been bored by** politics.*

This implies that the speaker has a general feeling of boredom about anything to do with politics. And then consider this:

*I'm **bored of** listening to him talking.*

This is the form which has increased dramatically in spoken use in the last 20 years, and is now the most frequently used of the three prepositions.

Note also that, whatever the preposition, it is always followed either by a gerund (*listening*) or a noun (*politics, this book*).

**Speaking**

**11** Read through the instructions with the class. Ask them to get into groups of four to discuss what to do, then organise the presentation session; ask that each member of the group has a speaking turn in the presentation.

**Vocabulary notes**

In preparation for the speaking activity drill some expressions for agreeing and discussing, and write them on the board, e.g.

*That's a good idea.*

*I'm sorry but I don't agree / I don't like that idea.*

*I think that sounds interesting / fascinating / exciting.*

*It sounds a bit tiring / boring / too traditional / too frightening for me.*

*What about ... / We could ... / Why don't we ...*

**Homework**

Ask students to write about what their holiday of a lifetime would be – it might be the one their group chose, or something completely different. They should write 100–150 words.



## 10c A tour under Paris

### Lead-in

#### Personal response

Ask the class: *What do you know about Paris?* Encourage them to say anything they know, either from personal experience, or from general knowledge.

### Reading

1 Elicit suggestions from the class in answer to the questions.

#### SAMPLE ANSWERS

the Eiffel Tower, the Louvre (Mona Lisa, Venus de Milo), the Musée D'Orsay (impressionists, Van Gogh), the Seine, Montmartre, the Champs Elysées, the Arc de Triomphe, Notre Dame, the Pompidou Centre, Bois de Boulogne

2 Ask students to work in pairs to look at the photo and make predictions. They will check their answers in the next activity.

3 Students continue working in pairs to check their predictions and underline the key information.

#### ANSWERS

- 1 hundreds of kilometres of tunnels; there are sewers and old subways, canals and catacombs, wine cellars; there is an underground pond here with fish; you can see bones and skeletons
- 2 It's a place for parties, theatre performances, art galleries ... ; Many people come down here to party, some people to paint ...

4 Ask students to read the article again and choose the correct answers, then check with a partner. Elicit the answers, having some students ask the questions and other give the answer(s).

#### ANSWERS

- 1 a (the real Paris), b (silence), c (fresh bread)
- 2 a    3 b    4 b    5 b    6 b

### Critical thinking reading between the lines

5 Ask students to decide which statements are true and underline the key information in the text, then check their answers with a partner. Elicit answers from the whole class.

#### ANSWERS

- 1 T (*As with most other cities, you see the real Paris when the city wakes up.*)
- 2 T (*Everywhere you go under Paris, there is history and legend.*)
- 3 F (*Many people come down here to party,*)
- 4 T (*it's illegal to enter other parts of the tunnels ... I have found two 'unofficial' tour guides – Dominique and Yopie*)
- 5 F (see 4)

### Vocabulary places in a city

6 Ask students to find the words in the article and try to infer the meaning from the context, or at least guess if they are above or below ground. Ask the class to call out answers. Note that the canals mentioned in the text are below ground, but more usually they are above ground.

#### ANSWERS

Above ground: avenue, district, cemetery  
Underground: canal, catacombs, cellar, tunnel

7 Ask students to match the places to the definitions individually, then check with a partner. Elicit the answers, having some students give the definitions and others the answers.

#### ANSWERS

- |            |             |
|------------|-------------|
| 1 tunnel   | 5 catacombs |
| 2 district | 6 cemetery  |
| 3 avenue   | 7 cellar    |
| 4 canal    |             |

8 Ask students to do this individually, then present their ideas to the group. If several students, or all of them, are from the same city, they should compare ideas.

### Speaking and writing

9 Ask students to do this in pairs. Read the information with the class. Point out that they will be writing up their ideas in the next activity, so they should make notes as they discuss their project.

10 Ask students to write the paragraph for the webpage together.

#### Extra activity

Ask students to get together with another pair and exchange web pages. They should check the content and the appeal – does it sound like something people would want to do? Suggest language which might improve the webpage's appeal.



## 10d At tourist information

### Lead-in

#### Personal information

Ask the class to give a few examples of towns where they have been to the tourist office, and to say what information they wanted, what the staff were like and how helpful they were.

### Reading and listening

1 Ask students to read the advert and then work with a partner to answer the questions. Read the examples. Elicit answers from the whole class.

#### ANSWERS

- 1 Students' own answers
- 2 dates, times, duration
- 3 When do the catacombs close? How long does the tour take? How many steps down are there?

### Real life direct and indirect questions

2 [2.25] Ask students to listen to the recording and complete the advert. Elicit the answers as complete sentences or phrases from the tourist information.

#### ANSWERS

- 1 Monday    2 5    3 45 minutes    4 2 km    5 130

### Audioscript [2.25]

TI = Tourist information, T = Tourist

TI: Bonjour Monsieur.

T: Ah, bonjour. Sorry, do you speak English?

TI: Yes, I do. How can I help?

T: I'm interested in the catacombs museum. Can you tell me if it's open today?

TI: Err, let me check. I don't think so. A lot of places are closed on a Monday in Paris. No. Every day except Monday.

T: Oh well. That's OK. What time does it open?

TI: At ten and it closes at five ... Would you like to book a ticket for tomorrow? I can do it for you here. There's usually a long queue for the catacombs but if you book it here you don't need to queue.

T: Oh right. That sounds like a good idea. But err ... I'd like to know how long it lasts?

TI: The tour through the tunnels is forty-five minutes long and you might have to wait a few minutes at the beginning. So, about an hour in total.

T: Fine. Is there much walking? I can't walk very far you see.

TI: Well, the tour is about two kilometres long. And there are some steps down under the ground at the beginning and then at the end.

T: Do you have any idea how many steps there are? Is it far?

TI: Over a hundred I think. Yes, a hundred and thirty.

T: Oh dear. Perhaps I'd better choose something else.

TI: Have you been on the sightseeing bus? It takes you all round Paris ...

3 [2.25] Ask students to listen again and complete the questions. Elicit answers from the class.

#### ANSWERS

- 1 Can you tell me if it is open today?
- 2 What time does it open?
- 3 I'd like to know how long it lasts.
- 4 Is there much walking?
- 5 Do you have any idea how many steps there are?

4 Ask students to read the questions in the box in Exercise 3 again, and answer the questions about them. Elicit answers from the class.

#### ANSWERS

- 1 Indirect questions
- 2 Indirect questions
- 3 With yes/no questions

### Pronunciation /dʒə/

5 [2.26] Ask students to look at the two sentences and think about how they are said. Play the recording for them to listen and comment. Play the recording again and pause it for students to repeat chorally and individually.

6 Ask students to write the indirect questions individually then check their answers with a partner. Elicit the answers as complete questions.

#### ANSWERS

- 1 Can you tell me which bus I take?
- 2 Do you know if there is a post office near here?
- 3 I'd like to know what time the gallery opens.
- 4 I was wondering if there are any good restaurants nearby.
- 5 Do you have any idea how much it costs?

7 Ask students to do the roleplay using the information on pages 154 and 155 of the Student's Book, and the questions in the box in Exercise 3. Circulate and monitor their conversations.



## 10e Requesting information

### Lead-in

#### Personal information

Ask students to think about the last holiday they went on and how they organised it. Ask: *Did you travel with a travel company? Or did you organise everything yourself (i.e. accommodation and transport)? What sort of place did you visit: a tourist resort, friends or family, or somewhere more remote?*

### Writing a formal letter

**1** Elicit ideas from the class about how they find information for holidays. Discuss the advantages and disadvantages of the different methods for the different types of holiday mentioned in the lead-in.

**2** Ask students to read the questions to focus their reading, then read the letter to find the answers.

#### ANSWERS

- 1 to clarify the information given on the website and ask for more detail
- 2 levels of fitness required, possible dates for the trip, details about sharing accommodation

### Writing skills formal expressions

**3** Ask students to find the more formal expressions in the letter, then check their answers with a partner. Elicit the answers, asking for both the informal and the corresponding formal expression.

#### ANSWERS

- 1 Dear Sir or Madam,
- 2 I am writing with regard to ...
- 3 I would like to request further details of ...
- 4 I was wondering what level of fitness is required ...
- 5 I'd be grateful if you could define 'average' for me.
- 6 I'd like to know when the tour dates will be available.
- 7 Can you tell me if this is also the case for staying in hostels ...
- 8 Thank you in advance for providing any further details ...
- 9 I look forward to hearing from you.
- 10 Best regards

**4** Read through the details with the class to ensure they understand what to do. Ask students to write their letter individually.

**5** Ask students to exchange their letters with a partner and check them using the questions.

## 10f Living in Venice

### Before you watch

**1** Before watching the video, ask students to read the sentences about life in Venice and predict which options they think are correct.

### While you watch

**2** Play the whole of the video for students to check their answers to Exercise 1.

#### ANSWERS

- |                 |         |                   |
|-----------------|---------|-------------------|
| 1 Early morning | 3 older | 5 difficult       |
| 2 clean         | 4 is    | 6 as expensive as |

**3** Give students time to read the list. Then play the video again and ask students to put the things in the order they see them on the video. Check the answers and if necessary play parts of the video again.

#### ANSWERS

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

**4** Ask students to make notes about the advantages and disadvantages of living in Venice, then compare their answers with a partner.

#### ANSWERS

Advantages: it's beautiful, clean, easy to live in, with a high quality of life  
 Disadvantages: expensive, lots of tourists, not many jobs outside tourism

**5** Ask students to match the people with what they say.

#### ANSWERS

- 1 f    2 a, d, e, g    3 b, c

### After you watch

**6** Students work in pairs to roleplay a conversation between a tourist and a tour guide, according to the instructions.

**7** Elicit ideas from the class about why Giovanni says this, and whether they sympathise with him.

**8** Students work in pairs to discuss the questions.



Videoscript

**00.02–00.22** It is early morning in Venice.

Before the light of the sun fills the famous Piazza San Marco, the traders of Venice are preparing for the crowds of tourists. In a few hours, thousands of people will come to this square. But for now, the people of Venice have the city to themselves.

**00.23–00.31** Market traders welcome the first visitors. 'Signori, buon giorno.' Early morning is the best time for shopping in the outdoor markets.

**00.32–00.36** **Gino Penzo** We have many, many kinds of fish.

**00.39–00.46** This is the part of Venice that most people never see. This is the Venice that some people call home.

**00.50–00.59** Resident Fabrizio Copano says that he lives in the most beautiful city in the world. It's a city that's clean and easy to live in, with a high quality of life.

**01.02–01.07** But for some people, Venice has disadvantages, too.

**01.08–01.17** **Gino Penzo** My son, he doesn't love, uh, live in Venice. I am very sorry.

**01.18–01.42** The population of Venice is getting older. Why? Fabrizio says living in Venice is not cheap. Property is particularly expensive, and housing prices have increased a lot in recent years. It's especially difficult for young people who want their own place to live. Many of them must move away, which leaves Venice to the tourists.

**01.47–02.00** It seems like the whole world has come to the Piazza San Marco. The tourists come to experience a city that feels like it's still in the fifteenth century. And some local people say that's the problem.

**02.03–02.09** **Giovanni dal Missier** Venice did change a lot since I was born.

**02.10–02.20** Giovanni dal Missier is one of the younger people who is trying to stay in his home town. During the day, the huge crowds of visitors can make just coming home from work very difficult.

**02.21–02.27** **Giovanni dal Missier** I get bored with the people, with the tourists. Because there are too much, too many.

**02.28–02.43** Jobs are another problem. Do you want to be a gondolier or work with tourists? If you don't, it can be difficult to earn a living here. But some say that the young people who are leaving Venice will soon find that other cities are not so different.

**02.44–02.51** **Gino Penzo** Florence is very expensive, Rome is very expensive, London, Paris, Vienna.

**02.52–03.08** People say that anyone who comes to Venice will fall in love ... even if it's only with Venice itself. Giovanni dal Missier knows the feeling. He says that despite all the challenges here, it's difficult to think of living anywhere else.

**03.09–03.17** **Giovanni dal Missier** I know that it's a very special gift that, for me, it's a gift to live in a city as Venice.

**03.22–03.36** Only a few people get to enjoy living in Venice. These days even fewer people are ready to face the challenges of living here. But, for those who stay, it can be a wonderful experience.

**03.45–end** Every day they can experience the joy of falling in love with Venice all over again.

UNIT 10 Review

Grammar

1 Ask students to complete the conversation with the past simple or perfect simple form of the verbs.

ANSWERS

- |                   |                |
|-------------------|----------------|
| 1 happened        | 7 did ... do   |
| 2 hadn't received | 8 had happened |
| 3 didn't have     | 9 paid         |
| 4 Had ... booked  | 10 had seen    |
| 5 phoned          | 11 was         |
| 6 had             | 12 had booked  |

2 Ask students to complete the adjectives with the endings *-ed* or *-ing*.

ANSWERS

- |               |              |
|---------------|--------------|
| 1 bored       | 4 annoying   |
| 2 interesting | 5 exciting   |
| 3 amazing     | 6 frightened |

3 Ask students to work in pairs to answer the questions about the photo using suitable adjectives.

Vocabulary

4 Ask students to decide which word doesn't belong in each group, and say why.

ANSWERS

- 2 sun tan lotion (the others are types of holiday)
- 3 huge (it is the only one that describes size)
- 4 water sports (the others are things you take on holiday)
- 5 sunbathing (the others are types of accommodation)
- 6 bridges (the others are all underground)

5 Ask students to make notes on their dream holiday.

6 Students discuss their dream holiday in pairs

Real life

7 Ask students to complete the indirect questions to ask for information. They can use any ideas of their own.

SAMPLE ANSWERS

- 1 Can you tell me where the bank is?
- 2 I'd like to know when the museum opens.
- 3 Do you know if there is a good restaurant here?
- 4 I was wondering if there are any good museums here.

8 Students rewrite their questions from Exercise 7 as direct questions.

Speaking

9 Ask students to work in pairs to talk about these aspects of travel.



# Unit 11 History

## Lead-in


### Personal response

Ask the class to say whether they have any interest in history in general, or particular parts of history. Have they ever watched any documentaries, read books, seen film and TV dramatisations that have interested them especially? If so, why?

- 1 Ask the class to look at the photo and read the questions, then speculate about the hut and about Captain Scott. They will check their answers in Exercise 2.

### ANSWERS

The hut is in Antarctica. Captain Scott was a British explorer who led expeditions, including one to the South Pole. See also the Background information below.

- 2  [2.27] Ask students to read questions 1–3 carefully to focus their listening, then listen and answer the questions. Play the recording twice if necessary. Elicit answers to both exercises from the class.

### ANSWERS

- 1 food, personal possessions, equipment
- 2 Because there is nothing like it anywhere in the world.
- 3 A capsule is a sort of small, round, enclosed container, e.g. one containing medicine, like a tablet. The hut is like a capsule, and inside it nothing has changed, it is as if time has stood still.

## Audioscript [2.27]

Just over one hundred years ago, the British explorer, Captain Robert Falcon Scott died with his team of men in the snow and ice of Antarctica. He had reached the South Pole but never returned to this hut which was the base for his expedition. Now the hut is falling down under the snow but we would like to save it. Not just because of its connection to Scott, though this of course is important, but actually, we are more interested in what you find inside the hut. Because of the freezing temperatures in this part of the world, the hut has become a time capsule – a place where nothing has changed. So, for example, inside the hut there is butter and other items of food which are one hundred years old. The ice has preserved them all. There are even some of Scott's old possessions and equipment. When you go inside, it's almost as if Scott has only just left the hut. It's important to look after this hut because you can't find anything else like it in Antarctica or anywhere else in the world.

## Background information

Robert Falcon Scott (1868–1912) was a British navy officer who led two expeditions to the Antarctic, and became a national hero. The first was the Discovery Expedition (1901–04), in which Scott and his team explored one area of Antarctica. The second, more famous one, was the Terra Nova Expedition (1910–13). In this expedition, Scott and four other men reached the South Pole only to find that Roald Amundsen's Norwegian expedition had beaten them there. Scott and his colleagues all died of exhaustion, starvation and extreme cold on the return journey. Despite this, his bravery in the face of adverse conditions led him to become a British hero, although some recent biographies have questioned his abilities as a leader, and blamed him for his own death and those of the others.

- 3 Read through the instructions with the group and ask them to work in groups of four to discuss what they would put into the time capsule. They should discuss all the objects in the box, but can also add their own suggestions.
- 4 Ask each group to present their list to the other groups. They should be able to justify their choices. Discuss the different ideas given as a class and see if the class can reach a consensus.



## 11a An ancient civilisation

### Lead-in

#### Introducing the theme: ancient civilisations

Ask the class to name as many different ancient civilisations as they can, e.g. Egypt, Greece, Rome, Phoenician, Aztec, Inca, Maya. Elicit any information students can give you about any of these.

### Speaking

**1** Check that students are familiar with the words in the box (see Vocabulary notes below). Read the questions and the words in the box with the class and ask students to work in pairs to talk about these historical features and answer the questions. They could think about historical places near where they are now, or near where they come from originally if they know those places better. Elicit any interesting information about the different places people come from, and about the place where you are now.

#### Vocabulary notes

*castle* = a strong building with thick walls and towers, built for protection

*city walls* = the wall around the outside an old city to protect it

*a palace* = the large home of an important person like a king or lord

*a pyramid* = a construction with a square base and four triangular sides which meet at a single point

*a statue* = a physical representation of someone famous, usually in stone or metal

**2** Ask students to continue working in their pairs and discuss the reasons for conserving historic places. Take feedback from the class. Ask students if there are any other reasons why places or things are important (e.g. places of religious or spiritual significance, places that are beautiful or make a town more attractive, places that improve people's quality of life – parks etc.)

### Vocabulary archaeology

#### Extra activity

Ask the class what they understand by the term *archaeology*. You could point out that the person in the photo is probably an archaeologist.

**3** Ask students to read the article and match the words to the definitions individually, then check with a partner. Elicit the answers from the class. Read through the *Wordbuilding* box with the class and elicit further examples of words with the *ex-* prefix or other prefixes from Latin and Greek. Refer to page 91 of the Workbook for more examples.


#### ANSWERS

- |                  |                        |
|------------------|------------------------|
| 1 excavate       | 4 make a sacrifice     |
| 2 discovery      | 5 ancient civilisation |
| 3 archaeologists | 6 statues              |

#### Vocabulary note

Many other prefixes in English come from Latin and Greek, e.g. *anti-* meaning 'against' (*antisocial*, *antiseptic*), *pre-* meaning 'before' (*prepay*, *premature*, *precaution*), *post-* meaning 'after' (*postwar*, *postnatal*). Refer to page 91 of the Workbook for more examples.

### Listening

**4**  [2.28] Ask students to listen and answer the questions. You may need to play the recording twice for students to catch all the details. Elicit answers from the class.

#### ANSWERS

- a box full of objects (pots, plates, small pieces of gold and jade, small statues, knives, the skeleton of a dog with a beautiful collar)
- because it tells them a lot about the Aztecs

### Audioscript [2.28]

R = Reporter, A = Archaeologist

R: I believe archaeologists discovered this pyramid in 1978.

A: That's right. But we haven't excavated everything yet. There's still a lot to do.

R: Where are we standing now?

A: We're near the north wall of the pyramid.

R: And why have you brought me here?

A: Well, recently we discovered this box in the ground which tells us a lot about the Aztecs.

R: Yes, I can see that it's full of objects. What are they?

A: Some of them are pots or plates. They used to make them for cooking.

R: I see. And what else is in there?

A: There were some small pieces of gold and a precious blue stone called jade but we've taken them out now. The Aztecs used to do a lot of business and so these types of stones were important. We also found some small statues which had religious importance. And also there were knives. The Aztecs used to sacrifice animals – and even other humans – to their gods. So the knives are probably for sacrifices.

R: Did you find any bodies?

A: Actually, yes. The skeleton of a dog, but it wasn't from a sacrifice. It wore a beautiful collar so it was obviously an important animal.

R: Did the Aztecs use to keep dogs as pets?

A: No, they didn't use to have pets. Well, we don't think they did. But obviously this dog was important in some way. Maybe the owner used him for hunting.



**5** [2.28] Ask students to read the two lists they have to match and see if they can match some items from memory, or predict what they think the purpose of the objects might be; play the recording again for them to check and complete their answers. Elicit answers from the class.

**ANSWERS**

- 1 b      2 a      3 e      4 c      5 d

**Grammar used to**

**6** Ask the class to read the four sentences and answer the questions. Check their answers and read the information and examples in the grammar box with the class. Refer to page 166 of the Student's Book for further information and practice.

**ANSWERS**

- 1 a  
 2 b  
 3 the infinitive without *to*  
 4 the negative and question forms are like those of a regular verb in the past simple: use the auxiliary *did* or *didn't* + *use* (with no 'd' on the end) – *I didn't use to ... did you use to ...?*

**Grammar notes**

Emphasise that we only use *used to* to talk about things we regularly did in the past which we don't do now, or things we didn't do in the past which we do now (e.g. habits, routines, everyday activities, preferences).

Also emphasise the lack of a 'd' in the negative and interrogative forms (*I didn't use to*, *Did you use to ...?*) as students frequently forget this.

We only use *used to* to talk about the past, there is no present form. To talk about present routines and habits we use the present simple.

e.g. *I used to walk to work every day, but now I always take the bus.*

**7** Ask students to complete the text individually, then check their answers with a partner. Elicit the answers from the whole class as complete sentences.

**ANSWERS**

- |                      |                   |
|----------------------|-------------------|
| 3 didn't use to know | 6 used to produce |
| 4 lived              | 7 used to make    |
| 5 didn't use to work | 8 used to grow    |

**Pronunciation /s/ or /z/**

**8a** [2.29] Ask students to read the sentences and think about the pronunciation of the highlighted words. Play the recording for them to listen, then play it again for them to decide if the words are pronounced with /s/ or /z/. Ask them read the sentences correctly.

**ANSWERS**

*Used to* is pronounced with an /s/  
*Used* (meaning to employ or utilise) is pronounced with a /z/

**8b** Play the recording again, pausing for students to repeat chorally and individually.

**9** Read the example question and answer with the class, then ask students to work in pairs to ask and answer questions using the other prompts in the same way. Elicit questions and answers from the class but don't say if they are right or wrong as they will check them in Exercise 10.

**10** [2.30] Play the recording for students to check their answers.

**Audioscript and key [2.30]**

- Did the ancient Egyptians use to build pyramids and castles?  
They used to build pyramids but they didn't use to build castles.
- Did the ancient Greeks use to watch theatre and sport?  
Yes, they did.
- Did the Celts use to live in South America and Asia?  
No, they didn't. They used to live in parts of western Europe.
- Did the North American Indians use to grow corn and potatoes?  
Yes, they did.

**Extra activity**

Ask the pairs to practise the questions and answers for pronunciation purposes. Circulate and check their pronunciation.

**Speaking**

**11** Read through the instructions and examples with the class and ask students to work in pairs to talk about what people used to do and what they do now for each topic. Circulate and check they are using *used to* correctly.

**Homework**

Ask students to write ten sentences about things they *used to* / *didn't use to* do, starting with phrases like:

*When I was young ... Until I was 18 ... While I was at primary school ... When I first started work ... Before I got married ...*



## 11b Modern history

## Lead-in

## Personal response

Ask the class to say what they think are some of the most important events that happened in the 20th Century.

## Speaking

- 1 Ask students to work in pairs to discuss what they think is the most important moment of world history in their lifetime.
- 2 Ask students to join with another pair and work in groups of four to discuss these topics and decide on a historical moment for each one. Remind them that it should be from recent history, e.g. the last hundred years or so.
- 3 Elicit answers from the groups and compare what they each chose. Make a list on the board of what the class think are most important, and decide or vote on the three most important moments.

## Reading

- 4 Ask students to read the paragraphs for the article and say what the correct order should be.

## ANSWERS

1 C    2 A    3 E    4 B    5 D

- 5 Ask students to read the questions and find the information about dates and times in the article. They can then check their answers with a partner. Elicit the answers from the class, having some students read the questions and others answer.

## ANSWERS

- 1 October 4, 1957
- 2 twelve years later (1957 to 1969)
- 3 in the early 1970s
- 4 about 20 years later
- 5 by the turn of the century
- 6 at the beginning of the 21st century
- 7 the next half a century

- 6 Ask students to work in pairs to answer these questions about their own country. (If you have students of different nationalities, pair people from the same country where possible, and allow other students to work alone.) Elicit answers; with a single nationality class, you can ask them to discuss the choices made by other groups; with a multinational class they could listen to the other groups and comment on who has an interesting history.

## Grammar reported speech

- 7 Ask the class to read the sentences and answer the question.

## ANSWER

The verbs change from present in direct speech to past in reported speech (*shows – showed, can – could*).

- 8 Ask students to look at the direct speech and compare it with the reported speech in the article, then answer the question. They can check their answers with a partner. Elicit answers from the class. Read the information in the grammar box with the class, and check they understand how the tenses change from direct to reported speech. Refer to page 167 of the Student's Book for further examples and practice if necessary. See also the Grammar notes below.

## ANSWERS

- 1 *Dennis Tito ... told the world he loved space*  
Present simple changes to past simple, *I* changes to *he*.
- 2 *leaders from both countries said they had agreed on plans for a new international space station*  
Past simple changes to past perfect, *we* changes to *they*
- 3 *a Russian Space Chief said Russia was planning a nuclear spaceship for Mars*  
Present continuous changes to past continuous.
- 4 *Barack Obama told an audience that by the mid-2030s the US would send humans to Mars*  
*Will* changes to *would*.

## Grammar notes

Point out that other elements, such as time expressions, often need to change too (e.g. *today – yesterday, this week – that week, tomorrow – the day after / the next day*)

How time expressions change will depend on the context and when they are reported, e.g.

Ann: 'Can you come to dinner tonight?'

Could be reported as:

*I saw Ann earlier and she asked if **we could** come to dinner **tonight**.*

(the speech is reported on the same day so *tonight* is still correct)

*I saw Ann last week and she asked if **we could** come to dinner **that evening**.*

(the speech is reported a week later, so *tonight* has to change)

Pronouns often need to change, e.g.

John: 'I will see you later' becomes

John said that **he** would see **us** later.

Mary: 'We are going to the cinema' becomes

Mary said **they were** going to the cinema. etc.



9 Ask students to complete the sentences individually, then check their answers with a partner. Elicit the answers from the class as complete sentences.

ANSWERS

- |                  |                  |
|------------------|------------------|
| 1 he wanted      | 5 was landing    |
| 2 I have plans   | 6 are discussing |
| 3 had found      | 7 would visit    |
| 4 has discovered | 8 can't afford   |

Vocabulary say or tell

10 Ask the class to find the examples in the article then complete the rules.

ANSWERS

one astronaut said that the mission showed ...  
 a Russian Space Chief said Russia was planning ...  
 leaders ... said they had agreed on plans ...  
 Dennis Tito told the world he loved space ...  
 Barack Obama told an audience that ...

- 1 Tell            2 say

11 Ask students to choose the options to complete the conversations individually, then check their answers with a partner. Elicit the answers from the class as complete sentences.

ANSWERS

- 1 tell    2 said    3 say    4 tell    5 said    6 told

Speaking

12 Ask students to interview each other as indicated, making brief notes on their partner's answers.

13 Ask students to change partners and report what their previous partner said.

Homework

Ask students to report eight things members of their families said recently, for example:

*My wife said she would go shopping on Saturday morning.*

*My daughter said she didn't like doing maths homework.*

11c The life of Jane Goodall

Lead-in

Predicting

Ask students to look at the photo of Jane Goodall. Do they know who she is? Ask them to predict what she might be famous for. Elicit suggestions from the class.

Reading

1 Elicit answers to the questions from the class. You could also ask students to tell you what biographies they have read, whether they enjoyed them and why.

2 Ask students to read the biography and match the times to the paragraphs. Elicit answers from the class.

ANSWERS

- 1 paras 1-3    2 para 4    3 para 5    4 para 6

Vocabulary notes

Although some new words are glossed at the end of the text, these words may also be unfamiliar:

*a shore* = the edge of a lake, river or the sea

*binoculars* = an optical device for seeing at a distance

*gear* = equipment

*tools* = anything made by people or animals to help them with a task

*a diary* = a daily record of what one does

*a border* = the line which separates two countries or other areas

*a military escort* = an armed guard of soldiers for protection

*violent* = attacking and possibly hurting others

*to reveal* = to show

*awful* = very bad, unpleasant

*a decade* = a period of ten years

*a lecture* = a public talk about something

*spare time* = free time

Background information

Jane Goodall was born in London in April 1934. In 1957 she visited a friend's farm in Kenya, and got in touch with the famous anthropologist Louis Leakey. He wanted someone to research primates, and so raised money for Goodall's research and suggested what she should do. In 1962 he also raised funds for her PhD studies at Cambridge University. After her first marriage ended in divorce (and one son), she married a Tanzanian minister who, until his early death, was able to give her support in her studies. Because of the importance of her work, she has received many international honours, including Dame of the British Empire, and UN Messenger of Peace.



**3** Ask students to answer the questions individually, then check with a partner. Elicit the answers from the whole class, having some students ask different questions and others answer.

**ANSWERS**

- 1 her mother
- 2 straight away
- 3 She had no scientific qualifications.
- 4 Chimpanzees ate meat, they used tools to get food and they made tools.
- 5 After she published articles about her findings in journals such as *National Geographic* magazine.
- 6 Because it was on the border of four different countries and there was fighting there.
- 7 No, many foreigners left, but Jane stayed.
- 8 Because the human population in the region was increasing, which caused deforestation.
- 9 No, she hasn't.
- 10 She spends part of every year watching the chimpanzees.

**Critical theory relevance**

**4** Ask students to match the statements with the paragraphs where they could be added, then check with a partner. Elicit the answers from the whole class.

**ANSWERS**

- a para 2    b para 3    c para 1    d para 5

**Word focus set**

**5** Ask students to find the phrasal verbs with *set* in the biography, then complete the definitions individually. They can check their answers with a partner. Elicit the answers from the class.

**ANSWERS**

- Straight away, Jane set off into the forest ...*  
*She had set out to study the animals and find out how they really lived ...*  
*... she set about helping the local community to grow more trees in the region.*  
*She also set up sanctuaries for chimps ...*
- 1 set off    2 set up    3 set about    4 set out

**Grammar note**

Note that the different phrasal verbs with *set* use different constructions. You could ask students to find the phrases again in the text and say what construction each one takes (e.g. *-ing* verb, *to* + infinitive).

*set about* + *-ing* verb

e.g. *She set about helping the local community to grow more trees.*

*set out to* + infinitive

e.g. *She set out to study the animals.*

*set up* + noun (a transitive verb)

e.g. *She set up sanctuaries for chimps.*

*Set off* can be used on its own (it is an intransitive verb).

e.g. *John rang and he has only just set off.*

It can also be used with a preposition.

e.g. *We set off on the long journey home.*

*She set off into the forest.*

(Note that in the text *set off* is used with *to* + infinitive, but this is a separate construction (= *in order to*) used to show intention)

**6** Ask students to complete the questions, and check with the class that the answers are correct. Then ask students to ask and answer the questions with a partner, giving answers that are true for them.

**ANSWERS**

- 1 set off    2 set about    3 set out    4 set up

**Writing and speaking**

**7** Read through the instructions and examples with the class and then ask them to work in pairs to prepare the interview questions.

**8** Ask them to work with a different partner to roleplay the interview. They will need to use their imagination to answer their partners' questions.

**Homework**

Ask them to write a 150-word biography of somebody they know well – their grandfather, for example, or someone well-known that they particularly like and know a lot about already.



## 11d A journey to Machu Picchu

### Lead-in

#### Introducing the topic: Machu Picchu

Ask the class what they know about Machu Picchu, e.g. ask: *What is Machu Picchu? Where is it? Do you know anything about it? Has anyone been there?*

### Real life giving a short presentation

**1** Ask the class to discuss the questions. Students could first think of some ideas in pairs, then brainstorm ideas as a whole class.

#### ANSWERS

at work: to sell an idea or a project, to plan a project, to present a new idea, to present plans for the future

at school / university: to present research findings, to present arguments for a debate

at a meeting: to persuade people to do something, to plan and organise an event

at a special occasion: to entertain, e.g. to tell funny stories about the person who is celebrating, to reminisce, to celebrate and commemorate important things the person has achieved

**2** [2.31] Ask students to read the list of topics to focus their listening, then listen and decide which topics are discussed. Play the recording twice, if necessary. Elicit the answers from the class.

#### ANSWERS

2, 3, 5

### Audioscript [2.31]

Good morning and thank you all for coming. Today I'd like to talk about my holiday in Peru and in particular, about my journey to Machu Picchu. It's also called 'The Lost City of the Incas'. Let me begin by telling you about the history of Machu Picchu. It was discovered by the explorer Hiram Bingham in 1911 ...

So, that's everything I wanted to say about Hiram Bingham. Now let's move onto the history of the Incas and why they built Machu Picchu. The first Incas lived in the region of Peru around the thirteenth century ...

OK. Now, the next part of my presentation is about my own journey through Peru and up to Machu Picchu. For this, I'd like to show you some of my photos. So this first one is a picture of me in the town of Aguas Calientes. You have to catch the bus from here to Machu Picchu ...

OK. That's the end of my talk. So, to sum up, Peru, and especially Machu Picchu is a magical place and anyone who is interested in history should go there. Are there any questions?

**3** [2.31] Ask students to complete the presentation individually, then check with a partner. Elicit the answers from the whole class.

#### ANSWERS

- |                 |             |
|-----------------|-------------|
| 1 thank you all | 6 next      |
| 2 talk          | 7 show      |
| 3 begin         | 8 end       |
| 4 say           | 9 questions |
| 5 move          |             |

### Pronunciation pausing

**4a** [2.32] Ask students to read the extract from the presentation, notice the first five pauses and think about where the pauses might fall in the rest of the first paragraph. Play the recording and let them listen and mark the pauses.

#### ANSWERS

Good morning / and thank you all for coming. / Today / I'd like to talk about / my holiday in Peru / and in particular, / about my journey / to Machu Picchu. It's also called / 'The Lost City of the Incas'. / Let me begin / by telling you about / the history / of Machu Picchu.

**4b** Ask students to practise reading the paragraph with the pauses, and help each other with their pronunciation and intonation.

**5** Ask students to prepare the presentation in pairs. They should make notes and decide who will say which parts. They should then make their presentation to the rest of the class.

### Homework

They can write up their presentation in more detail as a short report.



## 11e The greatest mountaineer

### Lead-in

#### Previous knowledge

Ask the class what they know about mountaineering – what equipment do you need, what makes it difficult, what do you have to do, and so on.

### Writing a biography

**1** Ask students to think about what information they would find in a biography. Elicit ideas from the whole class.

**2** Ask students to read the biography and check their ideas, then match the paragraphs to the topics. Elicit answers from the class.

#### ANSWERS

a 2    b 2    c 1    d 1, 2    e 3    f 4

### Writing skill punctuation in direct speech

**3a** Ask students to underline the examples of direct speech in the biography.

#### ANSWERS

- 1 he still says 'it's the most beautiful place in the world'
- 2 'Reinhold had so many new ideas,' says Kammerlander.
- 3 'He found new ways, new techniques.'

**3b** Ask the class to look at the examples of direct speech again and answer the questions about punctuation.

#### ANSWERS

- 1 at the start and end of the words the person says
- 2 only if it ends the sentence
- 3 between 'says' and the words the person says; it separates what the person says from the speaker

**3c** Ask students to add the missing punctuation individually, then check their answers with a partner. Elicit the answers by having students write the sentences on the board.

#### ANSWERS

- 1 My grandfather always told me, 'you should follow your dreams.'
- 2 'Yes, we can,' said Barack Obama when he campaigned to become the US President.
- 3 Film critics say, 'she's the greatest actress of her generation.'
- 4 'Education is the most powerful weapon,' said Nelson Mandela.

**4** Ask students to choose somebody famous and write the biography, using the topics in Exercise 2 and including quotations or direct speech. This would be a good task for homework, or students could start it in class and complete it and check it for homework.

**5** Ask students to exchange their biography with a partner and check each other's writing.



## 11f The lost city of Machu Picchu

### Before you watch

- Students work in groups. Ask them to look at the photo and discuss the questions. Take feedback from the class.
- Before they watch the video, ask students to predict what things from the list they think they will see.

### While you watch

- Play the whole of the video for students to check their answers to Exercise 2.

#### ANSWERS

We see buses, cameras, children, mountains, a river, ruins and umbrellas

- Play the video again and ask students to complete the summary with the correct options.

#### ANSWERS

1 8,000 2 Andes 3 500 4 Incas 5 1911 6 Bingham

- Give students time to read the sentences and decide if they are true or false. Then play the video again for them to check and correct the false sentences.

#### ANSWERS

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

See also the underlined phrases in the video script.

- Ask students to match the speakers to the quotes.

#### ANSWERS

1 a, d 2 b, c 3 e, f

### After you watch

- Students work in pairs to roleplay discussing the future of Machu Picchu, according to the instructions.
- Elicit ideas from the class about what the quote means.
- Students work in pairs to discuss the questions.

### Videoscript

**00.14–00.29** This beautiful, quiet place is covered in sunshine and has mountains all around it. Its name is Machu Picchu. It's sometimes called the lost city of the Inca, and it's nearly 8,000 feet up in the Andes.

**00.30–00.39 Julio** It's a magic attraction, that you can feel it here. It's known all over the world that Machu Picchu is one of the magnetic centres of the ancient world.

**00.40–01.43** Machu Picchu is more than 500 years old. Today, it's a favourite place for visitors from all over the world. Even in the rain and fog, it's wonderful to walk through the ruins. When the Inca civilisation ended, few people knew Machu Picchu existed. For a long time it was lost to the outside world. Then, in 1911, an explorer called Hiram Bingham found it again.

At first, very few people visited Machu Picchu. But now, hundreds of tourists come here every day. They walk up the steps of the ancient city and climb over the ruins. Machu Picchu is no longer quiet. It's full of the sounds of tourists. Some people in Peru hope that more tourists will come here. They think it will mean more business and money for the country. However, some conservationists worry that more visitors won't be good for Machu Picchu. They say that tourism may not be good for the environment. José, a local hotel owner, says Machu Picchu and Peru can take a few more visitors.

**01.44–01.54 José** Why not be like the rest of the world? Why not expose and show Machu Picchu to the rest of the world? It's such a wonderful place, why keep it to the few?

**01.55–02.38** The truth is that parts of Peru are very poor, and tourists bring money to these communities. Aguas Calientes is a town that grew suddenly near an area where visitors get on buses to get to the summit of Machu Picchu. The people here live completely on money from tourism. The town is just a group of stalls where local people sell art and things they have made to visitors.

The 'Lost City' is no longer lost. Tourists have found it. The modern world is coming closer to this ancient world every day. Time may be running out for the 'Lost City of the Inca'. More and more people are discovering it. In the end, it may be the modern world that forever changes this ancient city.



## UNIT 11 Review

### Grammar

1 Ask students to complete the sentences with the correct form of *used to*.

#### ANSWERS

- 1 used to
- 2 used to
- 3 didn't use to
- 4 used to
- 5 didn't use to

2 Ask students to work in pairs to talk about their appearance in the past and now, using similar phrases to those in Exercise 1.

3 Ask students to rewrite the direct speech as reported speech.

#### ANSWERS

- 1 He said he wanted to fly in space.
- 2 She said she was driving home.
- 3 They said they had visited the pyramid in Giza.
- 4 You said he had gone to the museum.
- 5 Matt said one day he would go on holiday to Rome.

4 Ask students to complete the sentences with *say* or *tell*.

#### ANSWERS

- 1 Tell    2 say    3 tell    4 say

5 Ask students to work in pairs to report something from the news or from their English lesson to each other.

### Vocabulary

6 Ask students to discuss the photo in pairs.

7 Ask students to complete the text with the words from the box and check their ideas from Exercise 6.

#### ANSWERS

- |                  |               |
|------------------|---------------|
| 1 civilisation   | 4 statue      |
| 2 pyramids       | 5 excavations |
| 3 archaeologists | 6 sacrifices  |

### Real life

8 Ask students to order the sentences to make a presentation.

#### ANSWERS

- 2 Today I'd like to talk about my visit to Italy.
- 1 Good morning everyone and thank you for coming.
- 4 So that's everything about Pisa and its leaning tower.
- 7 But before I finish, are there any questions?
- 3 Let me begin by telling you a bit about the city of Pisa.
- 6 That's the end of my talk.
- 5 Now let's move onto my next stop which was the city of Florence.

### Speaking

9 Ask the class to consider their own answers to the questions for a few minutes. Then ask individuals to report back to the class. If someone else likes the same period, ask them to join in and add their ideas.




# Unit 12 Nature

## Lead-in

### Personal response

Ask the class to talk about their feelings about nature. Ask, for example: *Do you enjoy spending time in the countryside? Why / Why not? What do you do there? Do you walk / climb / swim? Are you interested in birds / flowers / wildlife?*

- 1 Ask students to look at the photo and say what they can see – but just accept their answers without saying if they are right or wrong.
- 2  [2.33] Ask students to read the two questions to focus their listening. Play the recording and ask students to note the answers. Elicit the answers from the class.

### ANSWERS

- 1 toads, butterflies, snakes
  - 2 toads – in the leaves; butterflies – on the side of a tree; snakes – in the grass
- Point out the three toads in the picture if they have not seen them by this time!

## Audioscript [2.33]

I'm standing in the middle of some trees on the quiet Barro Colorado Islands in Panama. It's nine o'clock in the evening so it's difficult to see. But if you wait and look really closely you start to see the ground move. And what looks like leaves is starting to move. But they aren't leaves, they are toads and during the day they hide from other animals. On the side of the tree, there are two eyes looking at me. In fact, they are the wings of a butterfly. These animals are experts at using plants to hide themselves. And not only when they are hiding but also when they go hunting. Take snakes for example. I can't see any in the long grass I'm walking in but I know that there are hundreds of them living here so I have to be really careful ...

- 3 Ask students to match the words in the box to the categories in the diagram individually, then check with a partner. Elicit answers from the class. Elicit further examples for each category and check that students understand all the language (see Vocabulary note below for explanations and examples).

### ANSWERS

- |             |         |
|-------------|---------|
| 1 tree      | 5 snake |
| 2 butterfly | 6 eagle |
| 3 toad      | 7 shark |
| 4 horse     |         |

- 4 Ask students to work in pairs to complete the sentences in the speech bubbles with the names of animals, so the sentences are true for them. They should also give reasons for the second and third questions. Elicit answers from the class.

## Vocabulary notes

Check students are familiar with the technical categories and animal names:

*an insect* = a six-legged flying creature (e.g. bee, ant, wasp)

*an amphibian* = a four-legged, cold-blooded animal living on land and in water (e.g. frog, newt, salamander)

*a mammal* = a warm-blooded, milk-feeding hairy animal (e.g. lion, dog, cat, hamster)

*a reptile* = a cold-blooded, egg-laying animal (e.g. tortoise, turtle, crocodile, lizard)

*a fish* = a cold-blooded water animal with fins (e.g. bass, tuna, cod, goldfish)

*a bird* = a warm-blooded animal, with feathers; most of them can fly (e.g. budgerigar, parrot, penguin, sparrow)



## 12a Nature in one cubic foot

### Lead-in

#### Personal response


Ask students if they like watching nature documentaries on TV. Ask them what kind they like best (e.g. documentaries about a particular species, about underwater life, about animals in particular place), and why.

### Listening

- 1 Ask the class to answer and discuss the questions in pairs, then take feedback from the class.
- 2 Ask the students to match the photos to the locations listed, then elicit answers from the class.

#### ANSWERS

1 C    2 B    3 A    4 D


- 3  [2.34] Ask students to read the question, then listen to the recording for the answer.

#### ANSWER

To record everything that is alive inside the frame, and to show the variety of life in a small area.

### Audioscript [2.34]

Everyone looks at nature differently. Maybe you're somebody who has no interest in nature and if you go anywhere green, you don't notice anything. Or maybe you can name a few different plants and animals in your local park. But for people like David Liittschwager, nowhere in the world is without natural beauty. He sees plants and animals everywhere he looks. David is a photographer for *National Geographic* magazine and he wanted to show how much nature there is around us all the time. So, he took a green metal frame measuring one cubic foot to different locations around the world. For example, to the middle of a forest, on the side of a mountain, in the ocean and in a river. Nowhere was too far away or too difficult for David. Then, he spent three weeks in each place and he photographed everything alive inside the green metal frame. This included photographing living things as small as one millimetre in size. The result was a series of photos showing over a thousand individual organisms in each cubic foot and a new view of our world and its ecosystem.

- 4  [2.34] Ask students to read the sentences to focus their listening, then listen to the recording and decide if the statements are true or false. Play the recording twice, if necessary. Elicit answers from the whole class. Ask students to correct the false statements.

#### ANSWERS

- 1 F (some people don't notice anything)
- 2 T
- 3 T
- 4 F (he spent three weeks in each place)
- 5 F (he photographed everything, including some very small things)
- 6 T

- 5 Ask students to work with a partner to discuss the view from a window in their house, using the questions. Elicit some answers from the whole class.

### Grammar *any-, every-, no-, some- and -thing, -where, -one, -body*

- 6 Ask students to look at the yellow highlighted parts of the words and answer the question, then check with a partner. Elicit the answers from the whole class.

#### ANSWERS

1 person    2 person    3 place, thing    4 place

- 7 Ask students to look at the examples again and complete the sentences, then check with a partner. Elicit the answers from the class as complete sentences. Read through the grammar box with the class and make sure they understand how the structures work. See also the Grammar notes below, and refer to page 168 of the Student's Book for further information and practice.

#### ANSWERS

1 Every    2 No    3 Any    4 Some

### Grammar notes

Make sure students know that *-body* and *-one* have exactly the same meaning. However, *no one* is not written as one word but two. All the other words are written as one word.

Explain the difference between the prefixes, for example with *-body*:

*everybody* = all the people (refers to all the people in a positive way)

*Everybody in my class can come to my party.*

*nobody* = none of the people (refers to all the people in a negative way)

*not ... anybody* has the same meaning

*Nobody from my class came to my party.*

*There wasn't anybody from my class at my party.*

*anybody* = one out of all the possible people

*Anybody who wants to can come to my party.*

*somebody* = one unknown person out of all the people

*Somebody told my friends not to go to my party.*



8 Ask students to read the information in the article about different ecosystems and complete the words, then check with a partner. Elicit answers from the class as complete sentences.

ANSWERS

- |             |                       |
|-------------|-----------------------|
| 1 Anyone    | 5 anywhere            |
| 2 somewhere | 6 Everywhere          |
| 3 Nowhere   | 7 Everybody / Anybody |
| 4 something |                       |

Speaking

9 Ask the class to read the slogans and guess what they are advertising.

ANSWER

They are all advertising some countryside area.

10 Read through the instructions with the class, then ask them to get into groups of four to write their slogans. They should use ideas from the slogans in Exercise 9, and include words with *every-*, *no-*, *any-* and *some-*.

11 Ask the groups to present their slogans, and decide which are the best ones and why.

Homework

Ask students to write around 150 words about a place in the countryside that they know, explaining what it is like, and saying what kinds of wild animals and plants live there.

12b The power of nature

Lead-in

Personal response

Ask the class to give examples of the power nature has, and what experience they have had of that power (e.g. storms at sea, flood damage, wind damage, forest fire etc). Discuss what the most common weather problems are in the area you live. In a multi-cultural class, elicit what sort of problems your students are most familiar with in the areas of the world they come from.

Vocabulary and reading extreme weather

1 Ask the students to work in pairs to match the weather words with the pictures. Elicit answers from the class and explain any words they do not know. Practise the pronunciation of the terms, and remember that *tornado* has the stress on the second syllable.

ANSWERS

- |                |              |
|----------------|--------------|
| A lightning    | D flood      |
| B thunderstorm | E hurricane  |
| C tornado      | F snow storm |

2 Ask the class to discuss the questions about extreme weather around the world.

SAMPLE ANSWERS

- 1  
 floods: Bangladesh, Pakistan (can be anywhere in the world)  
 snow storm: Scandinavia, Arctic, Antarctic, Canada, northern USA, Russia  
 tornado: USA  
 hurricane: Caribbean, eastern USA  
 lightning / thunderstorm: anywhere
- 2 Students' own answers
- 3  
 floods: can be any time of year  
 hurricanes: between June and November in the Atlantic  
 lightning / thunderstorms: often more common in summer and in warm weather  
 snow storms: winter  
 tornados: spring and early summer

3 Ask students to read the question, then read the article and find the answer.

ANSWER

tornadoes



**4** Ask students to look at the diagram and read the phrases 1–5, then re-read the article. They should then write the numbers of the statements in the correct part of the diagram.

**ANSWERS**

Rex Geyer: 2 and 5  
 Tim Samaras: 3 and 4  
 Both: 1

**5** Ask students to read sentences a–d, and then match them to the gaps in the text. Elicit answers from the whole class.

**ANSWERS**

1 b    2 d    3 a    4 c

**6** Read the comments with the class and check that they understand the language they need (e.g. *feel sorry for* = sympathise, feel sad for somebody). Ask students to discuss the people in the article in pairs, completing the comments with their own ideas. Elicit some responses from the whole class.

**SAMPLE ANSWERS**

- 1 I feel sorry for Rex because the tornado destroyed his home. He lost everything.
- 2 I think people like Tim and Pat have to be a bit crazy because tornadoes are very dangerous and they could have been killed.
- 3 Rex and his family were unlucky but they were also lucky because they got away from the tornado in time, and they weren't injured or killed.

**Grammar second conditional**

**7** Ask the class to look at the sentences and answer the questions. Elicit answers and make sure students understand the difference between the two sentences (*a* is a fact that is always true, *b* is a situation that might or might not happen).

**ANSWERS**

1 a    2 b

**8** Ask the class to match the parts of the grammar explanation. Check their answers and read the further examples of the second conditional in the grammar box. If students need more explanations, examples and practice, refer to page 168 of the Student's Book.

**ANSWERS**

1 a    2 b

**Grammar note**

The second conditional is also sometimes called the *unreal conditional*. Compare two sentences in the first (real) conditional and the second (unreal) conditional, and their implications in the mind of the speaker:

First (real) conditional:

*If he runs, he will catch the bus* (and I think he probably will run and probably will catch the bus).

Second (unreal) conditional:

*If he ran, he would catch the bus* (but I don't think he will run and I don't think he will catch the bus).

The choice depends on how the speaker feels about the situation and how likely or unlikely it is.

**9** Ask students to complete the text with the correct form of the verbs, then check with a partner. Elicit the answers from the whole class as complete sentences. Remind them that the text uses the present simple to talk about things that are always true, and the second conditional to talk about things that are imagined or unlikely.

**ANSWERS**

- |                 |                    |
|-----------------|--------------------|
| 1 were (was)    | 5 wouldn't produce |
| 2 would change  | 6 would go up      |
| 3 would become  | 7 returned         |
| 4 wouldn't last | 8 would have       |

**Pronunciation would / 'd**

**10a** [2.35] Read the question with students and make sure they are ready to count. Point out that they should count the total number, not the number for each form. Play the recording, then play it again for them to check. Ask for answers and see if students agree. Don't tell them the answer as they will check in 10b.

**Audioscript** [2.35]

**A:** Would you move to another country if the weather became much hotter in your country?

**B:** No, I 'd love it if the weather became hotter.

**A:** I 'd go and live somewhere else.

**B:** Would you?

**A:** Yes, I wouldn't want to stay. I 'd find a country with a colder climate.

**B:** Oh, I wouldn't. I 'd spend every day outside by the pool.

**10b** Ask students to listen again and follow the audioscript on page 174 of the Student's Book, and count, then compare with the answers they suggested in 10a. Afterwards ask them to work in pairs and practise reading the dialogue.

**ANSWER**

8 in total (would 2, wouldn't 2, 'd 4)  
 See also underlined words in the audioscript above.



**11** Ask students to work in pairs to ask and answer the questions, using second conditionals. Circulate and monitor their use of *would* and second conditionals. Note any common errors for whole-class feedback.

### Speaking

**12** Read through the instructions and the examples with the class. Ask them to get into groups of four to discuss and plan what they would do in the different situations. Then ask each group to present their plans to the class. Discuss the different ideas with the class.

### Homework

Ask students to write 150 words about what they would do in the situations in Exercise 12, including the best of the ideas that were discussed as a class.

Alternatively they could write about a new topic: *What would happen if I won 100,000 euros?*

## 12c Changing Greenland

### Lead-in

#### Using words

Ask the class to work in pairs to brainstorm language related to Greenland and the arctic region, e.g. *ice, ice sheet, snow, snow storm, cold, iceberg, glacier, mountain, polar bears, igloo*.

### Reading

- 1 Ask students to work in groups of four to brainstorm information about Greenland. When they have discussed their ideas, ask them to feed back to the whole class. It would be a good idea to list their ideas on the board under different categories, e.g. weather, humans, animals, history, depending on their ideas.
- 2 Ask students to stay in their group, and decide who is reading which paragraph. If there are any groups of less than four, assign two paragraphs to one of the stronger students (paragraphs 1 and 2 are slightly shorter). They each read their paragraph and take notes to answer the two questions.
- 3 Each student feeds back in turn to the rest of the group, who take notes on the information.
- 4 All the students in each group read the whole article and check their notes. Take feedback from the class and write suggestions on the board. They should comment on anything they believe is incorrect.

#### SAMPLE ANSWERS

Recent changes:

- 1 the weather
- 2 The climate is getting warmer and ice is melting.
- 3 Oil is more easily available because the sea around the west coast has no ice for 6 months of the year.
- 4 Summers are longer and drier.

Problems and dilemmas:

- 1 The country has had economic and social difficulties since the 1960s: it imports much more than it exports.
- 2 Sea levels may rise.
- 3 Greenlanders will be most affected by climate change, but they need the strong economy that oil could bring.
- 4 The farmers don't produce as much.

### Critical thinking close reading

**5** Ask students to read the sentences and decide if they are true, false, or if the information is not in the text. They can then check their answers with a partner. Remind students that if there is no information in the text to support or contradict the statement, the answer must be C. Elicit the answers from the whole class.

#### ANSWERS

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



**Vocabulary society and economics**

**6** Ask students to find the collocations in the text and match the nouns and adjectives, then check with a partner. Elicit the answers from the whole class and explain that these collocations are words that are often used together in English. Read the information about collocations in the *Wordbuilding* box with students. For more examples and practice see page 99 of the Workbook.

**ANSWERS**

- |                         |                     |
|-------------------------|---------------------|
| 1 economic difficulties | 5 strong economy    |
| 2 social problems       | 6 natural resources |
| 3 traditional industry  | 7 growing season    |
| 4 modern development    |                     |

**Pronunciation word stress**

**7** [2.36] Ask students to listen to the collocations on the recording, and underline the stressed syllables on the paired words.

**Audioscript and key** [2.36]

- 1 economic difficulties
- 2 social problems
- 3 traditional industry
- 4 modern development
- 5 strong economy
- 6 natural resources
- 7 growing season

**Grammar will / might**

**8** Ask the class to look at the highlighted verbs in the sentences and answer the questions. Read the further examples in the grammar box and make sure students understand the difference (in 1 the speaker thinks this will definitely happen, in 2 the speaker thinks this is possible but not certain).

**ANSWERS**

- 1 *will*: more certain
- 2 *might*: less certain

**Extra activity**

Ask students to find all the sentences in the article that make a prediction or talk about something that might or might not happen in the future. Ask them to work in pairs to rate the sentences from 1 to 3 (1 = author does not think this is likely, 3 = author is sure this will happen).

- ... life is about to change dramatically for many Greenlanders ... (3)
  - If all of Greenland's ice melted, sea levels across the world would rise by 7.5 metres. (1)
  - They plan to drill for oil in the next few years. (2)
  - Farming will also change. (3)
  - On the one hand, if the country produced more of its own food, it wouldn't need to import so much. (2)
  - They think the drier summers might create new problems. (2)
  - I wondered if they would still sing this song in a hundred years' time. They might not. (2)
- Students might also include the following sentence which talks about the present but is also looking to the future:
- Most scientists agree that the world's climate is getting warmer ...

**Speaking**

**9** If you are teaching a monolingual mother-tongue group, divide them into groups of four and ask them to discuss ideas and make predictions for their country. If you are teaching a multi-lingual group, organise them so they work with other students from the same country, if possible. If not enough of them come from the same countries, ask them to work in pairs and make predictions for a different country. Encourage them to use *will*, *might*, second conditional, and any other expressions from the article to make predictions.

**10** With a monolingual group, all the groups can feed back predictions on the same country and discuss whether they agree or not. With a multilingual group, take feedback and see what similarities there are in the predictions for different countries.

**Homework**

Ask students to write about 150 words about what changes they see within their country and how these might affect people in the future.



## 12d Saving the zoo

### Lead-in

#### Personal response

Ask students to say what they see in the picture.

### Speaking and reading

**1** Ask students to discuss the questions about zoos briefly in pairs, then elicit answers from the class. Find out what their attitudes towards zoos are, e.g. whether they enjoyed visiting zoos as children and whether they think zoos have an important and useful role.

**2** Ask students to read the three questions and answer them individually after reading the article. They can check with a partner before answering.

#### ANSWERS

- 1 No, it isn't. It might close if the council can't solve the problems.
- 2 low visitor numbers and lack of money
- 3 They would have to be sent to new homes.

### Real Life finding a solution

**3** [2.37] Ask students to read through the sentences carefully, then listen to the recording and decide if the sentences are true or false. Ask them to correct the false sentences.

#### ANSWERS

- 1 T
- 2 F (not many people visit: *it isn't attracting enough tourists; low visitor numbers*)
- 3 T
- 4 F (they don't have enough money to advertise)
- 5 T

### Audioscript [2.37]

z = Zoo manager, c = City Council

z: What about giving us more money?

c: I'm sorry, but the council doesn't have any more money for the zoo.

z: But if we don't find a solution soon, then we'll have to close it. And the zoo is part of the city. It's a tourist attraction.

c: Yes, but that's the point. It simply isn't attracting enough tourists. You're going to have to find the money from somewhere else.

z: It's also an important place for animal conservation. Some of these animals are close to extinction. If we didn't have zoos they wouldn't survive.

c: I understand that but we need to find a different solution. What if you advertised the zoo more? In the newspaper or on the radio for example.

z: But if we don't have any money, we can't advertise.

c: Well, why don't you try sponsorship? You know, ask a company to support the zoo ...

z: Actually, that isn't a bad idea. You might be right!

c: I have the names of some company bosses you could contact ...

**4** [2.37] Ask students to complete the sentences with the phrases, then check with a partner. They then listen to the recording again to check their answers.

#### ANSWERS

- |                   |                 |
|-------------------|-----------------|
| 1 What about      | 5 we can't      |
| 2 I'm sorry, but  | 6 why don't you |
| 3 But if we don't | 7 that isn't    |
| 4 What if you     | 8 You might     |

**5** Ask students to match the sentences from Exercise 4 with the sections in the box.

#### ANSWERS

Stating and explaining a problem: 3 and 5

Making suggestions: 1, 4 and 6

Responding positively: 7 and 8

Responding negatively: 2

**6** Ask students to work in groups of four to roleplay a conversation about saving a zoo, using the prompts on pages 154 and 155 of the Student's Book. Monitor the roleplays and circulate to offer help as needed.



## 12e Good news

### Lead-in

#### Personal response

Ask the class to discuss what the good news is about the planet at the moment in the light of current information.

### Writing a press release

**1** Ask students to read the three questions to focus their reading, then read the press release and answer the questions. Elicit the answers from the class.

#### ANSWERS

- 1 Because it is a rare kind of tiger.
- 2 They will use the money to advertise nationally, get more rare animals and stay open longer in summer.
- 3 live music every Thursday and animal adventure days for children

**2** Ask students to answer these questions after discussion with a partner.

#### ANSWERS

- 1 to inform the general public about changes that might interest them, e.g. new events
- 2 It could include both. The example includes the general news about the sponsorship deal, and three pieces of news about special events: the arrival of the tiger, the live music and the animal adventure days.

**3** Ask students to underline the positive words and phrases, then check with a partner. Elicit phrases from the whole class.

#### ANSWERS

... the zoo is proud to offer ...  
 ... its excellent animal conservation programme ...  
 This wonderful news ...  
 ... the zoo is pleased to inform you ...  
 ... the zoo is also excited about ...  
 We look forward to seeing everyone ...

### Writing skill using bullet points

**4a** Ask the class to look at the press release again and tick the bullet points that are correct.

#### ANSWER

the main information you want the reader to know about.  
 short, simple phrases or sentences.

**4b** Ask students to rewrite the press release individually, then check with a partner. Elicit answers from the whole class.

#### SAMPLE ANSWER

The council is delighted to announce a new sponsorship deal with a sports manufacturer, The sponsorship agreement means the council can:

- build a stadium for use by the football club and local schools.
- hold a series of free outdoor summer concerts and other cultural events.

The stadium will have restaurant facilities for use at:

- sporting and cultural events.
- private and corporate events.

**5** Read the information with the class, then ask students to write the press release in pairs.

#### SAMPLE ANSWER

The zoo is delighted to announce that they have raised \$5,000 from visitors and local companies. This wonderful news means that the zoo can:

- open a new area for two baby elephants.
- open a new café.

The zoo is also excited about its plans to sell zoo souvenirs in the café shop, including:

- T-shirts.
- hats.
- toys.
- postcards.

A special 'animal quiz' day will be held to celebrate the opening of the new café and shop.

**6** Ask each pair to work with another pair to exchange their press releases and check them as indicated.



## 12f Cambodia Animal Rescue

### Before you watch

1 Students work in pairs. Ask them to look at the photo and discuss the questions. Take feedback from the class.

### While you watch

2 Play the whole of the video for students to check their answers to Exercise 1.

#### ANSWERS

- 1 a tiger and an elephant
- 2 They have both been rescued.
- 3 It looks after them until they are healthy again, and well enough to be returned to the wild.

3 Give students time to read the list of animals. Then play the video again and ask students to put the animals in the order they see them on the video. Check the answers and if necessary play parts of the video again.

#### ANSWERS

- 1 b    2 c    3 g    4 a    5 f    6 d    7 h    8 e

4 Give students time to read the questions, then play the first part of the video (to 02.20) and ask them to write the answers.

#### ANSWERS

- 1 Wilderness Protection Mobile Unit
- 2 It rescues animals from poachers.
- 3 Yes, it does.
- 4 It sponsors the MU and the rescue centre.
- 5 in a birdcage at a petrol station
- 6 Free the bears
- 7 They realised quickly that she was too hard to handle.

5 Give students time to complete the extract using words from the glossary, then play the second part of the video (02.22 to the end) for them to check.

#### ANSWERS

- |             |            |
|-------------|------------|
| 1 Poachers  | 4 medicine |
| 2 illegally | 5 improve  |
| 3 powder    |            |

### After you watch

6 Students work in pairs to roleplay talking about a plan, according to the instructions.

7 Elicit ideas from the class about the quote, and ask them to answer the question.

8 Students work in pairs to discuss the questions.

## Videoscript

### Part 1

**00.14–01.12** Dara the tiger loves lying around and relaxing. She also likes to be touched and talked to. And, like many other animals, she loves to play. Unfortunately, Dara, and the other animals at the Phnom Tamao Rescue Centre, are all victims of the illegal poaching of wild animals in Cambodia.

Many animals at the centre are brought in by a special team called the 'Wilderness Protection Mobile Unit', or the 'MU'. The MU rescues animals from poachers. With the support of the government of Cambodia, they're working to stop poaching.

In many cases, rescued animals can be returned to the wild.

In others, like with these crested eagles, the animals need special care.

**01.13–01.17** Matt Young works for Wild Aid, a US group that sponsors the MU and the rescue centre.

**01.18–01.22** **Matt Young** Once we're sure they're nice and healthy again, we can get them out to Kirirom and re-release them.

**01.23–01.27** These wild eagles are 'hand fed', or given their food by hand, and they don't always like it!

**01.28–01.30** **Matt Young** Did you get that? Fantastic!

**01.31–01.39** The crested eagles will probably be released back into the wild someday. However, many of the animals here will need human help forever.

**01.40–01.53** This little gibbon lived in a birdcage at a petrol station for two years. She's now at Phnom Tamao. They're helping her to become healthy, but they probably won't be able to release her again. She'll likely be safer and happier at the centre.

**01.54–02.00** Mimi was also someone's pet. A volunteer who works for 'Free the Bears', which sponsors Mimi, explains ...

**02.01–02.09** **Shiree Harris** A family bought it for their little daughter, but they only kept her for, I think they said four weeks, and then they realised she was too hard to handle, a bit nippy and everything – so they just brought her in.

**02.10–02.20** Like the little gibbon, if Mimi were in the wild, she probably wouldn't have the skills to survive. The best place for her, too, is clearly the rescue centre.

### Part 2

**02.22–02.59** Unfortunately, there is one thing many of these animals have in common; poachers want them! If many of these beautiful animals were not at the rescue centre, they would be dead.

The leader of Wild Aid explains what part of the problem is for tigers. She says that poachers can make a lot of money by selling a tiger's body parts illegally. In some Asian countries, certain parts of the tiger are ground into powder. This powder is processed and sold as an expensive traditional medicine. People think that taking the product will improve their health. No one knows if this is true, but it's definitely not good for the tigers.

**03.00–03.30** The Phnom Tamao Rescue Centre cares for over 800 animals of 86 different types, or species, including this friendly elephant.

Lucky was saved from poachers two years ago.

Little Sima has been at Phnom Tamao for six months.

It's hard to think that these animals may never return to their home in the wild. They can't survive with support and help from humans.



**03.31–03.56** The Phnom Tamao Rescue Centre is helping poaching victims in Cambodia. Unfortunately, the bigger problem of illegal poaching is still around. It will be as long as there's a demand for products that are made from these animals. For now, we can only hope that the MU can help stop more wild animals from becoming endangered. Thanks to the Phnom Tamao Rescue Centre, they'll have a safe place to go.

## UNIT 12 Review

### Grammar

**1** Ask students to complete the sentences using a pair of words in each sentence, with one word from the pair in each gap.

**ANSWERS**

- |                       |                      |
|-----------------------|----------------------|
| 1 nowhere, everywhere | 4 everyone, anything |
| 2 someone, somewhere  | 5 nobody, everybody  |
| 3 anyone, anywhere    | 6 something, nothing |

**2** Ask students to complete the second conditional sentences using the correct form of the verbs.

**ANSWERS**

- |            |                 |
|------------|-----------------|
| 1 would go | 4 wouldn't need |
| 2 rained   | 5 didn't like   |
| 3 lived    |                 |

**3** Ask students to complete the sentences individually with information that is true for them, then compare their sentences. You could ask them to make questions for the statements (e.g. *If you had a million dollars, what would you do?*), then ask and answer each other in pairs.

### Vocabulary

**4** Ask students to match the words with the categories.

**ANSWERS**

- |                   |              |
|-------------------|--------------|
| 1 plants          | 4 reptiles   |
| 2 mammals         | 5 in the sky |
| 3 types of storms |              |

**5** Ask students to discuss the photo in pairs and answer the questions. They can then share their ideas with the whole class.

**ANSWER**

The photo shows trees and the sky. It looks as if the photographer took a photo of a reflection on a wet surface, e.g. a reflection on a car windscreen in the rain.

### Real life

**6** Ask students to match the two halves of the sentences.

**ANSWERS**

- 1 b    2 c    3 d    4 a    5 e

**7** Ask students to discuss the three topics in pairs and think of some possible solutions for each one.

### Speaking

**8** Ask students to think of three changes they would make in their country.

**9** Ask students to present their ideas in a speech to the rest of the class. Elicit responses from the rest of the class on the plans. Once all the speeches have been made, ask students to vote on the best speech.



# Grammar summary: answer key

## Unit 1

- 1  
2 often rides  
3 is he usually  
4 I am not often
- 5 never does  
6 Does the doctor work every weekend?

- 2  
2 go  
3 Is ... playing  
4 isn't cycling
- 5 is preparing  
6 do

## Unit 2

- 1  
2 watching  
3 Sitting  
4 visiting  
5 writing
- 6 Shopping  
7 going  
8 Eating
- 2  
2 would like to learn  
3 Does Mike like driving  
4 wouldn't like to compete
- 5 Would you like to sit  
6 wouldn't like to travel  
7 likes cooking  
8 would like to watch
- 3  
2 The competition must finish at ten o'clock.  
3 I have to send my application today.
- 4 Don't they have to go to work tomorrow?  
5 The team can't argue with the referee.

## Unit 3

- 1  
2 Cars are more dangerous than bikes.  
3 James is the friendliest person in our class.  
4 Helena is the best athlete in the country.  
5 Cheetahs are faster than tigers.  
6 Naomi is the happiest person in the office.  
7 Skiing is the most exciting sport in the world.  
8 Sports cars are more difficult to drive than family cars.

- 2  
2 Alaska is as cold as Canada.  
3 Cars aren't as cheap as bicycles.  
4 Is horse riding as healthy as running?  
5 Buses aren't as quiet as trams.  
6 Are books as exciting as films?  
7 Our car is as clean as an electric car.  
8 Is Russia as hot as Brazil?

## Unit 4

- 1  
2 Where did she live? She lived in Rome.  
3 What did they do? They drove to Norway.  
4 When did Kerry travel to the USA? She travelled to the USA last year.  
5 Where did you find it? I found it in South Africa.  
6 When did they live in Canada? They lived in Canada in 2010.

- 2  
2 was sleeping, woke  
3 was shouting, was blowing  
4 made, started  
5 was cooking, were talking / cooked, talked  
6 were walking, got  
7 arrived, were deciding  
8 was swimming, saw

## Unit 5

- 1  
2 much  
3 any  
4 a lot of  
5 many
- 6 much  
7 a little  
8 much
- 2  
2 Ø  
3 the  
4 Ø  
5 Ø
- 6 The  
7 Ø  
8 the

## Unit 6

- 1  
2 Emma and Pip would like to visit Australia.  
3 She studied medicine to get a good job.  
4 It's important to have a pension.  
5 My brother wants to leave his job.  
6 It's not easy to save your money.  
7 Brenda promised to email every week.  
8 It's fun to plan a holiday.

- 2  
2 b  
3 c  
4 b  
5 a
- 6 b  
7 c  
8 a

## Unit 7

- 1  
2 through  
3 front  
4 on  
5 up
- 6 in  
7 next  
8 along  
9 opposite
- 2  
2 has worked  
3 have seen  
4 Has ... visited  
5 hasn't eaten
- 6 haven't been  
7 have ... copied  
8 have bought
- 3  
2 have changed  
3 have worked  
4 have often lived  
5 was  
6 took  
7 developed  
8 started
- 9 spent  
10 searched  
11 found  
12 approached  
13 took  
14 have never been



## Unit 8

1

- 2 That's the farm where they are experimenting with new crops.
- 3 There is the woman who works in my father's laboratory.
- 4 These are the machines which use much less energy.
- 5 That is the nuclear power station where they had problems last year.
- 6 This is the documentary which I was watching last week.
- 7 She's the doctor who saved my father's life.
- 8 That's the factory where they developed the new lamps.

2

- |                |              |
|----------------|--------------|
| 2 means        | 6 won't tell |
| 3 will explore | 7 will die   |
| 4 will live    | 8 become     |
| 5 is           |              |

## Unit 9

1

- 2 Her homework is done on a computer.
- 3 Lecture notes are usually provided by tutors via the Internet.
- 4 Old books are kept in that part of the library.
- 5 Are laptops used at your school?
- 6 Course material is printed out by the students during the course.
- 7 Their English classes aren't paid for by their employers.
- 9 Course work is often completed online (by the students).

2

- |                    |               |
|--------------------|---------------|
| 2 were discovered  | 6 were used   |
| 3 were ... painted | 7 were made   |
| 4 were worshipped  | 8 were carved |
| 5 were recorded    | 9 were left   |

## Unit 10

1

- |                              |                          |
|------------------------------|--------------------------|
| 2 had been, arrived          | 6 arrived, had forgotten |
| 3 cancelled, had booked      | 7 hadn't explored, got   |
| 4 hadn't met, got            | 8 checked, had stayed    |
| 5 Had ... travelled, visited |                          |

2

- 2 What is that?
- 3 Where do you live?
- 4 How much does the holiday cost?
- 5 Which resort is this?
- 6 Where did they go last year?
- 7 When do you want to catch the train?
- 8 What country is this?

3

- |               |            |
|---------------|------------|
| 2 tiring      | 6 annoyed  |
| 3 fascinating | 7 exciting |
| 4 pleased     | 8 worried  |
| 5 interested  |            |

## Unit 11

- |                       |                       |
|-----------------------|-----------------------|
| 2 used to work        | 5 didn't use to sleep |
| 3 Did ... use to wear | 6 drove/used to drive |
| 4 used to go          |                       |

2

- 2 The politician said (that) he didn't want to talk to them.
- 3 The writer said (that) he didn't have any new ideas.
- 4 The businessman said (that) he was going to Russia on Friday.
- 5 The organiser said (that) they wouldn't be able to build the Olympic stadium on time.
- 6 The government said (that) they'd cut taxes for the poor.
- 7 The scientist asked if I had understood the experiment.
- 8 The famous actor said (that) he hadn't seen the first James Bond film.

## Unit 12

1

- |             |              |
|-------------|--------------|
| 2 somewhere | 6 anywhere   |
| 3 anyone    | 7 Everybody  |
| 4 anything  | 8 everything |
| 5 somebody  |              |

2

- |                      |                        |
|----------------------|------------------------|
| 2 rained, would grow | 6 wouldn't tell, asked |
| 3 moved, would find  | 7 wouldn't drive, was  |
| 4 would you do, was  | 8 Would you take, was  |
| 5 was, would destroy |                        |



# Photocopiable tests

## Unit 1 Test

### Grammar

1 Complete the sentences with the present simple form of the verbs.

- Paul \_\_\_\_\_ (look) very tired today.
- Why \_\_\_\_\_ you \_\_\_\_\_ (think) he's sad?
- Angela \_\_\_\_\_ (not want) to do the test.
- Sally \_\_\_\_\_ (work) as a psychiatrist.
- I \_\_\_\_\_ (not believe) they are any good. (5 points)

2 Complete the sentences with the present continuous form of these verbs.

live	work	sleep	study	not get
------	------	-------	-------	---------

- Shhh! The baby \_\_\_\_\_.
- \_\_\_\_\_ those researchers \_\_\_\_\_ people's happiness?
- Nowadays, people \_\_\_\_\_ as much sleep as in the past.
- Which clinic \_\_\_\_\_ the doctor \_\_\_\_\_ in this week?
- People in some places \_\_\_\_\_ longer because of their diet. (5 points)

3 Complete the sentences with the present simple or present continuous form of these verbs.

eat	stay	not play	come
not visit	go	dance	sleep

- My father always \_\_\_\_\_ with the light on.
- The boys \_\_\_\_\_ their lunch at the moment.
- Your dog often \_\_\_\_\_ into my garden.
- She \_\_\_\_\_ in a competition today.
- \_\_\_\_\_ Mike \_\_\_\_\_ with you now?
- \_\_\_\_\_ you \_\_\_\_\_ cycling very often? (12 points)

4 Put a slash (/) in the sentence to show where the adverb of frequency goes.

- John plays tennis on Saturday mornings. (always)
- Does Jane get up at six o'clock? (usually)
- I sleep until 9 o'clock. (sometimes)
- Paul gets enough sleep. (never)
- Do the girls go to the cinema? (often)
- The doctor tells us the results of the test. (rarely)
- Is she in her office at ten o'clock? (usually)
- The children aren't at home in the afternoon. (often) (8 points)

### Vocabulary

5 Match the verbs 1–8 with the words a–h.

- |                          |               |
|--------------------------|---------------|
| 1 I'm doing some         | a shopping.   |
| 2 They're going          | b board game. |
| 3 Do you play            | c homework.   |
| 4 Let's play a           | d holiday.    |
| 5 They like to do        | e swimming?   |
| 6 When are you going     | f exercise.   |
| 7 Next week I'm going on | g gardening.  |
| 8 He's doing his         | h tennis?     |

(8 points)

6 Complete the sentences with these words.

book	shopping	marathon	cycle
hiking	surfing	crossword	piano

- We like to \_\_\_\_\_ through the countryside.
- Do you ever go \_\_\_\_\_ in the hills?
- My mother does the \_\_\_\_\_ in the newspaper.
- People run a \_\_\_\_\_ round our city in September.
- I love to relax by reading a good \_\_\_\_\_.
- My little sister plays the \_\_\_\_\_ very well.
- I don't enjoy going \_\_\_\_\_ on Saturdays. It's too busy in town.
- Does he ever go \_\_\_\_\_ at the seaside? (16 points)

7 Complete these sentences with the medical problem.

- I can't speak. I've got a s \_\_\_\_\_ t \_\_\_\_\_.
- I feel very hot. I must have a t \_\_\_\_\_.
- He's got a cold and a r \_\_\_\_\_ n \_\_\_\_\_.
- Don't shout! Dave's got a terrible h \_\_\_\_\_.
- I feel sick and I've got s \_\_\_\_\_ a \_\_\_\_\_.
- Listen to Jane! That's a bad c \_\_\_\_\_! (6 points)

### Functions

8 Complete this conversation between a doctor and a patient using the prompts.

Patient: I / got / stomach ache

1 \_\_\_\_\_

Doctor: you / feel / sick?

2 \_\_\_\_\_

Patient: Yes, and I feel very hot.

Doctor: I / think / got / temperature.

3 \_\_\_\_\_

Doctor: Take / medicine / twice / day.

4 \_\_\_\_\_

And drink / lots / water

5 \_\_\_\_\_

(10 points)







## Unit 2

### Grammar

1 Complete these sentences with the correct form of the two verbs.

- Paul \_\_\_\_\_ (love / swim) in the sea.
- \_\_\_\_\_ you \_\_\_\_\_ (enjoy / work) at the gym?
- They \_\_\_\_\_ (not like / play) football in the rain.
- My sister \_\_\_\_\_ (prefer / read) to sports.
- Why \_\_\_\_\_ he \_\_\_\_\_ (hate / cycle)?
- We \_\_\_\_\_ (like / watch) tennis on TV.
- I \_\_\_\_\_ (can't stand / run) round the track. (14 points)

2 Write sentences using *like* or *would like*.

e.g. you / come for dinner tomorrow?  
Would you like to come for dinner tomorrow?

- I / watch / sport on TV.
- he / go / to basketball matches.
- she / be / a handball player when she's older.
- they / play / tennis with us later?
- he / train / in the gym.
- we / learn / to play rugby one day.
- she / join / our team?
- I / not / play / board games. (8 points)

3 Complete these sentences with the correct form of the verb in brackets.

have to (x1) must (x2) can (x1) mustn't (x2) don't have to (x2)

- Paul: So what <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ do in tennis?
- Mike: Well, first you <sup>2</sup> \_\_\_\_\_ have a racquet and a ball. You <sup>3</sup> \_\_\_\_\_ have four players. You <sup>4</sup> \_\_\_\_\_ also play with two players. One player starts. He <sup>5</sup> \_\_\_\_\_ hit the ball inside the white lines. The ball <sup>6</sup> \_\_\_\_\_ touch the net.
- Paul: OK, I'll try to remember that.
- Mike: You <sup>7</sup> \_\_\_\_\_ to win every point to win the match. And don't forget, you <sup>8</sup> \_\_\_\_\_ argue with the referee! That's very important! (8 points)

### Vocabulary

4 Choose the correct answer (a, b, c).

- You play football on this.  
a pool      b ring      c pitch
- You need this to play tennis.  
a club      b net      c gloves
- You play golf on this.  
a course      b track      c pitch

- You can use these when you swim.  
a gloves      b goggles      c balls
- You play tennis and basketball here.  
a pool      b course      c court
- You hit a golf ball with this.  
a bat      b racket      c club
- Something you need for boxing.  
a gloves      b goggles      c net
- People run around this.  
a court      b ring      c track

(8 points)

5 Complete the sentences with one of the expressions with *like*.

would like      like      likes      look like

- You \_\_\_\_\_ your mother – the same eyes!
- The crowd made a noise just \_\_\_\_\_ frogs!
- Jane \_\_\_\_\_ to ask the winner some questions.
- They play \_\_\_\_\_ a team of champions.
- Do you think she \_\_\_\_\_ watching athletics?
- The two new players \_\_\_\_\_ David Beckham! (12 points)

6 Match these nouns to the definitions.

a spectators    b a competition    c a trophy    d to win    e a race  
f a referee    g a competitor    h to score    i fans    j to beat

- \_\_\_\_\_ a person who takes part in a sport
- \_\_\_\_\_ a competition to see who is fastest
- \_\_\_\_\_ a cup which you get for winning a competition
- \_\_\_\_\_ to make a point in a game
- \_\_\_\_\_ to defeat the other person or team
- \_\_\_\_\_ the person who controls a game
- \_\_\_\_\_ an event where people take part to try and win
- \_\_\_\_\_ the people who watch a sports event
- \_\_\_\_\_ the people who follow a particular team
- \_\_\_\_\_ come first in a competition or race (10 points)

### Functions

7 Complete the conversation with these phrases.

You should go to      I'm not interested      That sounds fun  
Would you like to join      I'm no good at

- Anne: <sup>1</sup> \_\_\_\_\_ the running club with me?
- Mary: No thanks, Anne. <sup>2</sup> \_\_\_\_\_ in running.
- Anne: Well, how about the singing group?
- Mary: <sup>3</sup> \_\_\_\_\_ singing.
- Anne: <sup>4</sup> \_\_\_\_\_ the photography club. I think you'd enjoy that.
- Mary: <sup>5</sup> \_\_\_\_\_. I've got a new digital camera, and I want to practise using it. (10 points)



## Unit 3

### Grammar

**1** Complete these sentences with the correct comparative form of the adjective in brackets.

- I always feel \_\_\_\_\_ when I am travelling somewhere. (happy)
- Cars are \_\_\_\_\_ than bicycles. (expensive)
- Those ships are much \_\_\_\_\_ than these boats. (big)
- It's \_\_\_\_\_ to go by train than by plane. (interesting)
- For me, travelling by boat is \_\_\_\_\_ than by plane. (bad)
- Electric cars are so much \_\_\_\_\_ for the environment. (good)

(12 points)

**2** Circle the correct form (a, b or c) of the superlative in these sentences.

- Planes are \_\_\_\_\_ type of transport  
a the noisiest    b noisiest    c the noisiest
- Those are \_\_\_\_\_ ships you can see.  
a the fastest    b the fastest    c the most fast
- Your motorbike is \_\_\_\_\_ in town!  
a the goodest    b the best    c best
- Bicycles are \_\_\_\_\_ form of transport.  
a the cheapest    b cheapest    c the cheapest
- He has \_\_\_\_\_ car I know.  
a the interestingest    b the most interesting  
c most interesting
- Travelling by train is \_\_\_\_\_ thing to do.  
a baddest    b the worst    c the worstest
- Taxis are \_\_\_\_\_ form of transport.  
a most expensive    b the most expensive  
c the expensivest
- Going by car is \_\_\_\_\_ way to travel.  
a the easiest    b the easiest    c the most easy

(8 points)

**3** Complete the sentences using *as ... as* or *not as ... as* and the adjectives in brackets.

- Paul's bike is 1 week old. My bike is 3 years old. (new)  
My bike is \_\_\_\_\_.
- Motorists drive fast on the roads. Cyclists ride fast on the pavements. (dangerous)  
Cyclists are \_\_\_\_\_.
- Buses make a lots of noise. Lorries make a lot of noise. (noisy)  
Lorries are \_\_\_\_\_.
- This car costs £15,000. That motorbike costs £8,000. (cheap)  
This car is \_\_\_\_\_.
- Cars pollute the air. Bicycles don't pollute the air. (green)  
Cars are \_\_\_\_\_.

(10 points)

### Vocabulary

**4** Match the words 1–5 with words a–e to form compound nouns.

- |           |           |
|-----------|-----------|
| 1 rush    | a works   |
| 2 traffic | b hour    |
| 3 road    | c limit   |
| 4 petrol  | d jam     |
| 5 speed   | e station |

(10 points)

**5** Unscramble the words for types of transport.

- ileccby \_\_\_\_\_
- sbu \_\_\_\_\_
- rac \_\_\_\_\_
- ryref \_\_\_\_\_
- royrl \_\_\_\_\_
- nelpa \_\_\_\_\_
- rokebomit \_\_\_\_\_
- pish \_\_\_\_\_
- ixat \_\_\_\_\_
- ranit \_\_\_\_\_

(10 points)

**6** Complete the sentences with the verbs in the box

catch (x2)	take	pick up (x2)	miss
drop off	get on	get off	go by

- Could you \_\_\_\_\_ me \_\_\_\_\_ at 8?
- If you hurry you might \_\_\_\_\_ the next train.
- Quick! \_\_\_\_\_ the bus before it leaves.
- Remember to \_\_\_\_\_ the bus at the station.
- \_\_\_\_\_ a taxi from the airport to the hotel.
- He \_\_\_\_\_ the last bus and had to walk home.
- I came with John. He just \_\_\_\_\_ me \_\_\_\_\_ outside.
- I don't like buses, I prefer to \_\_\_\_\_ train.
- I have to \_\_\_\_\_ Amy \_\_\_\_\_ from the party.
- I usually \_\_\_\_\_ the bus outside my house.

(10 points)

### Functions

**7** Complete the sentences with a suitable phrase.

- To a taxi driver.  
I'd \_\_\_\_\_ to the station, please.
- To a bus driver.  
Do \_\_\_\_\_ at the railway station?
- At the ticket office.  
Can \_\_\_\_\_ by credit card?
- At the ticket office.  
A return \_\_\_\_\_ London, please.
- At the airport.  
I have two bags to \_\_\_\_\_ please.

(10 points)







# Unit 4

## Grammar

1 Complete the sentences with the past simple form of these verbs.

wait climb live not finish decide study not look want

- Unfortunately he \_\_\_\_\_ the trip.
- We \_\_\_\_\_ with local people for two weeks.
- \_\_\_\_\_ you \_\_\_\_\_ the map carefully?
- He \_\_\_\_\_ for two hours before crossing the desert.
- The climbers \_\_\_\_\_ to reach the top before dark.
- When \_\_\_\_\_ they \_\_\_\_\_ to turn back?
- She \_\_\_\_\_ at the weather before the climb.
- They \_\_\_\_\_ the mountain in winter.

(8 points)

2 Make questions and answers in the past simple using the prompts.

- What / he / find? He / find / old village.  
\_\_\_\_\_
- Where / they / drive / to? They / drive / to / the Andes.  
\_\_\_\_\_
- they / know / the place? Yes / they / know / it / well  
\_\_\_\_\_
- Who / he / go / with? He / go / with / Jon  
\_\_\_\_\_
- How / she / get / to the top? She / get / there / by helicopter.  
\_\_\_\_\_
- When / you / think / about / the problems? I / think / about / them / at night.  
\_\_\_\_\_

(12 points)

3 Circle the correct option in these sentences.

- I *slept* / *was sleeping* in my tent when I *heard* / *was hearing* the noise.
- What *did you do* / *were you doing*, when they *told* / *were telling* you?
- He *took* / *was taking* many risks while he *climbed* / *was climbing* K2.
- We *sat* / *were sitting* in a cave when the helicopter *arrived* / *was arriving*.
- The expedition leader *didn't know* / *wasn't knowing* what he *did* / *was doing*.

(10 points)

## Vocabulary

4 Match the words in the box to the correct definition.

ambitious patient careful intelligent decisive experienced

- \_\_\_\_\_ : a person who really wants to succeed
- \_\_\_\_\_ : someone who has practised something

3 \_\_\_\_\_ : a person who doesn't get angry when they have to wait

4 \_\_\_\_\_ : a person who plans and checks everything

5 \_\_\_\_\_ : a person who acts quickly

6 \_\_\_\_\_ : a person who is extremely clever

(12 points)

5 Complete the sentences with *in*, *on*, *at* or no preposition (–).

Alan was badly hurt in a car accident <sup>1</sup> \_\_\_\_\_ 2008. The car crashed <sup>2</sup> \_\_\_\_\_ the middle of the night and Alan was taken to hospital, but he was able to come home <sup>3</sup> \_\_\_\_\_ ten days later. <sup>4</sup> \_\_\_\_\_ the first days at home his leg was very painful, especially <sup>5</sup> \_\_\_\_\_ night, but he soon got better. Now, he can do a lot of sport – <sup>6</sup> \_\_\_\_\_ the weekend he plays tennis, and <sup>7</sup> \_\_\_\_\_ the evening he sometimes goes running. <sup>8</sup> \_\_\_\_\_ last week he ran in the London marathon. He was really very lucky.

(8 points)

6 Complete the text with the words in the box. Use one word in each gap.

mountain	summit	ridge	cliff	cave
lake	glacier	crevasse	face	river

We made our base camp by a big blue <sup>1</sup> \_\_\_\_\_. There was a clear <sup>2</sup> \_\_\_\_\_ running into it, which came from the huge white, icy <sup>3</sup> \_\_\_\_\_. Next morning we started to walk up it, being careful not to fall into a <sup>4</sup> \_\_\_\_\_. By evening we reached a high <sup>5</sup> \_\_\_\_\_, and we found a nice dry <sup>6</sup> \_\_\_\_\_ at the bottom of it where we slept. Next morning we started to climb up the south <sup>7</sup> \_\_\_\_\_ of the <sup>8</sup> \_\_\_\_\_. After five hours we reached the <sup>9</sup> \_\_\_\_\_ which ran along the top. Then all we had to do was walk along it to the <sup>10</sup> \_\_\_\_\_. The view from there was incredible.

(10 points)

## Functions

7 Complete the story with one word in each gap.

also	luckily	first	while	eventually
when	but	finally	so	then

I went to stay with some friends last weekend, but I had a few difficulties. <sup>1</sup> \_\_\_\_\_, I had some problems with the car. The weather was <sup>2</sup> \_\_\_\_\_ very bad, and driving was difficult. <sup>3</sup> \_\_\_\_\_ I arrived at their house very late, <sup>4</sup> \_\_\_\_\_ they weren't at home. <sup>5</sup> \_\_\_\_\_ I tried to phone them, and found my mobile didn't work out! I waited <sup>6</sup> \_\_\_\_\_ the rain fell outside. They <sup>7</sup> \_\_\_\_\_ arrived after two hours. <sup>8</sup> \_\_\_\_\_ we got inside the house, they asked what I was doing. I told them I was there to stay with them as arranged. <sup>9</sup> \_\_\_\_\_ they both started to laugh – it was the wrong weekend! <sup>10</sup> \_\_\_\_\_, they were free, and we had a lovely time.

(10 points)



## Unit 5

### Grammar

#### 1 Write *a*, *an* or *some* in the gaps.

- 1 There's \_\_\_\_\_ cardboard to go in this bin.
- 2 Here's \_\_\_\_\_ bottle for recycling.
- 3 Is there \_\_\_\_\_ newspaper on the chair?
- 4 There's \_\_\_\_\_ paper here.
- 5 There's \_\_\_\_\_ carton on the table.
- 6 I have \_\_\_\_\_ vegetable peel for the compost.
- 7 There's \_\_\_\_\_ aluminium foil in the kitchen.
- 8 Here's \_\_\_\_\_ envelope for the paper bin.

(8 points)

#### 2 Choose the correct word (a, b or c) to complete the sentence.

- 1 There is only \_\_\_\_\_ rubbish in the bin.  
a a few      b a little      c many
- 2 Is there \_\_\_\_\_ food in the fridge?  
a a few      b many      c much
- 3 There are \_\_\_\_\_ recycling bins in this town.  
a a lot of      b much      c a little
- 4 There is \_\_\_\_\_ petrol in the car.  
a many      b a few      c a little
- 5 There are only \_\_\_\_\_ 'green' people around here.  
a a few      b a little      c much
- 6 Is there \_\_\_\_\_ money in your wallet?  
a a few      b any      c many
- 7 There aren't \_\_\_\_\_ people in the street.  
a a few      b many      c a little
- 8 There is \_\_\_\_\_ meat left in the shop.  
a a little      b a few      c many

(8 points)

#### 3 Complete the sentence with *the* or $\emptyset$ (zero article).

<sup>1</sup> \_\_\_\_\_ situation in <sup>2</sup> \_\_\_\_\_ world is very difficult now, because <sup>3</sup> \_\_\_\_\_ global warming is starting to change <sup>4</sup> \_\_\_\_\_ way we live. Many countries in <sup>5</sup> \_\_\_\_\_ Europe are trying to improve things by recycling their rubbish. <sup>6</sup> \_\_\_\_\_ Switzerland and <sup>7</sup> \_\_\_\_\_ Germany are <sup>8</sup> \_\_\_\_\_ most successful. They recycle a high percentage of <sup>9</sup> \_\_\_\_\_ rubbish they produce every year. Other countries, like <sup>10</sup> \_\_\_\_\_ USA are increasing the amount of <sup>11</sup> \_\_\_\_\_ waste they recycle. Also, many of <sup>12</sup> \_\_\_\_\_ developed countries export their rubbish to developing countries, thus causing <sup>13</sup> \_\_\_\_\_ pollution there as well. We need to act quickly to protect <sup>14</sup> \_\_\_\_\_ planet.

(14 points)

### Vocabulary

#### 4 Complete the sentences with the correct materials.

- 1 Bottles and jars are made of \_\_\_\_\_.
- 2 Boxes are made of \_\_\_\_\_.
- 3 Books are made of \_\_\_\_\_.
- 4 Shoes are often made of \_\_\_\_\_.
- 5 Computer keyboards are made of \_\_\_\_\_.
- 6 Chairs and tables are often made of \_\_\_\_\_.

(6 points)

#### 5 Complete the sentences with these phrases.

take time	take a walk	take years
take a bus	take a break	take care

- 1 It's very hot in the house – I need to \_\_\_\_\_ in the fresh air.
- 2 The quickest way to get to the station is to \_\_\_\_\_.
- 3 If you're going to Africa for your holiday you must \_\_\_\_\_.
- 4 You don't need to hurry, you should \_\_\_\_\_ to do it carefully.
- 5 Listen, Paul, you look very tired. Why don't you \_\_\_\_\_ for a few days.
- 6 It can \_\_\_\_\_ to learn to speak a foreign language well.

(6 points)

#### 6 Match the words 1–8 with words a–h.

- |             |          |
|-------------|----------|
| 1 recycling | a bottle |
| 2 cereal    | b peel   |
| 3 glass     | c foil   |
| 4 plastic   | d box    |
| 5 vegetable | e pot    |
| 6 tin       | f bin    |
| 7 aluminium | g bag    |
| 8 yoghurt   | h can    |

(8 points)

#### 7 Choose the correct percentage (a–c) for each phrase.

- |                            |       |       |       |
|----------------------------|-------|-------|-------|
| 1 about two thirds         | a 68% | b 80% | c 66% |
| 2 exactly seventy per cent | a 69% | b 70% | c 75% |
| 3 just over half           | a 70% | b 50% | c 55% |
| 4 well over half           | a 70% | b 50% | c 55% |
| 5 nearly two thirds        | a 60% | b 70% | c 68% |

(10 points)

### Functions

#### 8 Complete this phone conversation with suitable phrases.

A: Good morning. Can <sup>1</sup> \_\_\_\_\_?

B: Good morning. Yes, <sup>2</sup> \_\_\_\_\_ about the books I ordered.

A: I see. <sup>3</sup> \_\_\_\_\_ the order number?

B: Yes – it's 941PT032.

A: Thank you. I'm afraid those books are not available. <sup>4</sup> \_\_\_\_\_ order a different product?

B: No, thank you. Please can you <sup>5</sup> \_\_\_\_\_ to my credit card.

A: Certainly.

(10 points)



## Unit 5 Test

### Writing

9 Complete the letter with the phrases in the box.

- A Could you please tell me    D Dear Sir/Madam  
B I still cannot make it work    E I have followed the instructions  
C I look forward to

Exon Camera Co Ltd  
14 Wilson Way  
Churchbridge  
Glos CH5 9OG

15 Rose Gardens  
London SE9 4YW

12<sup>th</sup> September, 2011

1 \_\_\_\_\_

Last week I bought the Exon J5 Digital Camera from you, and <sup>2</sup> \_\_\_\_\_ .  
<sup>3</sup> \_\_\_\_\_ in the book, used new batteries, and tried various things, but I still cannot take photographs with it. When I switch it on, it always says *READY* on the screen, but when I press the button to take the photo, nothing happens.  
<sup>4</sup> \_\_\_\_\_ what I should do? The serial number is EXONJ5-SS455673DG.  
<sup>5</sup> \_\_\_\_\_ hearing from you soon.

Yours sincerely  
John Ward

(5 points)

10 Write a letter to a company about a laptop computer that you bought. It doesn't work. Tell them the order number, when you bought it, and say what you want them to do about the problem.

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(15 points)

### Speaking

11 Talk about some of the problems connected with the environment, such as recycling, pollution, the use of wind power and solar energy, etc. What do you think about the situation in the world today?

(10 points)

## Unit 6 Test

### Writing

9 Complete the text with the phrases in the box.

delicious    miserable    colourful    excited    beautiful

Yesterday I went to a festival at my children's school. The school orchestra played music and some children performed folk dances. They wore <sup>1</sup> \_\_\_\_\_ costumes which were very <sup>2</sup> \_\_\_\_\_. Most of the children were very <sup>3</sup> \_\_\_\_\_, but there was one little boy who was nervous and he looked <sup>4</sup> \_\_\_\_\_. After the music and dancing we had some <sup>5</sup> \_\_\_\_\_ food. It was a lovely day.  
(5 points)

10 Write a description of an entertainment or festival you went to. Use adjectives to make your writing more interesting.

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(15 points)

### Speaking

11 Work with a partner. You are going to organise a joint birthday party. Discuss the things you will need to get and do, where and when it will be and who you will invite.



# Unit 6

## Grammar

1 Write sentences with the *to*- infinitive using the cues.

- 1 What / you / hope / do / next summer / ?  
\_\_\_\_\_
  - 2 He's buying / car / go to work in  
\_\_\_\_\_
  - 3 get fit / have / healthy life  
\_\_\_\_\_
  - 4 It / be / hard / get / a good job  
\_\_\_\_\_
  - 5 it / be / nice / work / your office?  
\_\_\_\_\_
- (10 points)

2 Complete the sentences with the correct future form (a-c).

- 1 I \_\_\_\_\_ Argentina and Brazil next carnival.  
a will visit    b am going to visit    c am visiting
  - 2 She \_\_\_\_\_ what to say when he comes.  
a will decide    b is going to decide    c is deciding
  - 3 We \_\_\_\_\_ the meeting in Room 8 in five minutes.  
a will start    b are going to start    c are starting
  - 4 If you haven't got any sugar left I \_\_\_\_\_ some for you.  
a will get    b am going to get    c am getting
  - 5 My colleagues \_\_\_\_\_ in America in January.  
a will study    b are going to study    c are studying
- (10 points)

3 Rewrite the sentences. Replace the expression in bold with an expression with *get*.

- 1 We are **meeting** a lot of old friends.  
We are \_\_\_\_\_ with a lot of old friends.
  - 2 I can't stay. I have to **return** home by 8.  
I can't stay. I have to \_\_\_\_\_ home by 8.
  - 3 Lizzie and Jason **had their wedding** last Saturday.  
Lizzie and Jason \_\_\_\_\_ last Saturday.
  - 4 I usually **sleep until** 7 every morning.  
I usually \_\_\_\_\_ at 7 every morning.
  - 5 We have to **arrive** at the station by 9.  
We have to \_\_\_\_\_ the station by 9.
- (10 points)

## Vocabulary

4 Complete the sentences with the correct form of the phrases in the box.

get engaged	leave home	start a family
go to university	get a driving licence	take a career break
get married	start my career	

- 1 I \_\_\_\_\_ when I was 18 and moved to London.
- 2 I had to \_\_\_\_\_ as I needed to drive for my job.

- 3 I \_\_\_\_\_ young - I got my first job at 18.
  - 4 I met Anna and we \_\_\_\_\_ after a few weeks.
  - 5 Then we \_\_\_\_\_ and had a big celebration.
  - 6 We soon \_\_\_\_\_ and had three children.
  - 7 I never \_\_\_\_\_ but I have a lot of experience.
  - 8 One day, I'd like to \_\_\_\_\_ and travel the world.
- (8 points)

5 Complete the sentences with these words.

teenagers	pensioner	infant
child	young adults	middle aged

- 1 Mary retired last year and enjoys life as a \_\_\_\_\_.
  - 2 Students at university are \_\_\_\_\_.
  - 3 Susan and John visited us with their little \_\_\_\_\_ son.
  - 4 Children of eleven are like \_\_\_\_\_ now!
  - 5 He's very tall, but at eight he is still a \_\_\_\_\_.
  - 6 \_\_\_\_\_ people have a much more active life now than 100 years ago.
- (6 points)

6 Match the categories 1-5 with the nouns a-j.

- |                 |                |
|-----------------|----------------|
| 1 an instrument | a a parade     |
| 2 entertainment | b a float      |
| 3 clothes       | c a samba      |
| 4 a dance       | d a costume    |
| 5 a vehicle     | e a steel drum |
- (10 points)

7 Tick (✓) the 6 words which are connected with carnival.

- |                   |                |
|-------------------|----------------|
| 1 ___ traveller   | 7 ___ human    |
| 2 ___ fireworks   | 8 ___ warrior  |
| 3 ___ client      | 9 ___ mask     |
| 4 ___ celebration | 10 ___ sheep   |
| 5 ___ border      | 11 ___ costume |
| 6 ___ float       | 12 ___ drums   |
- (6 points)

## Functions

8 Complete the conversation with suitable phrases.

- Pete: <sup>1</sup> \_\_\_\_\_ to come to my leaving party?  
 Jane: Yes, I'd <sup>2</sup> \_\_\_\_\_.  
 What time <sup>3</sup> \_\_\_\_\_?  
 Pete: At six o'clock.  
 Jane: Oh, <sup>4</sup> \_\_\_\_\_ then. I have a work meeting.  
 Pete: Well, how <sup>5</sup> \_\_\_\_\_ later? At nine o'clock.  
 Jane: Yes, OK. I can come then.
- (10 points)



# Unit 7

## Grammar

### 1 Complete the sentences with a preposition.

- 1 My office is \_\_\_\_\_ the top of the building.
- 2 My desk is \_\_\_\_\_ to the water cooler.
- 3 The Director's office is \_\_\_\_\_ the second floor.
- 4 Come \_\_\_\_\_ to the 24th floor in the lift.
- 5 Meet me \_\_\_\_\_ my office in ten minutes.
- 6 I walked \_\_\_\_\_ the building and took the lift up.
- 7 My office is the third door \_\_\_\_\_ the right.
- 8 If you walk \_\_\_\_\_ reception, you'll find the toilets on the other side.

(8 points)

### 2 Complete the sentences with the present perfect or past simple form of the verbs.

- 1 \_\_\_\_\_ you \_\_\_\_\_ a new job yet, Steve? (find)
- 2 Mike \_\_\_\_\_ the new boss yesterday. (not meet)
- 3 Jane \_\_\_\_\_ just \_\_\_\_\_ for her interview. (go)
- 4 \_\_\_\_\_ Mr Smith \_\_\_\_\_ at 10? (leave)
- 5 This new product \_\_\_\_\_ as well as we expected last year. (not sell)
- 6 Our new agents \_\_\_\_\_ of any good ideas yet. (not think)
- 7 Your business \_\_\_\_\_ over the last year (grow)
- 8 The sales staff \_\_\_\_\_ well yesterday morning. (do)

(16 points)

### 3 Circle the correct word.

- 1 I haven't seen Julie *for / since* 2009.
- 2 Jill's here in our office *for / since* three months.
- 3 I haven't heard from Brown Brothers *for / since* weeks.
- 4 Have you met Peter *for / since* the meeting?
- 5 Paul has worked here *for / since* many years.
- 6 I've received twenty emails *for / since* ten o'clock.

(6 points)

## Vocabulary

### 4 Match the words 1-6 with a-f to make jobs.

- |              |              |
|--------------|--------------|
| 1 computer   | a guard      |
| 2 security   | b designer   |
| 3 fashion    | c assistant  |
| 4 police     | d programmer |
| 5 electrical | e officer    |
| 6 shop       | f engineer   |

(12 points)

### 5 Complete the sentences with these words.

job satisfaction	recruit	application	position
salary	promotion	training	

- 1 We offer good \_\_\_\_\_ to help you do the job well.
- 2 There are good opportunities for \_\_\_\_\_.
- 3 If we accept you for this \_\_\_\_\_, when will you be able to start?
- 4 I enjoy my work and get great \_\_\_\_\_ from it.
- 5 My \_\_\_\_\_ is low - I've asked for a pay-rise.
- 6 We need to \_\_\_\_\_ two new assistants.
- 7 Have you sent off your job \_\_\_\_\_ yet?

(7 points)

### 6 Circle the correct option.

- 1 It was a pleasure to *make / do* business with you.
- 2 I think you *made / did* a mistake when you asked the boss that.
- 3 My father always *makes / does* breakfast for everyone.
- 4 I hope you *make / do* well in your new job today.
- 5 Please don't *make / do* so much noise! I can't work.
- 6 You must *make / do* your homework before dinner.

(6 points)

### 7 Complete the sentences with these words.

cooler	cabinet	area	lamp	chair
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- 1 I'll meet you in the coffee \_\_\_\_\_ near reception.
- 2 Patsy has got a great new swivel \_\_\_\_\_ to sit on.
- 3 Please can you put these reports into the filing \_\_\_\_\_?
- 4 It's dark - switch on your desktop \_\_\_\_\_.
- 5 I'm just getting a drink from the water \_\_\_\_\_.

(5 points)

## Functions

### 8 Complete the conversation with suitable phrases.

- Clare: Are you going to <sup>1</sup> \_\_\_\_\_ that job?
- June: Yes, I am. I went and got the <sup>2</sup> \_\_\_\_\_ forms from the office yesterday.
- Clare: What does the <sup>3</sup> \_\_\_\_\_ say?
- June: It says, 'general office management and supervision of ten staff'.
- Clare: That's good. It will give you a lot more <sup>4</sup> \_\_\_\_\_, won't it?
- June: Yes, it's much more interesting than what I do now.
- Clare: It will be nice to work <sup>5</sup> \_\_\_\_\_ with others rather than on your own.

(10 points)



## Unit 7 Test

### Writing

9 Complete the letter with suitable words from the box.

interest    education    advertised    experience    school

Dear Sir/Madam,

I am writing to apply for the job as Junior Sales Assistant in your shop which I saw <sup>1</sup> \_\_\_\_\_ in the Evening Standard yesterday.

I have worked as a Sales Assistant since I left <sup>2</sup> \_\_\_\_\_ in 2010. I spent eight months at John's Bookshop, and since then I have worked in three different departments in the Bedford Department Store. For the last two months I have worked in the Electrical Goods Department, and I have enjoyed this work very much. I have a personal <sup>3</sup> \_\_\_\_\_ in computers and digital cameras, and know a lot about them already, and I would welcome the chance to use my <sup>4</sup> \_\_\_\_\_ as a Sales Assistant in your shop.

I am enclosing my CV giving details of my <sup>5</sup> \_\_\_\_\_ and experience, as requested.

I look forward to hearing from you soon.

Yours faithfully,  
Robert Brown

(5 points)

10 Write a letter to the manager of a clothes shop, applying for the position of senior sales assistant. You already have five years experience; explain what experience you have had and give other personal details.

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(15 points)

### Speaking

11 Work with a partner. One of you is the manager of a small company and the other is applying for a job as a general office secretary. Roleplay an interview in which you ask and answer suitable questions about the job, pay, conditions, hours experience and skills.

(10 points)

## Unit 8 Test

### Writing

8 Circle the correct word to complete the text.

My digital camera has changed my life. Before I bought it, I had a camera which used film. I had to buy films, and then pay to get them developed at the camera shop. It was quite expensive. Now I have the camera, and I don't spend anything any more. <sup>1</sup> *Firstly / As a result*, it uses rechargeable batteries, so I never buy new ones. Then I simply download all my pictures onto my computer.

<sup>2</sup> *However / Furthermore*, I can then do what I want with the photos – change the colour and the size, and cut out parts of the pictures that I don't want – <sup>3</sup> *in other words / firstly*, I am in control of everything, not somebody else. <sup>4</sup> *Finally / For example*, when I want to print the pictures, I can just use ordinary paper from the printer. <sup>5</sup> *However / In other words*, for more professional pictures I can also use special photo paper.

(15 points)

9 Write about a piece of technology that you use, and the ways in which it makes your life easier.

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(15 points)

### Speaking

10 Think about how to use a piece of electrical equipment that you have at home, and then explain in detail how you do various different things with it.

(15 points)



## Unit 8

### Grammar

**1** Complete the sentences with a relative pronoun. Do not use *that*.

- That is the man \_\_\_\_\_ won lots of money.
- These are the books \_\_\_\_\_ I told you about.
- This is the town \_\_\_\_\_ I spent my childhood.
- That's the computer \_\_\_\_\_ I bought last week.
- Jane Smith is the woman \_\_\_\_\_ studied biomimetics.
- This is the place \_\_\_\_\_ I left my bag.
- These are the tools \_\_\_\_\_ he used to make his first robot.
- He is the scientist \_\_\_\_\_ won the Nobel prize. (8 points)

**2** Complete the first conditional sentences with the correct form of the verbs.

- If you \_\_\_\_\_ (want) to buy one, I \_\_\_\_\_ (give) you the money.
- He \_\_\_\_\_ (help) you if you \_\_\_\_\_ (not understand) the instructions.
- If they \_\_\_\_\_ (make) the machine, it \_\_\_\_\_ (be) very exciting.
- We \_\_\_\_\_ (not buy) a notebook if they \_\_\_\_\_ (not become) cheaper.
- If she only \_\_\_\_\_ (work) with machines she \_\_\_\_\_ (get) very bored.
- If the computer \_\_\_\_\_ (not be) fast enough, you \_\_\_\_\_ (not like) it.
- The inventor \_\_\_\_\_ (think) of something new if you \_\_\_\_\_ (leave) him alone.
- If she \_\_\_\_\_ (tell) me what the problem is, I \_\_\_\_\_ (repair) it for her.
- We \_\_\_\_\_ (visit) the laboratory when John \_\_\_\_\_ (arrive).
- If they \_\_\_\_\_ (come) with us, they \_\_\_\_\_ (enjoy) it. (10 points)

**3** Use the correct form of the verb *have* or *have got* in these sentences. Use *have got* where possible.

- What / you / for dinner last night?  
\_\_\_\_\_
- Peter / a nice new MP3 player.  
\_\_\_\_\_
- My parents / a GPS in their car. (not)  
\_\_\_\_\_
- Paul / a problem with his PC last week  
\_\_\_\_\_
- you / any old CDs?  
\_\_\_\_\_
- She / a look at the books earlier (not)  
\_\_\_\_\_ (12 points)

### Vocabulary

**4** Complete the text with these words.

plug	press	click	recharge	send	switch
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First, <sup>1</sup> \_\_\_\_\_ the camera into your computer. Then, <sup>2</sup> \_\_\_\_\_ the camera on here – just <sup>3</sup> \_\_\_\_\_ this button and the light should come on. <sup>4</sup> \_\_\_\_\_ on this icon to open the folder. Then you can copy the photos and <sup>5</sup> \_\_\_\_\_ them to your friends. Don't forget to <sup>6</sup> \_\_\_\_\_ the batteries overnight – just plug it into the wall socket. (12 points)

**5** Match the verbs 1–8 with the words a–h.

- |             |                         |
|-------------|-------------------------|
| 1 log       | a music                 |
| 2 subscribe | b an account            |
| 3 download  | c to an online magazine |
| 4 set up    | d photos to share       |
| 5 search    | e on to a site          |
| 6 upload    | f the Internet          |
- (12 points)

**6** Complete the sentences with one of these words.

gas cooker	matches	sun cream
torch	camera	mobile phone

- You need a \_\_\_\_\_ when you are camping to see at night.
- It is useful to have some \_\_\_\_\_ to start a fire.
- A \_\_\_\_\_ is important in case you have an accident.
- Many people use a \_\_\_\_\_ to prepare hot food on.
- In a hot country you need to use lots of \_\_\_\_\_.
- It's a good idea to take a \_\_\_\_\_ to record what you see. (6 points)

### Functions

**7** Complete this dialogue with suitable phrases.

- Mick: Hi, John. Can I \_\_\_\_\_ with my new laptop, please?  
John: Sure, Mick. What's the problem?  
Mick: There are no instructions to follow, so I can't do anything. Where do I <sup>2</sup> \_\_\_\_\_?  
John: Just press that button there and it should start.  
Mick: That's great. And how do you <sup>3</sup> \_\_\_\_\_ connect to the Internet?  
John: Just click on that icon there.  
Mick: Oh, wonderful! Do you know how long <sup>4</sup> \_\_\_\_\_ last?  
John: About four or five hours usually.  
Mick: And can I <sup>5</sup> \_\_\_\_\_ them?  
John: The computer will do that for you when you plug it in.  
Mick: Oh, I see. Well, thanks very much. (10 points)



# Unit 9

## Grammar

1 Change these affirmative active sentences into the present simple passive. Do not use *by* + agent.

- 1 Each lesson they teach us some new vocabulary.  
\_\_\_\_\_
- 2 They often train the students outside.  
\_\_\_\_\_
- 3 He sometimes brings old books into the classroom.  
\_\_\_\_\_
- 4 We use computers to do research.  
\_\_\_\_\_
- 5 We study the text for many hours.  
\_\_\_\_\_
- 6 We eat lunch at school.  
\_\_\_\_\_
- 7 They sometimes take me to a museum.  
\_\_\_\_\_
- 8 They show an educational documentary every week.  
\_\_\_\_\_

(16 points)

2 Change these negative and interrogative sentences into the past simple passive, including *by* + agent.

- 1 The students didn't use computers at that school.  
\_\_\_\_\_
- 2 The teacher never took us to the museum.  
\_\_\_\_\_
- 3 Did the local people use pens to write?  
\_\_\_\_\_
- 4 My classmates didn't tell me the answers.  
\_\_\_\_\_
- 5 Did the researchers find any evidence of writing?  
\_\_\_\_\_
- 6 The other class didn't study Russian.  
\_\_\_\_\_
- 7 Did the technician teach you to use the computer?  
\_\_\_\_\_

(14 points)

## Vocabulary

3 Complete the sentences with the words in the box.

subject	rules	timetable	qualification	enrol	discipline
lesson	skills	apply	instructed	schedule	teaches

- 1 I'd like to \_\_\_\_\_ on an art course at the local college.
- 2 One of the most important \_\_\_\_\_ in the library is 'no talking'.
- 3 I think you should \_\_\_\_\_ for the new job in Sales.

- 4 The examiner \_\_\_\_\_ us to close the papers and put our pens down.
- 5 The \_\_\_\_\_ shows that we have 20 lessons each week.
- 6 What time does the French \_\_\_\_\_ start?
- 7 He has a lot of useful \_\_\_\_\_ although he failed his exams.
- 8 The \_\_\_\_\_ is impossible – we can't do the work in time!
- 9 My grandmother left school without any \_\_\_\_\_.
- 10 My favourite school \_\_\_\_\_ was always geography.
- 11 The \_\_\_\_\_ at this school is very strict, but the students do well.
- 12 This is the man that \_\_\_\_\_ us English after work.

(24 points)

4 Circle the correct verb in these sentences.

- 1 I'm going to *give up* / *pass on* biology next year – it's too difficult.
- 2 Please will you *write down* / *fill in* the enrolment form.
- 3 She wants to *get together* / *set up* a language school of her own.
- 4 My brother can always *pick up* / *take away* a new language easily.
- 5 I'm afraid that their culture will soon *give up* / *die out*.
- 6 I hope the teacher will *pass on* / *set up* some useful ideas in this course.

(6 points)

## Functions

5 Complete this conversation. Use each word once.

attend	materials	then	when	end
first	next	Once	having	after

- Carol: So what do have to do to enrol?  
 Peter: Well, <sup>1</sup> \_\_\_\_\_, you need to get the forms.  
 Carol: Here they are. What do I have to do <sup>2</sup> \_\_\_\_\_?  
 Peter: Complete it with the information, and <sup>3</sup> \_\_\_\_\_ send it to the college.  
 Carol: And <sup>4</sup> \_\_\_\_\_ I've sent it what happens?  
 Peter: <sup>5</sup> \_\_\_\_\_ the college has received it, they will ask you to send the payment.  
 Carol: And <sup>6</sup> \_\_\_\_\_ done that?  
 Peter: I think that <sup>7</sup> \_\_\_\_\_ you have paid, they will send you details of the course.  
 Carol: Do I have to <sup>8</sup> \_\_\_\_\_ an interview?  
 Peter: I don't think so. You will probably get the course <sup>9</sup> \_\_\_\_\_ to look at.  
 Carol: And at the <sup>10</sup> \_\_\_\_\_ of it all, I will get my qualification.

(10 points)



## Unit 9 Test

### Writing

6 Complete the text with a word from the box.

Next      Finally      firstly      Once      After that

Here are the details of our four-week intensive language course. If you wish to enrol, <sup>1</sup>\_\_\_\_\_ you need to complete an application form and send it in to us. <sup>2</sup>\_\_\_\_\_, we will invite you for an interview. <sup>3</sup>\_\_\_\_\_, we will decide which students will be accepted for the course. <sup>4</sup>\_\_\_\_\_ you have been accepted, you will need to send us the payment. <sup>5</sup>\_\_\_\_\_, you will have another chance to visit us to find out more about us and collect your course materials.

(5 points)

7 Write a description of a process, using the correct ordering words.

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(15 points)

### Speaking

8 Talk about your experience of study, saying where you studied, when and for how long, and giving all details.

(10 points)

## Unit 10 Test

### Writing

8 Circle the correct verbs in the letter.

Dear Sir/Madam,

I am writing to <sup>1</sup> *enquire/ tell* you about your holidays to Botswana in Summer 2012. I am particularly interested in the Safari.

First of all, I was <sup>2</sup> *wondering / explaining* if any kind of experience is necessary for this kind of trip. I have never been to Africa before, and would like to know what I need to bring with me.

Secondly, the brochure you <sup>3</sup> *sold / sent* me says that there are two trips, one in July and one in August. I'd like to know if there are any differences between the two, in terms of the places you visit, the accommodation and so on.

My last question is about transport. I <sup>4</sup> *understand / hope* that some parts of the journey will be in small planes, and some in jeeps. Can you tell me more about this, as I am rather a nervous traveller?

Thank you in advance for sending me further details of the holidays. I look forward to <sup>5</sup> *writing to / hearing from* you.

Yours faithfully

Janet Gibbs

9 Write a letter to a travel company asking for details about a holiday you are interested in.

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(15 points)

### Speaking

10 Work with a partner. Ask your partner about a holiday he or she had, and then answer questions about a holiday of yours.

(10 points)



# Unit 10

## Grammar

**1** Complete the sentences with the past perfect or past simple form of the verbs.

- After I \_\_\_\_\_ (visit) the museum, I \_\_\_\_\_ (go) to the gallery.
- He \_\_\_\_\_ (take) a walk in the park after they \_\_\_\_\_ (eat) lunch.
- When she \_\_\_\_\_ (finish) work, she \_\_\_\_\_ (cycle) home.
- At the airport she \_\_\_\_\_ (realise) she \_\_\_\_\_ (leave) her passport at home.
- I \_\_\_\_\_ (know) that I \_\_\_\_\_ (meet) her before.
- When he \_\_\_\_\_ (read) the first book he \_\_\_\_\_ (buy) another one.
- They \_\_\_\_\_ (see) it on the TV news after he \_\_\_\_\_ (tell) them about it.

(14 points)

**2** Use the question words in the box to make questions for the answers below. Use each word once.

what    where    who    which man    when    which people

- \_\_\_\_\_?  
My mother baked the cake.
- \_\_\_\_\_?  
I bought a new tent yesterday.
- \_\_\_\_\_?  
That old man sold me the books.
- \_\_\_\_\_?  
They went to three beautiful cities in France.
- \_\_\_\_\_?  
The plane left at three o'clock.
- \_\_\_\_\_?  
All the neighbours came to the street party.

(6 points)

**3** Circle the correct adjective form in these sentences.

- I was *fascinated* / *fascinating* by the risks they took.
- Wasn't your expedition very *tired* / *tiring*?
- He showed us a very *bored* / *boring* film about his trip.
- I didn't know John was *interested* / *interesting* in travel.
- The sudden change in the weather was *worried* / *worrying*.
- The tour leader was a very *annoyed* / *annoying* man.
- My sister was *frightened* / *frightening* of deep water.
- When they saw the fish, they were *amazed* / *amazing*.
- It is *surprised* / *surprising* that he hasn't told you yet.
- Paula was too *excited* / *exciting* to speak!

(10 points)

## Vocabulary

**4** Match the words 1–8 with words a–h.

- |           |          |
|-----------|----------|
| 1 package | a sports |
| 2 self    | b star   |

- |            |            |
|------------|------------|
| 3 sleeping | c seeing   |
| 4 water    | d bag      |
| 5 sun      | e lotion   |
| 6 five     | f tour     |
| 7 sun tan  | g bathing  |
| 8 sight    | h catering |

(16 points)

**5** Circle the word (a–d) which means the same.

- place of entertainment  
a cellar    b nightclub    c subway    d tunnel
- area of a town  
a district    b cemetery    c canal    d avenue
- a wide street  
a subway    b avenue    c tunnel    d canal
- an underground room  
a tunnel    b canal    c land    d cellar
- a place for the dead  
a cellar    b tunnel    c cemetery    d district
- you can see paintings here  
a cemetery    b gallery    c subway    d avenue
- a man-made river  
a pond    b pool    c sewer    d canal

(7 points)

**6** Complete the sentences with one of these adjectives.

unforgettable	unique	legendary	expert
fascinating	stunning	ancient	

- What a holiday! It was \_\_\_\_\_.
- It is the only place like that. It is \_\_\_\_\_.
- Everybody has heard of it. It is \_\_\_\_\_.
- He knew everything. He was an \_\_\_\_\_ guide.
- It was very old – from an \_\_\_\_\_ civilisation.
- I was interested – it was a \_\_\_\_\_ talk.
- The view from the top was \_\_\_\_\_.

(7 points)

## Functions

**7** Complete the indirect questions in this conversation with suitable words and phrases from the box.

you know	tell me	wondering	any idea	like to know
----------	---------	-----------	----------	--------------

- Tourist: I was <sup>1</sup> \_\_\_\_\_ if you could help me.  
 Guide: Yes, I can try.  
 Tourist: I'd <sup>2</sup> \_\_\_\_\_ when the museum closes.  
 Guide: Today it closes at five o'clock.  
 Tourist: Can you <sup>3</sup> \_\_\_\_\_ if closes at five on Sunday?  
 Guide: I'm afraid it's closed all day on Sunday.  
 Tourist: Do <sup>4</sup> \_\_\_\_\_ if the castle is open on Sunday?  
 Guide: Yes, it is.  
 Tourist: And do you have <sup>5</sup> \_\_\_\_\_ how much it costs?  
 Guide: Fifteen euros, sir.

(10 points)



# Unit 11

## Grammar

1 Complete the sentences with the correct form of *used to*.

- 1 These people \_\_\_\_\_ (live) in wooden houses.
- 2 They \_\_\_\_\_ (not make) metal objects.
- 3 The women \_\_\_\_\_ (collect) wood for the fire.
- 4 What \_\_\_\_\_ (they/cook) on the fires?
- 5 \_\_\_\_\_ the children \_\_\_\_\_ (help)?
- 6 The men \_\_\_\_\_ (hunt) animals in the forests.
- 7 What \_\_\_\_\_ (they/wear)?
- 8 They \_\_\_\_\_ (make) clothes of animal skins.
- 9 They \_\_\_\_\_ (not build) things out of stone.
- 10 Where \_\_\_\_\_ (they/go) in the winter?

(10 points)

2 Change the direct speech into reported speech.

1 John: 'I study history.'

\_\_\_\_\_

2 Sally: 'I am going to the excavation tomorrow.'

\_\_\_\_\_

3 Paul: 'I visited the Museum of London last week.'

\_\_\_\_\_

4 Judith: 'I've been to Aztec sites several times.'

\_\_\_\_\_

5 Mike: 'I will get some old maps on Saturday.'

\_\_\_\_\_

(10 points)

3 Complete the sentences with the correct form of *say* or *tell* in the gaps.

- 1 He \_\_\_\_\_ that he was married.
- 2 What did he \_\_\_\_\_ about the meeting?
- 3 She \_\_\_\_\_ me she had never been there.
- 4 They didn't \_\_\_\_\_ anything about the work.
- 5 Can you \_\_\_\_\_ him how this computer works?
- 6 Please \_\_\_\_\_ them how to get here.
- 7 Janet \_\_\_\_\_ she knew the answers.
- 8 Could you \_\_\_\_\_ something to the director, please?
- 9 \_\_\_\_\_ her what you think of it.
- 10 He never \_\_\_\_\_ us what he meant.

(10 points)

## Vocabulary

4 Match the words 1-7 with the descriptions a-g.

- |               |                                  |
|---------------|----------------------------------|
| 1 a newspaper | a a list of food                 |
| 2 a diary     | b metal money                    |
| 3 a drawing   | c you read what happened in this |
| 4 a novel     | d something to keep food in      |
| 5 a menu      | e you write future plans here    |
| 6 coins       | f a picture done in pencil       |
| 7 a tin       | g a story book                   |

(14 points)

5 Complete the sentences with these words.

excavated	statue	civilisation
discovery	archaeologists	sacrifice

- 1 My father dug up a \_\_\_\_\_ of a woman.
- 2 The tribe often made a \_\_\_\_\_ to their gods.
- 3 They \_\_\_\_\_ a Roman villa here last year.
- 4 When did they make the \_\_\_\_\_ that the Aztecs lived there?
- 5 The \_\_\_\_\_ think the building is very old.
- 6 They say that an ancient \_\_\_\_\_ built these houses.

(6 points)

6 Complete the sentences with the correct preposition.

- 1 What time are you setting \_\_\_\_\_ on your holidays?
- 2 It's time you set \_\_\_\_\_ clearing up your room.
- 3 Jane has just set \_\_\_\_\_ a new travel company.
- 4 At dawn, they set \_\_\_\_\_ for the forests.
- 5 I set \_\_\_\_\_ the job of explaining the rules to him.
- 6 Paul set \_\_\_\_\_ my new computer for me.
- 7 The boys set \_\_\_\_\_ on the long ride.
- 8 I didn't see him because he set \_\_\_\_\_ to work very early.
- 9 If you don't set \_\_\_\_\_ digging the garden soon, it will rain.
- 10 I've set \_\_\_\_\_ a new online bank account.

(10 points)

## Functions

7 Complete the expressions for giving a presentation.

that's everything	would like	the end of
let's move	Let me	

Today, I <sup>1</sup> \_\_\_\_\_ to talk to you about ...  
<sup>2</sup> \_\_\_\_\_ start by telling you a bit about the history of ... So <sup>3</sup> \_\_\_\_\_ I wanted to say about the history. Now <sup>4</sup> \_\_\_\_\_ onto the next part of my presentation...

That's <sup>5</sup> \_\_\_\_\_ my talk. To sum up...

(10 points)







# Unit 12

## Grammar

1 Complete the sentences with *any-* (A), *every-* (E), *no-* (N) or *some-* (S) with *-thing*, *-where*, or *-body*.

- \_\_\_\_\_ (E) I visited was really beautiful.
- Did you meet \_\_\_\_\_ (A) you know at the club?
- I have \_\_\_\_\_ (S) very interesting to tell you.
- There was \_\_\_\_\_ (N) to see – it was cloudy!
- Are you going \_\_\_\_\_ (A) nice next weekend?
- Did you do \_\_\_\_\_ (A) exciting yesterday?
- The bus was full, and there was \_\_\_\_\_ (N) to sit.
- \_\_\_\_\_ (E) is talking about John's new book!
- I want to go \_\_\_\_\_ (S) very quiet and peaceful.
- I hope \_\_\_\_\_ (S) can tell me where it is. (10 points)

2 Complete the second conditional sentences with the correct form of the verbs in brackets.

- If the weather \_\_\_\_\_ (get) warmer, the sea levels \_\_\_\_\_ (rise).
- What \_\_\_\_\_ you \_\_\_\_\_ (do) if there \_\_\_\_\_ (be) a tornado?
- Which jungle \_\_\_\_\_ he \_\_\_\_\_ (visit), if he \_\_\_\_\_ (have) a choice?
- They \_\_\_\_\_ (meet) us in South Africa, if we \_\_\_\_\_ (buy) the tickets.
- If you \_\_\_\_\_ (ask) her, I'm sure she \_\_\_\_\_ (go) with you.
- If they \_\_\_\_\_ (leave) the area, \_\_\_\_\_ you \_\_\_\_\_ (travel) with them? (12 points)

3 Make sentences using *will* and *might* as indicated.

- (will) She / go / there / next year  
\_\_\_\_\_
- (might) The weather / get / hotter / by 2020  
\_\_\_\_\_
- (will not) The neighbours / help us / with the farm  
\_\_\_\_\_
- (might not) He / buy / the zoo / in the end  
\_\_\_\_\_ (8 points)

## Vocabulary

4 Complete the sentences with these words.

lightning	thunderstorm	tornado
flood	snow storm	extreme

- Some parts of the world have \_\_\_\_\_ weather.
- A \_\_\_\_\_ can easily destroy a house or a car.
- If \_\_\_\_\_ hits a wooden building it can start a fire.
- There is often a \_\_\_\_\_ in winter in the north.

5 If it rains too much, there might be another \_\_\_\_\_.

6 My dog hates the noise when there's a \_\_\_\_\_. (12 points)

5 Complete the sentences with these words.

modern	difficulties	social	economic
resources	development	production	industries

- At the moment many countries have \_\_\_\_\_ problems.
- A lot of traditional \_\_\_\_\_ are now closing down.
- Many companies have economic \_\_\_\_\_.
- Natural \_\_\_\_\_ such as coal and gas are less than they were.
- The climate is changing and the growing \_\_\_\_\_ is longer.
- There is a lot of crime and other \_\_\_\_\_ problems.
- The factories are old. They need some \_\_\_\_\_ ones.
- There are plans for the \_\_\_\_\_ of the area. (8 points)

6 Match these animals to the categories.

butterfly	horse	shark	snake	toad
-----------	-------	-------	-------	------

- mammal \_\_\_\_\_
- reptile \_\_\_\_\_
- amphibian \_\_\_\_\_
- fish \_\_\_\_\_
- insect \_\_\_\_\_ (10 points)

## Functions

7 Complete the conversation with these phrases.

a good idea	isn't a bad	don't we	won't work	is that
-------------	-------------	----------	------------	---------

- Paul: We need to raise some money for the park.  
 June: The problem <sup>1</sup> \_\_\_\_\_ nobody will sponsor it.  
 Paul: Well, why <sup>2</sup> \_\_\_\_\_ ask that garden centre?  
 June: That's <sup>3</sup> \_\_\_\_\_! I'll phone them.  
 Paul: No, that <sup>4</sup> \_\_\_\_\_! Let's invite them to see the park.  
 June: Hmm, that <sup>5</sup> \_\_\_\_\_ idea! (10 points)

# Photocopiable tests: answer key

## Unit 1 Test

### Grammar

1

- |                |                 |
|----------------|-----------------|
| 1 looks        | 4 works         |
| 2 do ... think | 5 don't believe |
| 3 doesn't want |                 |

2

- |                    |                  |
|--------------------|------------------|
| 1 is sleeping      | 4 is ... working |
| 2 Are ... studying | 5 are living     |
| 3 aren't getting   |                  |

3

- |              |                  |
|--------------|------------------|
| 1 sleeps     | 4 is dancing     |
| 2 are eating | 5 Is ... staying |
| 3 comes      | 6 Do ... go      |

4

- 1 John always plays ...
- 2 Does Jane usually get up ...
- 3 I sometimes sleep until 9 o'clock / I sleep until 9 o'clock sometimes. (2 possible answers)
- 4 Paul never gets ...
- 5 Do the girls often go / go to the cinema often? (2 possible answers)
- 6 The doctor rarely tells ...
- 7 Is she usually in her office ...
- 8 The children aren't often at home ...

### Vocabulary

5

- 1 f    2 a    3 h    4 b    5 g    6 e    7 d    8 c

6

- |             |            |            |
|-------------|------------|------------|
| 1 cycle     | 4 marathon | 7 shopping |
| 2 hiking    | 5 book     | 8 surfing  |
| 3 crossword | 6 piano    |            |

7

- |               |              |                |
|---------------|--------------|----------------|
| 1 sore throat | 3 runny nose | 5 stomach ache |
| 2 temperature | 4 headache   | 6 cough        |

### Functions

8

- 1 I've got a stomach ache.
- 2 Do you feel sick?
- 3 I think you've got a temperature.
- 4 Take this medicine twice a day.
- 5 And drink lots of water.

### Writing

9

- |           |             |          |
|-----------|-------------|----------|
| 1 always  | 3 always    | 5 always |
| 2 usually | 4 sometimes |          |

## Unit 2 Test

### Grammar

1

- |                        |                        |
|------------------------|------------------------|
| 1 loves swimming       | 5 does he hate cycling |
| 2 Do you enjoy working | 6 like watching        |
| 3 don't like playing   | 7 can't stand running  |
| 4 prefers reading      |                        |

2

- 1 I like watching sport on TV.
- 2 He likes going to basketball matches.
- 3 She would like to be a handball player when she's older.
- 4 Would they like to play tennis with us later?
- 5 He likes training in the gym.
- 6 We'd like to learn to play rugby one day.
- 7 Would she like to join our team?
- 8 I don't like playing board games.

3

- |                  |           |                 |
|------------------|-----------|-----------------|
| 1 do you have to | 4 can     | 7 don't have to |
| 2 must           | 5 must    | 8 mustn't       |
| 3 don't have to  | 6 mustn't |                 |

### Vocabulary

4

- 1 c    2 b    3 a    4 b    5 c    6 c    7 a    8 c

5

- |             |              |             |
|-------------|--------------|-------------|
| 1 look like | 3 would like | 5 likes     |
| 2 like      | 4 like       | 6 look like |

6

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 g | 3 c | 5 j | 7 b | 9 i  |
| 2 e | 4 h | 6 f | 8 a | 10 d |

### Functions

7

- 1 Would you like to join
- 2 I'm not interested
- 3 I'm no good at
- 4 You should go to
- 5 That sounds fun.

### Writing

8

- 1 must    2 can't    3 don't have to    4 can    5 will

## Unit 3

### Grammar

1

- |                  |                    |
|------------------|--------------------|
| 1 happier        | 4 more interesting |
| 2 more expensive | 5 worse            |
| 3 bigger         | 6 better           |

2

- 1 c    2 a    3 b    4 c    5 b    6 b    7 b    8 a



3

- 1 My bike is not as new as Paul's.
- 2 Cyclists are as dangerous as motorists.
- 3 Lorries are as noisy as buses.
- 4 This car is not as cheap as that motorbike.
- 5 Cars are not as green as bicycles.

### Vocabulary

4

- 1 b    2 d    3 a    4 e    5 c

5

- 1 bicycle    3 car    5 lorry    7 motorbike    9 taxi
- 2 bus    4 ferry    6 plane    8 ship    10 train

6

- 1 pick ... up    4 get off    7 dropped ... off    10 catch
- 2 catch    5 Take    8 go by
- 3 get on    6 missed    9 pick ... up

### Functions

7

- 1 like to go    4 ticket to
- 2 you stop    5 check in
- 3 I pay

### Writing

8

- 1 fastest    3 slower    5 most popular
- 2 better    4 more expensive

## Unit 4

### Grammar

1

- 1 didn't finish    4 waited    7 didn't look
- 2 lived    5 wanted    8 climbed
- 3 Did you study    6 did ... decide

2

- 1 What did he find? He found an old village.
- 2 Where did they drive to? They drove to the Andes.
- 3 Did they know the place? Yes, they knew it well.
- 4 Who did he go with? He went with Jon.
- 5 How did she get to the top? She got there by helicopter.
- 6 When did you think about the problems? I thought about them at night.

3

- 1 was sleeping, heard    4 were sitting, arrived
- 2 were you doing, told    5 didn't know, was doing
- 3 took, was climbing

### Vocabulary

4

- 1 ambitious    3 patient    5 decisive
- 2 experienced    4 careful    6 intelligent

5

- 1 in    3 -    5 at    7 in
- 2 in    4 On    6 at    8 -

6

- 1 lake    5 cliff    8 mountain
- 2 river    6 cave    9 ridge
- 3 glacier    7 face    10 summit
- 4 crevasse

### Functions

7

- 1 First    6 while
- 2 also    7 finally (eventually)
- 3 Eventually (Finally)    8 When
- 4 but    9 Then
- 5 So    10 Luckily

### Writing

8

- 1 One day    2 So    3 next    4 When    5 Then

## Unit 5

### Grammar

1

- 1 some    3 a    5 a    7 some
- 2 a    4 some    6 some    8 an

2

- 1 b    3 a    5 a    7 b
- 2 c    4 c    6 b    8 a

3

- 1 The    5 Ø    9 the    13 Ø
- 2 the    6 Ø    10 the    14 the
- 3 Ø    7 Ø    11 Ø
- 4 the    8 the    12 the

### Vocabulary

4

- 1 glass    4 leather
- 2 cardboard    5 plastic
- 3 paper    6 wood

5

- 1 take a walk    4 take time
- 2 take a bus    5 take a break
- 3 take care    6 take years

6

- 1 f    3 a    5 b    7 c
- 2 d    4 g    6 h    8 e

7

- 1 c    2 b    3 c    4 a    5 a

### Functions

8

- 1 I help you
- 2 I'm calling
- 3 Do you have (Have you got)
- 4 Would you like to (Do you want to)
- 5 refund the money (back)

## Writing

9

1 D 2 B 3 E 4 A 5 C

## Unit 6

### Grammar

1

- 1 What do you hope to do next summer?
- 2 He's buying a car to go to work in.
- 3 Get fit to have a healthy life.
- 4 It is hard to get a good job.
- 5 Is it nice to work in your office?

2

1 b 2 a 3 c 4 a 5 b

3

- |                    |          |
|--------------------|----------|
| 1 getting together | 4 get up |
| 2 get back         | 5 get to |
| 3 got married      |          |

### Vocabulary

4

- |                         |                       |
|-------------------------|-----------------------|
| 1 left home             | 5 got married         |
| 2 get a driving licence | 6 started a family    |
| 3 started my career     | 7 went to university  |
| 4 got engaged           | 8 take a career break |

5

- |                |               |
|----------------|---------------|
| 1 pensioner    | 4 teenagers   |
| 2 young adults | 5 child       |
| 3 infant       | 6 middle aged |

6

1 e 2 a 3 d 4 c 5 b

7

2, 4, 6, 9, 11, 12

### Functions

8

- |                         |                           |
|-------------------------|---------------------------|
| 1 Would you like        | 4 I can't come / I'm busy |
| 2 love to               | 5 about (coming)          |
| 3 does it start (begin) |                           |

## Writing

9

- |             |             |
|-------------|-------------|
| 1 beautiful | 4 miserable |
| 2 colourful | 5 delicious |
| 3 excited   |             |

## Unit 7

### Grammar

1

- |        |        |           |
|--------|--------|-----------|
| 1 at   | 4 up   | 7 on      |
| 2 next | 5 in   | 8 through |
| 3 on   | 6 into |           |

2

- |                  |                   |             |
|------------------|-------------------|-------------|
| 1 Have ... found | 4 Did ... leave   | 7 has grown |
| 2 didn't meet    | 5 didn't sell     | 8 did       |
| 3 has ... gone   | 6 haven't thought |             |

3

- |         |         |         |
|---------|---------|---------|
| 1 since | 3 for   | 5 for   |
| 2 for   | 4 since | 6 since |

### Vocabulary

4

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

5

- |                    |               |
|--------------------|---------------|
| 1 training         | 5 salary      |
| 2 promotion        | 6 recruit     |
| 3 position         | 7 application |
| 4 job satisfaction |               |

6

- |        |         |        |
|--------|---------|--------|
| 1 do   | 3 makes | 5 make |
| 2 made | 4 do    | 6 do   |

7

- |         |           |          |
|---------|-----------|----------|
| 1 area  | 3 cabinet | 5 cooler |
| 2 chair | 4 lamp    |          |

### Functions

8

- |               |                    |             |
|---------------|--------------------|-------------|
| 1 apply for   | 3 job description  | 5 in a team |
| 2 application | 4 job satisfaction |             |

## Writing

9

- |              |              |             |
|--------------|--------------|-------------|
| 1 advertised | 3 interest   | 5 education |
| 2 school     | 4 experience |             |

## Unit 8

### Grammar

1

- |         |         |         |         |
|---------|---------|---------|---------|
| 1 who   | 3 where | 5 who   | 7 which |
| 2 which | 4 which | 6 where | 8 who   |

2

- |                               |                       |
|-------------------------------|-----------------------|
| 1 want, will give             | 6 isn't, won't like   |
| 2 will help, don't understand | 7 will think, leave   |
| 3 make, will be               | 8 tells, will repair  |
| 4 won't buy, don't become     | 9 will visit, arrives |
| 5 works, will get             | 10 come, will enjoy   |



3

- |                          |                          |
|--------------------------|--------------------------|
| 1 What did you have      | 4 Paul had a problem     |
| 2 Peter has got          | 5 Have you got           |
| 3 My parents haven't got | 6 She didn't have a look |

### Vocabulary

4

- |          |         |            |
|----------|---------|------------|
| 1 plug   | 3 push  | 5 send     |
| 2 switch | 4 Click | 6 recharge |

5

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

6

- |           |                |             |
|-----------|----------------|-------------|
| 1 torch   | 3 mobile phone | 5 sun cream |
| 2 matches | 4 gas cooker   | 6 camera    |

### Functions

7

- |                |                 |            |
|----------------|-----------------|------------|
| 1 you help me  | 3 make it       | 5 recharge |
| 2 switch it on | 4 the batteries |            |

### Writing

8

- |               |                  |           |
|---------------|------------------|-----------|
| 1 Firstly     | 3 in other words | 5 However |
| 2 Furthermore | 4 Finally        |           |

## Unit 9

### Grammar

1

- Each lesson we are taught some new vocabulary.
- The students are often trained outside.
- Old books are sometimes brought into the classroom.
- Computers are used to do research.
- The text is studied for many hours.
- Lunch is eaten at school.
- I am sometimes taken to a museum.
- An educational documentary is shown every week.

2

- Computers were not used by the students at that school.
- We were never taken to the museum by the teacher.
- Were pens used by the local people to write?
- I wasn't told the answers by my classmates.
- Was any evidence of writing found by the researchers?
- Russian wasn't studied by the other class.
- Were you taught to use the computer by the technician?

### Vocabulary

3

- |              |             |                  |
|--------------|-------------|------------------|
| 1 enrol      | 5 timetable | 9 qualifications |
| 2 rules      | 6 lesson    | 10 subject       |
| 3 apply      | 7 skills    | 11 discipline    |
| 4 instructed | 8 schedule  | 12 teaches       |

4

- |           |           |           |
|-----------|-----------|-----------|
| 1 give up | 3 set up  | 5 die out |
| 2 fill in | 4 pick up | 6 pass on |

### Functions

5

- |                       |                       |
|-----------------------|-----------------------|
| 1 first               | 6 having              |
| 2 next                | 7 once / when / after |
| 3 then                | 8 attend              |
| 4 after / once / when | 9 materials           |
| 5 Once / After / When | 10 end                |

### Writing

6

- |              |           |
|--------------|-----------|
| 1 Firstly    | 4 Once    |
| 2 Next       | 5 Finally |
| 3 After that |           |

## Unit 10

### Grammar

1

- |                        |                    |
|------------------------|--------------------|
| 1 had visited, went    | 5 knew, had met    |
| 2 took, had eaten      | 6 had read, bought |
| 3 had finished, cycled | 7 saw, had told    |
| 4 realised, had left   |                    |

2

- Who baked the cake?
- What did you buy yesterday?
- Which man sold you the books?
- Where did they go in France?
- When did the plane leave?
- Which people came to the street party?

3

- |              |              |
|--------------|--------------|
| 1 fascinated | 6 annoying   |
| 2 tiring     | 7 frightened |
| 3 boring     | 8 amazed     |
| 4 interested | 9 surprising |
| 5 worrying   | 10 excited   |

### Vocabulary

4

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 f | 3 d | 5 g | 7 e |
| 2 h | 4 a | 6 b | 8 c |

5

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 b | 3 b | 5 c | 7 d |
| 2 a | 4 d | 6 b |     |

6

- |                 |               |
|-----------------|---------------|
| 1 unforgettable | 5 ancient     |
| 2 unique        | 6 fascinating |
| 3 legendary     | 7 stunning    |
| 4 expert        |               |

### Functions

7

- |                |            |            |
|----------------|------------|------------|
| 1 wondering    | 3 tell me  | 5 any idea |
| 2 like to know | 4 you know |            |

### Writing

8

- |             |              |                |
|-------------|--------------|----------------|
| 1 enquire   | 3 sent       | 5 hearing from |
| 2 wondering | 4 understand |                |

## Unit 11

### Grammar

1

- |                        |                        |
|------------------------|------------------------|
| 1 used to live         | 6 used to hunt         |
| 2 didn't use to make   | 7 did they use to wear |
| 3 used to collect      | 8 used to make         |
| 4 did they use to cook | 9 didn't use to build  |
| 5 Did ... use to help  | 10 did they use to go  |

2

- John said (that) he studied history.
- Sally said (that) she was going to the excavation the next day.
- Paul said (that) he had visited the Museum of London the week before.
- Judith said that she had been to Aztec sites several times.
- Mike said (that) he would get some old maps on Saturday.

3

- |        |        |        |         |
|--------|--------|--------|---------|
| 1 said | 4 say  | 7 said | 10 told |
| 2 say  | 5 tell | 8 say  |         |
| 3 told | 6 tell | 9 tell |         |

### Vocabulary

4

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

5

- |             |             |                  |
|-------------|-------------|------------------|
| 1 statue    | 3 excavated | 5 archaeologists |
| 2 sacrifice | 4 discovery | 6 civilisation   |

6

- |         |         |         |       |
|---------|---------|---------|-------|
| 1 off   | 4 out   | 7 out   | 10 up |
| 2 about | 5 about | 8 off   |       |
| 3 up    | 6 up    | 9 about |       |

### Functions

7

- |                     |              |
|---------------------|--------------|
| 1 would like        | 4 let's move |
| 2 Let me            | 5 the end of |
| 3 that's everything |              |

### Writing

8

- |            |          |          |
|------------|----------|----------|
| 1 was born | 3 joined | 5 became |
| 2 studied  | 4 wrote  |          |

## Unit 12

### Grammar

1

- |              |             |             |
|--------------|-------------|-------------|
| 1 Everywhere | 5 anywhere  | 9 somewhere |
| 2 anybody    | 6 anything  | 10 somebody |
| 3 something  | 7 nowhere   |             |
| 4 nothing    | 8 Everybody |             |

2

- |                            |                          |
|----------------------------|--------------------------|
| 1 got, would rise          | 4 would meet, bought     |
| 2 would ... do, was (were) | 5 asked, would go        |
| 3 would ... visit, had     | 6 left, would ... travel |

3

- She will go there next year.
- The weather might get hotter by 2020.
- The neighbours won't help us with the farm.
- He might not buy the zoo in the end.

### Vocabulary

4

- |           |              |                |
|-----------|--------------|----------------|
| 1 extreme | 3 lightning  | 5 flood        |
| 2 tornado | 4 snow storm | 6 thunderstorm |

5

- |                |             |               |
|----------------|-------------|---------------|
| 1 economic     | 4 resources | 7 modern      |
| 2 industries   | 5 season    | 8 development |
| 3 difficulties | 6 social    |               |

6

- horse
- snake
- toad
- shark
- butterfly

### Functions

7

- |            |               |               |
|------------|---------------|---------------|
| 1 is that  | 3 a good idea | 5 isn't a bad |
| 2 don't we | 4 won't work  |               |

### Writing

8

- |                         |                |
|-------------------------|----------------|
| 1 delighted to announce | 4 sponsor us   |
| 2 proud to              | 5 look forward |
| 3 would like to         |                |



# Photocopiable communicative activities

## Unit 1 Communicative activity

### My leisure time activities

#### Student A

Complete the chart below for yourself. Do not show your partner. Sit facing your partner. Ask your partner questions (e.g. *What sports do you play? How often do you play...? What other activities do you do?*) and note down the answers. Then answer your partner's questions. Compare the results together. Who does a lot of activities?

Me	How often ...?	My partner	How often ...?
Do _____ _____ _____		Do _____ _____ _____	
Go _____ _____ _____		Go _____ _____ _____	
Play _____ _____ _____		Play _____ _____ _____	



#### Student B

Complete the chart below for yourself. Do not show your partner. Sit facing your partner. Listen to your partner and answer your partner's questions. Then ask your partner the questions (e.g. *What sports do you play? How often do you play...? What other activities do you do?*) and note down the answers. Compare the results together. Who does a lot of activities?

Me	How often ...?	My partner	How often ...?
Do _____ _____ _____		Do _____ _____ _____	
Go _____ _____ _____		Go _____ _____ _____	
Play _____ _____ _____		Play _____ _____ _____	

## Unit 2 Communicative activity

### What sport is it?

#### Student A

Tell your partner the information you have below; ask for the information on his/her worksheet, and note it in the spaces on the grid. Then talk to each other about all the information you have, and decide what sport it is.

You have to ...	play 40 minutes in each half. _____
You don't have to ...	have a goalkeeper. _____
You can ...	score points by putting the ball down behind the last line. _____
You can't ...	score points by kicking the ball between the vertical posts. _____
You must ...	let go of the ball when the other man catches you. _____
You mustn't ...	hold another player round the neck. _____

#### Student B

Tell your partner the information you have below; ask for the information on his/her worksheet, and note it in the spaces on the grid. Then talk to each other about all the information you have and decide what sport it is.

You have to ...	have 15 players in each team. _____
You don't have to ...	only use your feet to move the ball. _____
You can ...	pick the ball up and run with it. _____
You can't ...	catch a player with your feet and legs. _____
You must ...	catch a player with your arms around the legs or body. _____
You mustn't ...	pass the ball forward with your hands. _____



## Unit 3 Communicative activity

### Getting to the airport

#### Student A

You are staying in a hotel in the city centre. You have to be at the airport at 11.30, and you can spend £20 getting there. There are three ways to get to airport: by bus, by train and by taxi. Speak to the information officer and find out how much each one costs, and what the times are (e.g. *I need to get to the airport by 11.30. Is there a bus? How much does it cost?* etc.). Make notes and decide which one is best.

When your partner asks you, give them information from the grid below. Student A starts.

	Leaves city	Arrives airport	Cost
<b>Student A</b>			
Bus			
Train			
Taxi			
<b>Student B</b>			
Bus	12.30 13.30 14.30	13.45 14.45 15.45	£22 single
Train	11.20 13.15 14.45	12.30 14.25 15.55	£26 return ticket only, second class £26 single ticket first class
Taxi	Any time	45 minutes later	£ 28 special airport rate

#### Student B

You are staying in a hotel in the city centre. You have to be at the airport at 15.30, and you can spend £25 getting there. There are three ways to get to airport: by bus, by train and by taxi. Speak to the information officer and find out how much each one costs, and what the times are (e.g. *I need to get to the airport by 15.30. Is there a train? How much does it cost?* etc.). Make notes and decide which one is best.

When your partner asks you, give them information from the grid below. Student A starts.

	Leaves city	Arrives airport	Cost
<b>Student A</b>			
Bus	08.30 11.00	09.30 12.00	£ 11.00 single
Train	07.50 09.50 11.50	08.30 10.30 12.30	£ 19.50 single second class £ 29.50 single first class
Taxi	Any time	30 minutes later	£ 30-£40
<b>Student B</b>			
Bus			
Train			
Taxi			

## Unit 4 Communicative activity

### Reading about an adventurer

#### Student A

Read the information you have below. Some of it is missing. Your partner has the details you need. Ask him/her suitable questions to find the information. Answer his/her questions about the information you have. Use the question words *where, what, how many, how long, what ... like*.

Martin Strel was born in \_\_\_\_\_ in 1954. He is also known as \_\_\_\_\_ and he is famous for long distance \_\_\_\_\_. He holds many world records. His first long swim was the Krka River in his home country. He did this in 1992, swimming \_\_\_\_\_ km in 28 hours. He took the world long-distance swimming record in 2000 when he swam the whole of the \_\_\_\_\_ in 58 days – it is 2,860 km long! In 2001, he also swam a 504.5 km section of the Danube without stopping. This is the longest non-stop swim ever done. It took him 84 hours and 10 minutes. In 2004 he swam the Yangtze River in China – it took him \_\_\_\_\_ to swim the 4003 km. His longest, and most amazing swim was \_\_\_\_\_ in Brazil, when he swam 5,268 km from Atalaya, in Peru, to \_\_\_\_\_ at Belém in 66 days. All these achievements had an important aim – to show people the importance of fresh water for the environment.



#### Student B

Read the information you have below. Some of it is missing. Your partner has the details you need. Ask him/her suitable questions to find the information. Answer his/her questions about the information you have. Use the question words *where, what, how many, how long, what ... like*.

Martin Strel was born in Slovenia in \_\_\_\_\_. He is also known as 'Big River Man' and he is famous for long distance river swimming. He holds many \_\_\_\_\_. His first long swim was the \_\_\_\_\_ River in his home country. He did this in \_\_\_\_\_, swimming 105 km in 28 hours. He took the world long-distance swimming record in 2000 when he swam the whole of the River Danube in 58 days – it is \_\_\_\_\_ km long! In 2001, he also swam a 504.5 km section of the Danube without stopping. This is the longest non-stop swim ever done. It took him \_\_\_\_\_. In 2004 he swam the Yangtze River in China – it took him 40 days to swim the 4003 km. His longest, and most amazing swim was the Amazon in Brazil, when he swam 5,268 km from \_\_\_\_\_, in Peru, to the Atlantic Ocean at Belém in 66 days. All these achievements had an important aim – to show people the importance of \_\_\_\_\_ for the environment.



## Unit 5 Communicative activity

### How green are you?

Ask your classmates to think about how green they are. Read through the list of activities and tick the ones which you do. Add any more ideas you can think of. Then ask four other people what they do and complete the chart for them (write their names next to numbers 1–4). Afterwards write a short report describing what you found.

Green activity	me	1	2	3	4
1 Take plastic bottles to a recycling bin					
2 Take glass bottles to a recycling bin					
3 Take used batteries to a recycling bin					
4 Take old paper to a recycling bin					
5 Buy second-hand goods					
6 Buy food that doesn't have much packaging					
7 Don't buy too many electronic or plastic goods					
8 Don't eat meat every day – have one meat-free day each week					
9 Use public transport, walk or cycle to work					
10 Share car rides					
11 Put on more clothes, don't turn the heating up					
12 Switch off electrical items when you go to bed					
13 _____					
14 _____					
15 _____					
16 _____					

## Unit 6 Communicative activity

### Life plans

#### Student A / C

Complete the column under *Myself* with notes about your future plans. Then work in a group of four. Write the names of the people in your group at the top of the columns, and ask them questions about their future plans, e.g. *Do you have any plans for education?* Complete the grid with their information. Answer the questions they ask you with as much information as possible.

Topics	Myself	_____	_____	_____
Education				
Family				
Work				
Property				
Travel				
Free time				



#### Student B / D

Complete the column under *Myself* with notes about your future plans. Then work in a group of four. Write the names of the people in your group at the top of the columns, and ask them about their future plans, e.g. *Do you have any plans for education?* Complete the grid with their information. Answer the questions they ask you with as much information as possible.

Topics	Myself	_____	_____	_____
Education				
Family				
Work				
Property				
Travel				
Free time				



## Unit 7 Communicative activity

### Your work experience

Which of these things have you done in your life? Write your name next to four experiences you have had. Add any other job-related experiences you can think of in the blank lines at the bottom of the table. Then ask your classmates about their experiences, using present perfect questions, e.g. *Have you ever had a job interview?* When someone answers *Yes*, write their name next to the activity. You cannot ask one person more than two questions – then you must move on to ask someone else.

Question	Names
go / university	1 _____ 2 _____
have / job interview	1 _____ 2 _____
work / factory	1 _____ 2 _____
work / farm	1 _____ 2 _____
work / office	1 _____ 2 _____
use / computer / at work	1 _____ 2 _____
be / a manager	1 _____ 2 _____
wear / uniform / at work	1 _____ 2 _____
change / job	1 _____ 2 _____
have / argument / at work	1 _____ 2 _____
	1 _____ 2 _____
	1 _____ 2 _____
	1 _____ 2 _____

## Unit 8 Communicative activity

### Discussing what will happen if...

Work with a partner. Look at the situations below and discuss what *will happen if...* and *won't happen if...* Try to come up with several options. Note them down briefly. When you have completed them, compare your ideas with another pair.

What will happen if...	Your ideas
it doesn't rain for 6 months?	<i>If it doesn't rain for 6 months, nothing will grow, and ...</i>
the polar ice caps melt?	
friendly aliens land on Earth?	
there is no more oil and petrol?	
solar energy becomes cheap and easy to use?	
all the fish in the rivers and seas die?	



## Unit 9 Communicative activity

### The production of black tea

Work in groups. Distribute the cards around the group. Students take turns to read out the information on their card, and the group decides where it should be placed in the process. When all the cards have been placed, students should take turns reading them in sequence and check they agree on the order.

A The tea chests are exported to Britain. There the tea is tasted by experts from tea companies, who buy what they want.

F First, the bud and top two leaves are picked from the tea bushes by tea pickers.

B Once the oxidation is complete, the blackened leaves are dried in a very hot oven for 30 minutes.

G The small boxes of tea are sold by shopkeepers in grocer's shops and supermarkets.

C Next, the leaves are taken to the factory, where they are spread to dry on shelves for 18–24 hours.

H When the leaves have started to dry, they are put into rolling machines to break them and release the juices.

D Finally, the dried leaves are put into a machine, which cuts and sorts them.

I The tea is then packed in large tea chests.

E The tea is transported to the company that bought it, and there it is packed into small boxes.

J Then the rolled leaves are spread out again on glass shelves to oxidise for up to five hours.

# Unit 10 Communicative activity

## Visiting the sights

### Student A

You are spending two days in the small town of Rowton, which has a number of interesting things for tourists to visit. Talk to the person in the Tourist Information Office (Student B) and find out the missing details about the places. Then decide what you would like to visit, according to your personal interests and circumstances.

Place	Opening days	Opening hours	Costs	Other
Rowton Cathedral	Monday–Saturday		No charge, but a donation of £ ____ per person is recommended	Cannot be visited when religious services are being held
Lord Fraser Art Gallery		11.00–15.00	Adults: £10.00 Children under ____: £5.00	We can open at other time for _____ by booking.
Rowton Roman Fort	Every day		Adults: £ ____ Children under 16: £1	No unsupervised children allowed. No dogs.
Longhorn Farm and Agricultural Museum		10.00–15.00	£ ____ per person	This is a working farm. _____ is necessary. No dogs.



### Student B

You work in the Tourist Information Office in the small town of Rowton, which has a number of interesting things for tourists to visit. A visiting tourist (Student A) wants some information about these places. Answer their questions and give them the information they need.

Place	Opening days	Opening hours	Costs	Other
Rowton Cathedral	Monday–Saturday	10.00–18.00	No charge, but a donation of £3.00 per person is recommended	Cannot be visited when religious services are being held
Lord Fraser Art Gallery	Tuesday, Wednesday, Friday, Saturday	11.00–15.00	Adults: £10.00 Children under 12: £5.00	We can open at other times for groups of 15–30 by booking.
Rowton Roman Fort	Every day	09.00–18.00	Adults: £2 Children under 16: £1	No unsupervised children allowed. No dogs.
Longhorn Farm and Agricultural Museum	Tuesday–Friday	10.00–15.00	£5 per person	This is a working farm. Advance booking is necessary. No dogs.



## Unit 11 Communicative activity

### Your partner's past

#### Student A

Think of some questions that you would like to ask your partner about their past (childhood, school years) using the verbs given in the table and *used to*. Ask them the questions and note their answers. Answer their questions. Afterwards, compare your similarities and differences.

verb	Your question	Your partner's answer
go to	<i>Scouts / teenager</i>	<i>No – didn't use to go to Scouts, but used to go to swimming club.</i>
have to		
want to		
eat		
drink		
wear		
enjoy		
hate		
go to		
play		



#### Student B

Think of some questions that you would like to ask your partner about their past (childhood, school years) using the verbs given in the table and *used to*. Ask them the questions and note their answers. Answer their questions. Afterwards, compare your similarities and differences.

go to	<i>Scouts / teenager</i>	<i>No – didn't use to go to Scouts, but used to go to swimming club.</i>
have to		
want to		
eat		
drink		
wear		
enjoy		
hate		
go to		
play		

## Unit 12 Communicative activity

### The final quiz

How much information can you remember from the book? Answer the questions.

- 1 How much of our lives do we spend asleep? \_\_\_\_\_
- 2 Which is the happiest country in the world? \_\_\_\_\_
- 3 Complete the quotation: *Winning isn't everything, but \_\_\_\_\_ it is.* \_\_\_\_\_
- 4 Which city do they hold the Idiotarod in every year? \_\_\_\_\_
- 5 In which country is female wrestling popular? \_\_\_\_\_
- 6 What kind of dogs are used to pull sledges in Alaska? \_\_\_\_\_
- 7 The monsoon is a period when it \_\_\_\_\_ heavily. \_\_\_\_\_
- 8 What is the Rumble Room? \_\_\_\_\_
- 9 What did mountaineer Simon Yates do that some people criticised him for? \_\_\_\_\_
- 10 What is the name of the ecological sculptor? \_\_\_\_\_
- 11 What was the Plastiki made of? \_\_\_\_\_
- 12 Which city has the oldest Carnival celebration in the world? \_\_\_\_\_
- 13 What is the name of the African tribe who have the Eunoto festival? \_\_\_\_\_
- 14 In which US state did they find oil in 2004? \_\_\_\_\_
- 15 There are no more cowboys on horses in the USA now. True or False? \_\_\_\_\_
- 16 The new kind of glasses have olive oil in the lenses. True or False? \_\_\_\_\_
- 17 What does biomimetics study and copy? \_\_\_\_\_
- 18 In cuneiform writing, symbols were made in clay. True or False? \_\_\_\_\_
- 19 Why did many Native American languages disappear? \_\_\_\_\_
- 20 What does Zoltan Takacs study? \_\_\_\_\_
- 21 Name four things you can find under Paris. \_\_\_\_\_
- 22 Where did Captain Robert Falcon Scott die? \_\_\_\_\_
- 23 What is a *sacrifice*? \_\_\_\_\_
- 24 In what year did the Russians launch Sputnik 1? \_\_\_\_\_
- 25 What did Jane Goodall study? \_\_\_\_\_
- 26 Who is Reinhold Messner? \_\_\_\_\_
- 27 In what did David Liittschwager take photos? \_\_\_\_\_
- 28 What destroyed Rex Geyer's house? \_\_\_\_\_



# Photocopiable communicative activities: teachers' notes

## Unit 1

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AIM: to practise present simple + adverbs of frequency, activities with *do / play / go*.

MATERIALS: a photocopy of the worksheet for each pair of A and B students.

METHOD: Students first complete their own activities in each of the categories, and then note how often (e.g. *go skating – twice a week; play football – every Saturday*). They should include at least one activity for each category (*do, go and play*). Student A starts by asking Student B questions about the activities he or she does (e.g. *What sports do you play? What other activities do you do?*). Student B answers and Student A notes down the details. They then change roles, and repeat the activity. At the end they compare notes and see who does the most activities and how often.

## Unit 2

---

AIM: to practise modal verbs for rules, and sports terms.

MATERIALS: a photocopy of the worksheet for each pair of A and B students.

METHOD: Students are in pairs. They take it in turns to ask what they *can / can't, have to / don't have to, must / mustn't* do in this sport (e.g. *What can you do?*), and complete the missing information in the grid. Then they work together to suggest what sport it is. (Answer: Rugby Union)

## Unit 3

---

AIM: to practise finding out transport information.

MATERIALS: a photocopy of the worksheet for each pair of A and B students.

METHOD: Students are in A and B pairs. They should each read the information and instructions on their card, then roleplay the two situations, starting with Student A. The information and requirements are different in each situation, and they must not show the information on their card to their partner. Students should ask specific questions to get the information they need (e.g. *I need to get to the airport by 11.30. Is there a bus? How much does it cost? What time does it leave / arrive?*)

## Unit 4

---

AIM: to practise asking and answering questions about details – numbers, places, facts, in the past simple.

MATERIALS: a photocopy of the worksheet for each pair of A and B students.

METHOD: Students are in pairs. They should read through the text they have, and must not show it to their partner. They must then ask appropriate questions to

complete the information in the gaps in their text, and answer their partner's questions. (e.g. *When was he born? When did he swim River X? How many kilometres was it? How long did it take him?*) When they have finished, they can compare and check the whole text together.

## Unit 5

---

AIM: to practise asking and answering questions about recycling and other green activities.

MATERIALS: a photocopy of the worksheet for each student.

METHOD: Students work individually to complete the questionnaire. They should tick the 'green' activities which they do, then add any more ideas. When all the students are ready, ask them to ask four other people in the class what they do and complete the chart for them (write their names next to numbers 1–4). Afterwards they should write a short report describing what they found.

## Unit 6

---

AIM: to practise asking and answering questions about future plans, using *going to, will* and the present continuous.

MATERIALS: a photocopy of the worksheet for each pair of students.

METHOD: Students can work individually or in pairs to complete the worksheet. They should complete their own plans for the future in the six topic areas, by writing a brief note. They then join with another pair in a group of four, and ask the other students about their future plans. Encourage them to use the present continuous and *going to* future for definite plans, and *I intend / plan / want / hope / 'd like to* for things that are not arranged yet.

## Unit 7

---

AIM: to use the present perfect tense and *ever* to ask timeless questions about work experience.

MATERIALS: a photocopy of the worksheet and instructions for each student.

METHOD: Students should first read through the sheet and write their own name next to experiences they have had – up to a maximum of four. The rest of the activity should be carried out as a mingling activity, where everyone in the class asks everyone else. Students should use the present perfect exclusively (e.g. *Have you ever been to university? Yes, I have / No, I haven't. Have you ever changed job?*) They only write down the names of people who answer affirmatively. They can only ask two questions to each person before moving on. They can come back to someone after they have asked everyone else.



## Unit 8

AIM: to talk about future possible situations using the first conditional.

MATERIALS: a photocopy of the worksheet and instructions for each student.

METHOD: Students are in pairs. They should read through the worksheet, and then discuss each situation, using the first conditional. They should think of around three ideas for each situation and note them down in the table. When they have finished, they should work with another pair and discuss their ideas, comparing suggestions.

## Unit 9

AIM: to understand stages in a production process using the present simple passive.

MATERIALS: a photocopy of the worksheet for each student.

METHOD: Students work in groups of four. They should distribute the cards so each student has two or three cards. They then take turns to read out the information on one of their cards, and the group decides where it should be placed in the sequence. When all the cards have been placed, students should take turns reading a card in the sequence and check they agree on the order.

### ANSWER KEY

1 F, 2 C, 3 H, 4 J, 5 B, 6 D, 7 I, 8 A, 9 E, 10 G

## Unit 10

AIM: to ask for and give tourist information.

MATERIALS: a photocopy of the worksheet and instructions for each pair of A and B students.

METHOD: Students are in pairs. They should read through the information, and then A should ask B for the missing information to complete their chart. (e.g. *When is the cathedral open? How much does it cost to go to the art gallery?*) They should write in the information, and then decide what they would like to visit and why. They can check that their details are correct by comparing with their partner's sheet.

## Unit 11

AIM: to ask and answer questions about what people did in the past.

MATERIALS: a photocopy of the worksheet for each pair of A and B students.

METHOD: Students work in pairs. They should prepare notes (as in the example under 'your question') on interesting and perhaps unusual questions they would like to ask their partner. Then they should ask and answer. Encourage students to give a fuller answer, as in the example. They note their partner's information in note form.

## Unit 12

AIM: to see how much information from the course students remember.

MATERIALS: a photocopy of the quiz questions for each student, pair of students, or team (see below).

METHOD: You could do this in several ways.

(a) individuals answer as many as they can within a 20-minute time limit. They exchange papers and mark each other's. The winner is the person who gets most right.

(b) Pairs work together and do the quiz.

(c) Teams of four do the quiz.

For (b) and (c) you can decide whether to limit time and make it competitive as for 1, or keep it more relaxed.

### ANSWERS

- |   |   |
|---|---|
| 1 One third                                   | 17 The design of animals and plants   |
| 2 Denmark                                     | 18 True   |
| 3 wanting                                     | 19 Because of the dominance of English  |
| 4 New York                                    | 20 Snake poison   |
| 5 Bolivia                                     | 21 Any of: canals, catacombs, wine cellars, night clubs, art galleries, mushrooms, a pond with fish |
| 6 Huskies                                     | 22 The Antarctic  |
| 7 rains                                       | 23 Killing a person or animal for a god   |
| 8 A large underground cave                    | 24 1957   |
| 9 He cut the rope with his friend on the end. | 25 Chimpanzees  |
| 10 George Sabra                               | 26 A mountaineer  |
| 11 Plastic bottles                            | 27 A green cubic foot   |
| 12 Venice                                     | 28 A tornado  |
| 13 The Masai                                  |   |
| 14 Pennsylvania                               |   |
| 15 False                                      |   |
| 16 False                                      |   |



# Workbook answer key

## Unit 1

### 1a (pages 4 and 5)

- 1 1 works 4 studies 7 don't stay 10 don't realise  
2 specialises 5 wants 8 travel 11 helps  
3 goes 6 spends 9 visit 12 don't have
- 2 1 starts 3 flies 5 lives 7 finishes  
2 watches 4 passes 6 studies 8 relaxes
- 3 /s/ helps, visits, wants  
/z/ has, is, spends, stays, studies, travels  
/iz/ realises, specialises
- 4 1 Where does Nathan work?  
2 Where does he often go?  
3 What does he find and study?  
4 Where does he spend a lot of time?  
5 Why do new viruses travel more easily?  
6 What does he need for his work?  
7 Do many people have electricity and running water?  
8 How does Nathan communicate?
- 5 1 c 2 b 3 a 4 a
- 6 1 I always do exercise in the evening.  
2 It is always colder in the winter.  
3 I take this medicine twice a day.  
4 They don't often go on holiday.  
5 We are sometimes busy at weekends.  
6 She rarely eats out during the week.  
7 You are never on time for work.  
8 Do you always check your emails at lunchtime?

### 1b (pages 6 and 7)

- 1 1 b 2 c 3 b 4 b 5 c 6 c 7 b 8 a
- 2 1 patient 5 vaccinations 9 intensive training  
2 mothers-to-be 6 shortage 10 ongoing  
3 hospital 7 preventative  
4 nutrition 8 advice
- 3 Today they are visiting their first patient.  
Sarubai is checking Rani ...  
While they are checking the baby ...  
... and the number is growing.
- 4 1 I'm driving 7 Do you understand  
2 has 8 it's getting  
3 do you come 9 aren't staying  
4 is flying 10 Are you working,  
5 I never cycle are you taking  
6 is standing
- 5 a 5 b 4 c 3 d 3 e 4 f 4
- 6 1 living 4 swimming 7 taking 10 jogging  
2 dropping 5 having 8 travelling  
3 letting 6 lying 9 getting
- 7 I usually get up at about seven o'clock and go running for half an hour. Then I feel ready for the day. I leave the house at about eight thirty and arrive at the hospital by nine. Currently, I'm seeing lots of children with flu. After work I often walk home. Sometimes friends come round for dinner, but I need eight hours of sleep a night so I'm always in bed by eleven o'clock.

### 1c (page 8)

- 1 1 happy 2 money 3 students 4 concert
- 2 1 c 2 b 3 b 4 c 5 a 6 a
- 3 1 f 2 c 3 b 4 a 5 d 6 e
- 4 1 e 2 d 3 a 4 c 5 b

- 5 Possible answers:  
How do you feel?  
Do you feel like a coffee?  
Do you feel like doing something?  
How do you feel about pizza for dinner?  
Do you feel OK?  
What do you feel like doing?  
How does the weather feel?  
What's the weather like?

### 1d (page 9)

- 1 1 nose 3 tooth 5 throat 7 mouth  
2 ear 4 head 6 back 8 stomach
- 2 1 bad 2 ear 3 off 4 eat 5 see 6 play
- 3 Tick the following for 1-3:  
1 sore throat, cough 2 high 3 pills  
4 Advice: Go to bed for two days. Drink lots of water.  
Come back if you still feel ill.
- 4 1 How do you feel 6 take this prescription  
2 Let me have a 7 You need to  
3 Do you feel 8 They are good  
4 Have you got 9 try drinking  
5 Let me check 10 If you still feel ill
- 5 Model answers:  
You need to take some pills.  
Try taking some hot water with lemon and honey.  
Go to bed for a couple of days.  
You need to see a doctor.  
Take this medicine. It's good for flu.

### 1e (page 10)

- 1 1 Food 2 Career 3 Computer 4 Town 5 Love
- 2 1 Do you have any advice?  
2 What can I do?  
3 Can anyone help?  
4 Does anyone have any good advice?  
5 What should I do?
- 3 Students' own answers.
- 4 1 You should take these pills twice a day.  
2 You shouldn't smoke.  
3 You should do some exercise.  
4 You should work eight hours a day.  
5 You shouldn't drink caffeine in the evenings.
- 5 1 If you want to lose weight, you could start running or you could go cycling.  
2 Take some of this medicine and take two of these pills.  
3 I do sports such as tennis or golf but I don't like team sports.  
4 Drink lots of water because your body needs about two litres per day.  
5 Your body needs about two litres per day so drink lots of water.
- 6 Students' own answers.

### Wordbuilding / Learning skills (page 11)

- 1 1 run a marathon 5 do exercise  
2 go hiking 6 take public transport  
3 play the piano 7 check ... emails  
4 read books 8 have a coffee
- 2, 3, 4 and 5 Students' own answers.
- 6 Across: 3 Sardinia 6 gardening 7 temperature  
8 centenarian 10 happiness  
Down: 1 advice 2 medicine 4 forum 5 Okinawa 9 nap



## Unit 2

### 2a (pages 12 and 13)

- 1a** a love c enjoy e don't like  
b really like d don't mind f hate, can't stand

**1b** Students' own answers.

- 2** 1 Playing 3 cycling 5 losing 7 being  
2 Competing 4 Learning 6 Sitting 8 flying

- 3** 1 bat 3 goggles 5 glove 7 pool  
2 track 4 net 6 pitch 8 club

**4** 1 S 2 D 3 S 4 S 5 S 6 D

- 5** 1 I'd like to play 5 like parachuting  
2 They'd like to play 6 would like to become  
3 likes finishing 7 don't like playing  
4 would like 8 would you like to do

**6** 1 c 2 e 3 b 4 d 5 a 6 f

- 7** 1 loves skiing all over the world  
2 She's good at other sports  
3 doesn't like running or going to the gym  
4 sports people compete in different sports  
5 they don't normally do  
6 the competition  
7 she'd like to win

### 2b (pages 14 and 15)

**1** 1 T 2 F 3 T 4 T 5 T 6 F 7 F 8 T

- 2** 1 surfing 3 kneel 5 waves  
2 rowing 4 oars 6 athletic

- 3** 1 have to 3 mustn't 5 don't always have to  
2 can 4 have to 6 must

**4** 1 mustn't 2 don't 3 can 4 must 5 can't

- 5** 1 Basketball: Each team has to / must have five players on the court.  
2 Football: Players can get a red card.  
3 Boxing: The fighters can't / mustn't leave the ring during the fight.  
4 Running: You don't have to use any special equipment.  
5 Tennis: The ball has to / must go over the net.

- 6** 1 trophy 3 score 5 referee 7 prize  
2 beat 4 fans 6 judge(s) 8 spectators

### 2c (page 16)

**1** 1 b 2 c 3 d 4 a

**2** 1 c 2 b 3 c 4 a 5 c

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

- 4** 1 'd like to play tennis later / feel like playing tennis later  
2 look like someone  
3 'd like to play  
4 'd like some ice cream  
5 isn't like

### 2d (page 17)

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

**2** 1 Boot Camp 2 Zumba 3 Pilates

- 3** 1 interested in 3 sounds good 5 What about 7 I'd prefer  
2 not very 4 we should 6 Go on 8 it looks

**4** Model answers:

No, I wouldn't like to do it.

I hate getting up early.

I'm not very good at dancing.

Yes, I'd prefer that to Boot Camp or Zumba.

## 2e (page 18)

**1** Possible answer:

COME JOIN THE FUN AFTER WORK THIS WEEK!

- **Where?** In the park
- **What?** A barbecue with a 'fun' football match afterwards
- **When?** Friday at six
- **Why?** It's a great chance to meet some of your colleagues out of the office and really get to know each other.

Please confirm by emailing me on r\_shaw@shaw.com

- 2** 1 capital letter 3 comma  
2 full stop, exclamation mark 4 apostrophe
- 3** 1 I (capital letter) 7 Saturday (capital letter)  
2 ✓ 8 ✓  
3 gaming, cycling (comma) 9 month. We (full stop)  
4 It's (apostrophe) 10 win. (full stop) / win!  
5 ✓ (exclamation mark)  
6 Canada (capital letter)

## Wordbuilding / Learning skills (page 19)

- 1** 1 competitive 3 photograph 5 interested  
2 competition 4 advertisement 6 professional

**2** compete, competitive, competition, competitor  
photograph, photographic, photograph, photographer  
advertise, advertisement, advertiser  
interested, interest  
professional, profession, professional

- 3** 1 pronunciation 5 definition 9 second meaning  
2 verb 6 noun 10 main stress  
3 present participle 7 plural form 11 adjective  
4 past participle 8 first meaning 12 example sentence

**4** 1 92 2 1972 3 60 4 1500 5 4 6 5 7 2 8 42

## Unit 3

### 3a (pages 20 and 21)

**1** a

**2** 1 T 2 F 3 F 4 T 5 F

- 3** 1 rush hour 3 road works 5 speed limit  
2 traffic jam 4 petrol station

**4** more interesting, better, slower, the greenest, the most rewarding, longer, much cheaper, more detailed, greener than

- 5** 1 cheaper, cheapest 5 safer, safest 9 easier, easiest  
2 angrier, angriest 6 funnier, funniest 10 greener, greenest  
3 larger, largest 7 thinner, thinnest 11 fitter, fittest  
4 bigger, biggest 8 lower, lowest 12 faster, fastest

**6** Possible answers:

- 1 travelling by bus is more relaxing than travelling by car  
2 cake is tastier than bread  
3 email is faster than letters  
4 teachers work harder than politicians  
5 aeroplanes are less bad for the environment than trains

- 7** 1 tallest 3 fastest 5 most dangerous  
2 smallest 4 longest 6 largest

- 8** 1 Your car is faster than mine.  
2 Bicycles are the greenest transport.  
3 Walking is slower than cycling.  
4 Trains are cheaper than planes.  
5 Hybrid transport is the most efficient.



### 3b (pages 22 and 23)

- 1 Horses are as good as modern transport in the forest.  
2 The weather is always as hot as this in my country.  
3 Silver isn't as expensive as gold.  
4 New cars aren't as stylish as cars from the sixties.  
5 Bicycles are as fast as cars in the city centre.  
6 I'm not as young as I used to be.
- 3a** 1 giraffe      3 bird      5 horse      7 bat  
2 owl      4 bee      6 lion      8 mouse
- 3b** 1 bat      3 giraffe      5 owl      7 lion  
2 horse      4 bee      6 mouse      8 bird
- 4 1 d 2 b 3 a 4 c
- 5 1 as there was a traffic jam      3 (the speed of) a bicycle is as  
2 You look as      4 as we were driving home!
- 6 1 b 2 a 3 a 4 a 5 c 6 b 7 c
- 7 1 Because they can walk further across deserts than any other  
kind of animal.  
2 Carrying heavy loads, producing milk and meat.  
3 No. People at the competition from countries like Oman,  
Saudi Arabia and Qatar think they are beautiful.  
4 Ten days.  
5 Around 24,000.  
6 Rice, meat and the hump of the camel.

### 3c (page 24)

- 1 1 d 2 b 3 c 4 a
- 2 1 c 2 b 3 b 4 c 5 a 6 b
- 3 1 pick up 2 catch 3 go by 4 miss 5 go in 6 go
- 4 /æ/ catch, jam, plan, rank, taxi  
/ei/ change, day, gate, plane, take, train

### 3d (page 25)

- 1 1 fare      3 a receipt      5 book      7 an aisle  
2 rank      4 gate      6 passport      8 first
- 2 1 bus 2 train 3 plane 4 taxi
- 3 1 Outside the cinema.      6 Two bags.  
2 A return ticket.      7 £10  
3 €20.50      8 Yes.  
4 At five fifteen.      9 Because it can't stop at a bus stop.  
5 Platform twelve.      10 \$13.30
- 4 1 Do you go      4 Which platform      7 How much  
2 Can I have      5 How many      8 Have you got  
3 I'd like a      6 Can I pay

### 3e (page 26)

- 1 Message one: Get on the number 68 bus from the bus stop outside your house. Take it to the underground station. Catch the first train and get off at Oxford Road station. Then call me. I'll come and get you.  
Message two: My flight is late and I'm still in Berlin. Don't wait for me at the airport. I'll catch the bus to the city centre and walk to your house. See you later.  
Message three: Chris wants to meet us tonight, so please can you call him and tell him where to meet us? And send me the address of the restaurant as well. What time do you want to meet?
- 2 Possible answers:  
Message one: Get on 68 bus from bus stop to underground. Catch train to Oxford Road station. Call. I'll get you.  
Message two: Flight late. Still in Berlin. Don't wait. Will catch bus to yours.  
Message three: Chris meeting us too. Tell him and me restaurant address and meeting time.

### Wordbuilding / Learning skills (page 27)

- 1 1 credit      3 centre      5 snow      7 town  
2 time      4 transport      6 driver      8 seat
- 2 1 alarm clock      4 football pitch      7 tennis court  
2 bank account      5 letter box      8 town centre  
3 boxing gloves      6 mobile phone
- 3 and 4 Students' own answers.
- 5 1 sledge      3 Iditarod      5 elephant  
2 Kolkata      4 aisle      6 adjective

## Unit 4

### 4a (pages 28 and 29)

- 1 1 take risks      5 a big challenge  
2 adventure      6 ambition  
3 dangerous      7 crazy  
4 my biggest achievement
- 2 1 visited      3 dried      5 jogged      7 studied  
2 arrived      4 stayed      6 lived      8 moved
- 3 1 was born      4 went      7 grew up      10 joined  
2 studied      5 started      8 played  
3 became      6 survived      9 learned
- 4 1 F (Eskil was born in Norway.)  
2 F (Brady did but Eskil didn't.)  
3 T  
4 F (Eskil joined a circus.)  
5 T  
6 F (A python attacked Brady on his TV show.)  
7 F (Eskil started performing on his own after he left the circus.)  
8 T
- 5 1 When were you      4 did you learn  
2 did you grow up      5 When did you join  
3 did you study at university      6 When did you start
- 6a 1 bit      3 hit      5 said      7 fought      9 met  
2 bought      4 did      6 went      8 brought
- 6b /e/ said, went, met  
/i/ bit, hit, did  
/ɔ:/ bought, fought, brought

### 4b (pages 30 and 31)

- 1 1 determination      3 careful      5 experienced      7 patience  
2 ambition      4 decision      6 intelligent      8 reliable
- 2 determined, determination, ambitious, ambition, careful, care, decisive, decision, experienced, experience, intelligent, intelligence, patient, patience, reliable, reliability
- 3 1 careful      3 intelligent      5 patient      7 reliable  
2 determined      4 ambitious      6 experienced      8 decisive
- 4 1 E 2 B 3 D 4 A 5 C, E 6 B, E 7 B 8 B, E
- 5 was changing, was flying, were climbing, was sailing
- 6 1 The sun was shining and people were sunbathing on the beach.  
2 The phone was ringing, but I was leaving the house so I didn't answer it.  
3 We weren't studying when the teacher walked in.  
4 We were walking past the building when the fire started.  
5 She wasn't thinking about her exam results when the envelope arrived.  
6 It wasn't raining, so we went for a picnic.
- 7 1 Did you see      4 didn't hear      7 didn't arrive  
2 were following      5 was listening      8 Were you waiting  
3 saw      6 Did you have
- 8 a 3, 5      b 1      c 2, 4
- 9 1 was, wasn't      3 wasn't, was      5 weren't, was  
2 were      4 weren't



#### 4c (page 32)

- 1 1 lake 3 glacier 5 ridge 7 summit  
2 face 4 crevasse 6 cave
- 2 Topics 2, 3, 4, 6
- 3 1 He led the team.  
2 To find out if the tents could survive the difficult conditions in the rainforests.  
3 Humans don't really need clothes in the rain forest.  
4 Food and water.  
5 He lost about twenty kilos.  
6 Determination.
- 4 1 On 2 In 3 in 4 at 5 on 6 Ø 7 on 8 Ø 9 on

#### 4d (page 33)

- 1 1 e 2 a 3 c 4 d 5 f 6 b
- 2 1 One day 5 suddenly 9 amazingly  
2 after a few days 6 While 10 after three weeks  
3 In the end 7 luckily 11 Sadly  
4 For some time 8 Then
- 3 a One day, after a few days, after three weeks, For some time  
b While, Then, In the end  
c suddenly, amazingly  
d luckily  
e Sadly
- 4 Speakers 1, 3 and 5
- 5 Model answers:  
1 Why? 3 That was a good idea! 5 Wow!  
2 Oh no! 4 That was lucky!

#### 4e (page 34)

- 1a 1 quickly 3 brightly 5 ✓ 7 Amazingly  
2 ✓ 4 suddenly 6 ✓ 8 ✓
- 1b 1 Incredibly 3 hardly 5 eventually  
2 Unfortunately 4 fortunately
- 2b 1 We walked for three hours, and **then** we sat and enjoyed the view.  
2 I arrived home **just** as the sun went down.  
3 The explorers tried to leave their camp **again**, but the weather was still too bad.  
4 After three hours we were **still** lost.  
5 We were three days from anywhere, but we **only** had food and water for one more day.  
6 The jungle is hot. **Also**, there are many dangerous animals.
- 3 Students' own answers.

#### Wordbuilding / Learning skills (page 35)

- 1 1 im 2 un 3 un 4 un 5 im 6 in
- 2 1 unambitious 3 unintelligent 5 indecisive  
2 impatient 4 unreliable
- 3 and 4 Students' own answers.
- 5 Denver airport: 1 Maria Garza  
2 A fire on the plane.  
3 She climbed out of the window.
- Hawaii: 1 Bethany Hamilton  
2 A shark attacked her.  
3 By swimming back to the beach with one arm.
- Atafu: 1 Three teenage boys  
2 Lost at sea in a small boat  
3 A fishing boat pulled them from the sea.
- Siula Grande, Peru: 1 Joe Simpson and Simon Yates  
2 Joe fell down a crevasse.  
3 He crawled back.

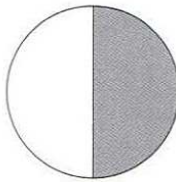
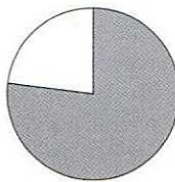
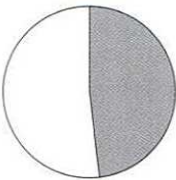
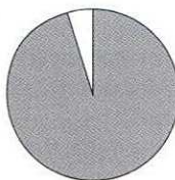
- Canary Islands: 1 Steven and Rachel Carlson  
2 Their boat sank.  
3 No answer

### Unit 5

#### 5a (pages 36 and 37)

- 1 Possible answers:  
jar [C] – made of glass – for storing food  
newspaper [C] – made of paper – for reading  
aluminium foil [U] – made of metal – for wrapping food
- 2 1 a 2 some 3 a 4 a 5 some 6 an 7 some  
8 some (also *a coffee* as in *a cup of coffee*) 9 a carton
- 3 1 jars 4 holidays 7 boxes 10 classes  
2 buses 5 women 8 children 11 stories  
3 countries 6 cans 9 phones 12 cartridges
- 4 1 d 2 b 3 a 4 e 5 c
- 5 1 Reusing them.  
2 Old cotton shirts, old socks and old towels.  
3 Glass jars, yoghurt pots and plastic containers.  
4 Wrapping presents, protecting fragile objects and compost.  
5 Wrap old clothing around them.  
6 A cloth bag.
- 6 1 a some, b any 4 a a lot of, b much 7 a a little, b much  
2 a much, b some 5 a a few, b a little  
3 a many, b any 6 a many, b a few
- 7 1 some 2 any 3 few 4 many 5 lot

#### 5b (pages 38 and 39)

- 1 1 b 2 d 3 a 4 c
- 2 1 A bottle of water 5 To complain about the price  
2 Her sister 6 One hundred  
3 Mobile phone and TV 7 A supermarket  
4 One hundred a month 8 It's the cheapest in the area.
- 3 1 just over 2 well over 3 exactly 4 nearly
- 4 1  3 
- 2  4 
- 5 1 Australians 4 Chinese, Indians, Mexicans 7 Germans  
2 French 5 Brazilians, Japanese 8 Hungarians  
3 Indians 6 Chinese
- 6 1 Ø 3 Ø 5 the 7 the 9 the  
2 the 4 The 6 Ø 8 Ø 10 the
- 7 /ðə/ Sentences 4, 7, 9 and 10  
/ði:/ Sentences 2, 5
- 8 Over three million people live in the United States of America. It is the world's most multi-cultural country. It was part of the United Kingdom but it became a new country in 1776. Washington DC became the capital city and the President still lives in the White House today. However, it isn't the biggest city. New York is. New York is also popular with tourists. In particular, they come to see the Statue of Liberty.



## 5c (page 40)

- 1 go by      3 last                      5 have                      7 drink  
2 go for      4 Slow down!      6 be careful              8 carry
- 2 Students' own answers.
- 3 1 Environmental news  
2 The USA  
3 mobile phones, laptops, computers, digital cameras  
4 Yes  
5 Paper recycling
- 4 1 243 2 82 3 24 4 32 5 17 6 3,500 7 150,380 8 87

## 5d (page 41)

- 1 1 7786-P 4 31                      7 bob.bruce51@gmail.com  
2 £22      5 Visa  
3 Bruce      6 4456 8938 9604 9500
- 2 1 d 2 c 3 f 4 h 5 d 6 a 7 g 8 e 9 i

## 5e (page 42)

- 1 1 d 2 b 3 c 4 f 5 e 6 g 7 h 8 a
- 2 1 would like ... inform                      5 apologise  
2 'd be delighted                      6 provide  
3 receive                      7 refund  
4 request                      8 require ... assistance
- 3 Possible answers:  
1 Could you send me information about a DVD called 'Casablanca'?  
2 I'd like to know the price.  
3 Please send me details asap.  
4 Thank you for your interest in our products.  
5 The price of this DVD is \$10.  
6 This includes cost of delivery.  
7 Thank you for your immediate reply.  
8 I would like to order the DVD.  
9 Please send me information on how to pay.

## Wordbuilding / Learning skills (page 43)

- 1 1 Please board the plane as we are ready for take-off.  
2 The chicken in this package is out-of-date.  
3 A lot of people are pro-European.  
4 Nearly one-half of the population regularly recycles glass.  
5 I only use eco-friendly washing detergent.  
6 All the software on this computer is up-to-date.  
7 My birthday is on the thirty-first of January.  
8 My wife's mother is my mother-in-law.  
9 A marathon is a twenty-six mile run. That's forty-two kilometres.  
10 All our products use state-of-the-art technology.
- 2 Students' own answers.
- 3 Students' own answers.
- 4 1 Accra is the capital of Ghana.  
2 Computers use copper inside them.  
3 They have the same meaning but use *a few* with countable nouns and *a little* with uncountable nouns.  
4 They have the same meaning but 'tell' is less formal and more commonly used than the word 'inform'.  
5 Just over two-thirds of Germans drink a bottle of water a day.  
6 The Plastikis was made with plastic bottles.  
7 The Pacific Ocean has an area called the Great Garbage Patch.  
8 Something that is toxic is poisonous.  
9 90% of people in Argentina eat beef nearly every day.

## Unit 6

### 6a (pages 44 and 45)

- 1 1 go to university                      4 get my driving licence  
2 leave home                      5 take a career break  
3 become an adult                      6 start a family
- 2 1 B 2 D 3 A 4 C
- 3 1 Locally – perhaps in the nicer neighbourhoods.  
2 He had visited the islands many times.  
3 About 7,500 kilometres west of Hawaii.  
4 Green forests and a blue ocean.  
5 150  
6 The head of the island.  
7 \$100  
8 A free holiday by the beach.  
9 The head of the island.
- 4 However, one day they decided to build a new home for themselves.  
But actually, they planned to find a place in paradise to create their home.  
For Alex, it was fairly easy to choose an island with everything he wanted.  
He continued to go back there from time to time, so this seemed like a good choice for paradise.  
The islands are about 7,500 kilometres west of Hawaii so they are difficult to reach.  
Before they started to work on the house, they had to get permission from the head of island – an 83-year-old woman. She was worried they intended to develop the area for other tourists, but Alex said, 'We would like to build a simple house.'  
Alex and Sarah didn't want to pay for a construction company, so they taught themselves a lot about building. They came out to help and in return got a free holiday by the beach.
- 5 1 d 2 b 3 f 4 a 5 e 6 c 7 h 8 g
- 6 1 nice to see                      3 sad to see                      5 easy to make  
2 difficult to keep                      4 afraid to move                      6 great to live
- 8 Students' own answers.

### 6b (pages 46 and 47)

- 1 1 parades                      4 masks / costumes                      7 bands  
2 floats                      5 fireworks  
3 masks / costumes                      6 candles
- 2 1 c 2 b 3 a 4 c
- 3 1 Because Rosemary is retiring from the company on Friday, and so we're going to have a small leaving party for her.  
2 Because they aren't a good place to have fun.  
3 It's next door and good.  
4 Pizzas and Italian food.  
5 About 20.  
6 Between five and six.  
7 The person is working late.  
8 She loves plants and is going to do lots of gardening when she retires.  
9 Because Rosemary is coming back from lunch.
- 4 1 is everyone going to meet                      4 she's going to spend  
2 I'm working late on Friday                      5 Will the restaurant make  
3 are we going to give                      6 I'll ask
- 5 1 a 2 b 3 b 4 b 5 a
- 6 1 a 2 b 3 b 4 a 5 b 6 a
- 7 1 ✓ 2 X 3 X 4 ✓ 5 X 6 ✓ 7 X 8 X



## 6c (page 48)

- 1 1 d 2 c 3 b 4 a 5 e  
2 1 4th July 3 four 5 child 7 faces  
2 girls 4 sun 6 ten 8 women  
3 1 up 3 ready 5 presents 7 married  
2 back 4 plane 6 pension

## 6d (page 49)

- 1 1 On holiday. 6 He has an exam tomorrow.  
2 After work. 7 They could get home early or  
3 Outside Sonia's office. he could study first.  
4 A friend from France. 8 No.  
5 Go into his lesson.
- 2 1 Do you want 4 It sounds 7 I'd like  
2 Yes, OK 5 Why don't you 8 It's very nice  
3 How about 6 That would 9 I'd love to
- 3 Model answers:  
Invitation 1  
Sorry, I can't because I'm going to a football match tonight.  
OK. That'd be great.  
Invitation 2  
It's very nice of you to ask, but isn't it only for your friend's family and close friends?  
OK. I'd like that very much. Thank you.
- 4a 1 Speaker 1 3 Speaker 2 5 Speaker 1  
2 Speaker 1 4 Speaker 2

## 6e (page 50)

- 1a 1 tasty 3 dull 5 miserable  
2 colourful 4 massive 6 exciting
- 1b 1 b 2 a 3 e 4 f 5 c 6 d
- 1c Possible answers:  
a amazing, beautiful, dull, enormous, fun, pretty, smart, uncomfortable  
b amazing, delicious, dull, unhealthy, enormous  
c fun, amazing, attractive, smart, dull, unhealthy, enormous, miserable, friendly, beautiful  
d amazing, polluted, speedy  
e fun, amazing, enormous, friendly, beautiful  
f amazing, enormous, beautiful
- 1d Possible answers:  
a scruffy clothes b huge meals c energetic people  
d busy transport and towns e international festivals  
f stunning nature and geographic features
- 2 Model answer:  
Our town festival is once a year at the end of August. It's always great fun because there are lots of different events. For example there are parades for children with colourful costumes. Then in the evening there is a big party with dancing and food. The food is always delicious. Lots of local shops sell food and you can try some of our traditional dishes. But my favourite part of the whole event is at midnight when there are lots of fireworks. They light the whole night sky up, and then it's time to go home.
- 3 Students' own answers.

## Wordbuilding / Learning skills (page 51)

- 1 1 afraid 3 awful 5 tall 7 hide 9 needy  
2 warm 4 strong 6 polite 8 touch 10 relaxed
- 2 Students' own answers.
- 3 A place: Osingira, Tremé  
Type of dish or something you can eat: Feijoda  
Something that gives light: firework, candle  
Stage of life: infant, middle-aged  
A group of people: Masai, pensioners

## Unit 7

### 7a (pages 52 and 53)

- 1 1 security guard 4 fashion designer  
2 sales representative 5 computer programmer  
3 shop assistant 6 police officer
- 2 1 landscape architect 3 working in the garden  
2 environmental cartoonist
- 3 1 when he was a child.  
2 designs areas outside with trees and flowers  
3 It's creative and highly-skilled.  
4 He thinks about his next cartoon.  
5 She helps with ideas for the dialogues.  
6 when his cartoon is going well  
7 a book award
- 4 1 down 3 opposite 5 next 7 through  
2 in 4 on 6 across 8 up
- 5a 1 Go /w/ up the steps. 6 no /w/  
2 no /w/ 7 Go /w/ in the lift.  
3 no /w/ 8 no /w/  
4 no /w/ 9 Go /w/ out of this door.  
5 no /w/
- 6 1 filing cabinet 4 coffee area 7 photocopier  
2 notice board 5 desktop lamp  
3 bookshelf 6 water cooler

### 7b (pages 54 and 55)

- 1 1 have been 5 hasn't survived 9 didn't have  
2 have spent 6 was 10 have disappeared  
3 has created 7 were  
4 has become 8 made
- 2 1 have oil companies been in the area of Fort Mackay  
2 have they spent in the last decade to build mines and get the oil out of the ground  
3 has the industry created over the years  
4 was Jim Boucher a child here  
5 did people make a living  
6 Did the area have  
7 has disappeared
- 3 Person 1: I've lived here for five years. I moved here to work for the oil company. I think it's been good for the area. Before, there was nothing here. Now lots of people have moved here and they've built new towns.  
Person 2: I've always lived in this area. It was a beautiful place, but then the oil companies came here. In my opinion they've polluted the rivers and have changed the area forever.
- 4 /ɔ:/ bought, thought, brought, taught  
/ʌ/ done, run, won, come  
/əʊ/ flown, grown  
/aʊ/ found
- 5 1 've taught, for  
2 haven't flown, since  
3 has run, for  
4 hasn't made, since  
5 have grown, since  
6 haven't seen, for  
7 hasn't been, for  
8 has lived, since
- 6 1 have you studied  
2 have you lived  
3 have you known  
4 have you had  
5 have you been  
Students' own answers.
- 7 1 been 2 gone 3 gone 4 been 5 gone 6 been



## 7c (page 56)

- 1** 1 promotion      3 colleagues      5 pension  
2 salary          4 independence      6 training
- 2** Person 1: c    Person 2: e    Person 3: f    Person 4: a  
Person 5: b
- 3** 1 Everyone in the village  
2 Computer programs  
3 Upstairs in the marketing department  
4 Twenty years  
5 Lots of training
- 4** make: a call, a mistake, a noise, coffee, dinner, money, your bed  
do: a job, business, housework, well, work
- 5** 1 money, make      4 do, well      7 make, call  
2 make, a noise      5 make, coffee      8 do, job  
3 do, housework      6 make, your bed

## 7d (page 57)

- 1** 1 recruit              4 description              7 CV  
2 salary              5 position              8 contact details  
3 application              6 applicants
- 2** 1 Her CV and letter of application.  
2 Receptionist  
3 A receptionist at a hotel.  
4 Welcoming people, answering the phone and dealing with any problems.  
5 She's more interested in the interviewer's business.  
6 Help with everything at a conference.  
7 She works hard, enjoys working with other people and she can solve problems.  
8 Training
- 3** 1 g 2 e 3 a 4 c 5 d 6 b 7 f
- 4a** Students' own answers.
- 4b** Model answers:  
1 I've been there since 2008.  
2 I suppose so. I like hard work and I'd like to become successful in my career.  
3 I enjoy working in a team. I think I'm good with other people.  
4 Sometimes I work too hard. I don't know when to stop.  
5 Once, I was in charge of some colleagues and it was difficult to tell them what to do.  
6 As I said before, I like working in teams and I think people like working with me.  
7 Let me think. Well, once we had a customer. She wasn't happy with the service and I had to deal with the problem.

## 7e (page 58)

- 1** 1 Nationality      4 Education              7 Interests  
2 Date of birth      5 Work experience      8 Reference  
3 Address              6 Skills
- 2a** 1 organised              5 planned              9 translated  
2 managed              6 supervised              10 worked  
3 advised              7 represented              11 assisted  
4 designed              8 led              12 taught
- 2b** 1 Taught              5 Looked after              9 Played  
2 Advised              6 Managed              10 Assisted  
3 Designed              7 Sold  
4 Welcomed              8 Translated

## Wordbuilding / Learning skills (page 59)

- 1** 1 librarian              5 accountant              9 employee / employer  
2 actor              6 writer              10 manager  
3 musician              7 electrician              11 student  
4 photographer              8 receptionist              12 painter
- 2** 1 X      3 X      5 ✓      7 ✓      9 ✓      11 ✓  
2 ✓      4 X      6 ✓      8 X      10 X      12 ✓
- 3** 1 waiter / waitress              4 geologist / geology student  
2 artist              5 ballet dancer  
3 bank manager              6 pianist
- 5** 1 CV              4 BSc              Occupation: cowboy  
2 Do              5 on  
3 won              6 X-ray

## Unit 8

### 8a (pages 60 and 61)

- 1** 1 invention              3 experiment              5 instruction  
2 communicate              4 solve              6 decide
- 2** 1 invent (2), invention (3)  
2 communicate (4), communication (5)  
3 experiment (4), experiment (4)  
4 solve (1), solution (3)  
5 instruct (2), instruction (3)  
6 decide (2), decision (3)
- 3** 1 have              3 follow              5 find              7 make  
2 solve              4 do              6 invent              8 get
- 4** b
- 5** 1 An inventor.  
2 Advised over fifty years ago.  
3 Volvo.  
4 No, not for many years.  
5 Many governments made laws that forced drivers to wear the seat belt.
- 6** which have changed our lives  
which we don't notice and we don't know who invented them  
who invented the modern-day car seatbelt  
who worked for the car manufacturer Volvo  
which went across the chest and across the legs and then joined at the same place  
which no one had tried before  
where cars were very popular  
which had the invention
- 7** 1 b 2 e 3 a 4 c 5 d
- 8** 1 which change with the sun  
2 where the sun shines brightly  
3 who works in a hot office  
4 where there is less sunlight  
5 who come from universities in Korea

### 8b (pages 62 and 63)

- 1** 1 download              3 subscribe to              5 write              7 send  
2 log on to              4 search              6 set up              8 do
- 2** 1 He's never used this GPS before and he's having a trouble getting a signal.  
2 It has a problem getting a signal when it rains.  
3 A place for the helicopter to pick them up.  
4 Two days away.  
5 There are too many trees.  
6 The battery needs recharging.

- 3** 1 it always has a problem.  
2 if you want our location,  
3 Press it again  
4 he won't find anywhere to land  
5 If we walk all day tomorrow  
6 If the weather's good  
7 we'll try to leave the day after
- 4** If it's raining, it always has a problem.  
... if you want our location, press the button with a star.  
Press it again if you want a closer view.  
... if he flies closer to us, he won't find anywhere to land.  
If we walk all day tomorrow, we might get there by the evening.  
If the weather's good. If it isn't, then we'll try to leave the day after.

- 5** 1 rains                      4 We'll leave                      7 don't  
2 I'll be amazed              5 He usually texts              8 will  
3 talk                          6 don't

**6a** 1 X 2 X 3 ✓ 4 ✓ 5 X 6 ✓

**6b** 1 If 2 If 3 When 4 unless 5 unless

- 7** Possible answers:  
If we don't take a camera, we can't take photos.  
If we don't take a GPS, we can't find our location.  
If we don't take an umbrella, we can't stay dry.  
If we don't take a torch, we can't see in the dark.  
If we don't take matches, we can't light a fire.  
If we don't take a gas cooker, we can't make a hot meal.

### 8c (page 64)

- 1** 1 b 2 e 3 c 4 a 5 d
- 2** 1 eyes and hair  
2 ways of walking or movement  
3 in security  
4 If you lose your identity card, passport or credit card  
5 finger, eye, voice, movement  
6 expensive  
7 sometimes it makes mistakes  
8 cheaper and more effective, so it will become more and more important in our everyday lives.
- 3** 1 lunch      3 time      5 a drink      7 legs  
2 hair      4 look      6 a swim      8 accident
- 4** 2 Michelle is the girl who has got hair like that singer on TV.  
It's long and blonde.  
3 Have you got time to look at my homework and see if it's correct?  
4 If you've got a sore throat, then I'd better have a look inside your mouth.  
7 Snakes haven't got legs, but they can still move very fast!

### 8d (page 65)

- 1** 1 b 2 c 3 g 4 a 5 d 6 f 7 e
- 2** 1 Switch it on at the back.  
2 Plug it into the laptop.  
3 When you finish, don't forget to log off.  
4 Recharge it overnight so it's ready in the morning.  
5 Click on the link.  
6 You can push the light forward or backwards.  
7 This button sends a signal in an emergency.
- 3** Conversation 1: Helmetcam  
Conversation 2: Earthmate GPS
- 4** a What is this for?  
b Why do you need to do that?  
c How do you switch it off?  
d How long does the battery last?

- e How did you do that?  
f How does it work?  
g Where do I switch it on?  
h What happens if I press the other button?

**5** 1 a 2 f 3 g 4 d 5 e 6 h 7 b 8 c

### 8e (page 66)

- 1** 1 Firstly 2 For 3 Furthermore 4 In 5 Finally 6 As
- 2** 1 b 2 a 3 d 4 e 5 c 6 f
- 3** b
- 4** Model answer:  
Firstly, you can find any kind of information using a search engine. You type in a word and it will find lots of information about it. Secondly, you can find information in only a few seconds so it's a very fast way of doing research. Finally, we can find any information we need such as train times, or the weather for the next week. It's also a valuable source of information for work and studies.

### Wordbuilding / Learning skills (page 67)

- 1** 1 recharge              3 undercooked              5 unload  
2 misspelt              4 overslept              6 dislike
- 2** 1 re      2 over      3 un      4 mis      5 un      6 under
- 3** 1 re      2 over      3 mis      4 dis      5 under      6 un
- 4 and 5** Students' own answers.
- 6** 1 biomimetics              3 LED                              5 Joshua Silver  
2 velcro                      4 Robotnaut 2 or R2              6 GPS

## Unit 9

### 9a (pages 68 and 69)

- 1** 1 subject              3 apply              5 instruct  
2 discipline              4 schedule              6 skills
- 2** 1 qualify              5 discipline              9 apply  
2 qualification              6 lesson              10 instructor  
3 enrolment              7 enrol              11 teacher  
4 rules              8 application              12 skills
- 3** 1 b 2 a 3 d 4 e 5 c
- 4** 1 A boy took the top off the box that the frogs were in.  
2 O levels  
3 purple and yellow  
4 Her family moved to the USA.  
5 He had special music lessons.  
6 He did sport after school.  
7 Geography  
8 He travels a lot.
- 5** 1 is      3 is      5 aren't      7 aren't  
2 are      4 are      6 is      8 isn't
- 6** 1 are sent              4 is taken                              7 isn't published  
2 is given              5 are interviewed              8 isn't allowed  
3 are worn              6 are switched
- 7** 1 are always entertained              5 use  
2 look    6 give  
3 communicate                                      7 point  
4 are used    8 are repeated
- 8** 1 French is learned by everyone aged twelve and above.  
2 New students are helped by older students on their first day at school.  
3 A certificate is received by anyone who passes the final exam.  
4 Very strict rules are followed by students of Shaolin Kung Fu.



## 9b (pages 70 and 71)

- 1** 1 stones      3 clay      5 paper  
2 bone      4 papyrus      6 keyboard
- 2** 1 c 2 b 3 a
- 3** 1 South America  
2 Some workers  
3 Archaeologists  
4 An ancient city  
5 Over three thousand years ago.  
6 A King's throne or chair and a knife.  
7 Yes.  
8 No.
- 4** 1 was found  
2 were carved  
3 was studied by archaeologists.  
4 was discovered  
5 was made by Olmec people.
- 5** 1 was, found      3 was, studied      5 was, made  
2 was carved      4 was, discovered
- 6a** 1 by 2 with 3 for
- 6b** 1 with 2 by 3 for 4 by 5 for 6 with
- 7** 1 was grown by the ancient Egyptians  
2 was used to make  
3 as a writing tool in Egypt  
4 was taken and cut into long  
5 were put across each other and dried.  
6 is still used  
7 are made with it

## 9c (page 72)

- 1** Eastern Siberia, south-east Asia, Northern Australia
- 2** 1 c 2 b 3 b 4 a 5 a 6 c
- 3** 1 f 2 d 3 c 4 g 5 h 6 a 7 e 8 b


## 9d (page 73)

- 1** 1 a fitness class      5 on the website  
2 Martial Arts      6 by credit card  
3 yoga      7 to the sports centre  
4 swimming      8 when he's paid in full.
- 2** 1 you need      5 After you've enrolled  
2 Can I enrol      6 You'll have to  
3 you can go online      7 when you've paid in full  
4 it's very easy
- 3** 1 to press      4 've paid      7 to complete  
2 're asked      5 receive / 've received      8 click  
3 is sent      6 send
- 4** Model answers:  
First, you need to press play.  
The first thing you're asked to do is to fill in the form.  
When you've paid, we'll send you the course pack.  
After we've received your payment, we'll confirm your place on the course.  
Having done that, you have to complete the payment section.  
At the end, click on 'enrol now'.

## 9e (page 74)

- 1** 1 single      5 contact no.      8 twin  
2 check-in date      6 issue date      9 middle initial  
3 credit card      7 title      10 expiry date  
4 check-out date

2

	Title <u>Dr</u> First Initial <u>J</u> Middle Initial _____
	Surname <u>Ross</u>
	Address _____ Post code _____
Contact no. (daytime/evening) <u>077658 4857</u>	
No. of nights <u>3</u> Check-in date <u>15th</u> Check-out date <u>18th</u>	
Occupancy: single _____ double <input checked="" type="checkbox"/> twin _____	
Cardholder's name and address (if different from above) _____	
Credit card <u>American Express</u> Card number <u>4567 28394 5876 29300</u>	
Issue date _____ Expiry date <u>15/08</u>	

**3** Students' own answers.

## Wordbuilding / Learning skills (page 75)

- 1** 1 Look up      3 go out      5 put on      7 give up  
2 get up      4 call back      6 go up      8 call round
- 2** 1 out of 2 up 3 down 4 through 5 off 6 up
- 4** [I] means intransitive (doesn't take an object) and [T] means transitive (needs an object)

### Note!

Some of these verbs have more than one meaning and could be transitive or intransitive, according to the meaning in the dictionary.

- 1 call round – intransitive, inseparable  
2 get up – intransitive, inseparable  
3 go out – intransitive, inseparable  
4 call back – transitive, separable  
5 put on – transitive, separable  
6 go up – intransitive, inseparable  
7 give up – transitive, separable  
8 look up – transitive, separable

Other phrasal verbs from Student's Book exercise 4 on page 110:

- take away – transitive, separable  
die out – intransitive, inseparable  
write down – transitive, separable  
pass on – transitive, separable  
get together – intransitive, inseparable  
go out – intransitive, inseparable

- 6** 1 Shou (S), f      3 Gutenberg (N), e      5 Papyrus (N), c  
2 Shaolin (N), a      4 Koro (L), b      6 Salish (L), d

## Unit 10

### 10a (pages 76 and 77)

- 1** 1 cruise      4 camping      7 catering  
2 sightseeing      5 sleeping bags      8 package  
3 five-star      6 camera
- 2** 1 had been      3 hadn't imagined      5 had arrived  
2 had seen      4 had driven      6 hadn't expected

- 3** 1 Had you ever been    4 did that happen    7 had broken  
 2 hadn't been    5 He'd wanted    8 gave  
 3 had left    6 received

- 4** 1 It had looked great in the brochure.  
 2 There'd been a delay on the motorway.  
 3 It was full of furniture, books, pictures and objects in boxes.  
 4 She thought she heard someone in the house  
 5 clothes  
 6 The clothes were back in the wardrobe.  
 7 the owner of the cottage  
 8 Because he asked them not to move his clothes because he needed to use the house from time to time.

- 5** Paragraph 1: in the brochure; the sea, empty beaches  
 Paragraph 2: a six-hour drive  
 Paragraph 3: I woke up once; there were clothes in her wardrobe; We emptied the wardrobe.  
 Paragraph 4: the clothes were back in the wardrobe; My daughter's clothes were in the box on top of the wardrobe.  
 Paragraph 5: In the evening, as it got darker; lived in his shed when visitors stayed.  
 Paragraph 5: The next day, we loaded the car and left.

- 6** 1 When did    4 Who    7 Where did  
 2 Where did    5 What    8 Who  
 3 Who    6 Who    9 When did
- 7** a1 b4 c9 d6 e8 f5 g7 h2 i3
- 8** 1O 2O 3S 4S 5S 6S 7O 8S 9O

### 10b (pages 78 and 79)

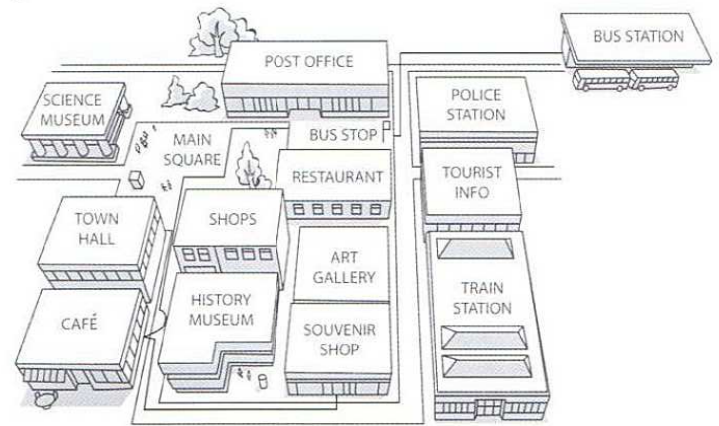
- 1** 1 ancient    3 unique    5 stunning  
 2 unforgettable    4 fascinating
- 2** 1c 2e 3f 4a 5d
- 3** a3 b5 c4 d1 e4 f5 g1 h2
- 4** 1 a amazing, b amazed    5 a worried, b worrying  
 2 a fascinated, b fascinating    6 a tired, b tiring  
 3 a interested, b interesting    7 a excited, b exciting  
 4 a frightening, b frightened    8 a surprising, b surprised
- 5** ● tire, tired  
 ●● amaze, amazed, excite, surprise, surprised  
 ●● frighten, frightening, frightened, worry, worried, interest, tiring  
 ●●● amazing, exciting, excited, surprising  
 ●●● fascinate, interesting, interested, worrying  
 ●●●● fascinating, fascinated

### 10c (page 80)

- 1** 1b 2a 3c 4a 5c
- 2** The USA or Canada: 20% is normal. Pay 10% if you don't get good service.  
 Central and South America: 10% is normal  
 Europe: 10% is normal  
 China or Japan: It isn't common to tip.  
 India and internationally: In many countries there is a service charge added so you don't need to tip.
- 3** 1 avenue    3 catacombs    5 district    7 canals  
 2 river    4 cellars    6 tunnels    8 subway

### 10d (page 81)

**1**



- 2** 1 Do you know if the city museum is near here?  
 2 Can you tell me which bus I take to the city centre?  
 3 Do you have any idea if there's a post office anywhere near here?  
 4 I was wondering if you'd recommend anything in particular?  
 5 I'd like to know what time the history museum opens.
- 3** 1 Can you tell me which bus I take to the city centre?  
 2 Do you know if the city museum is near here?  
 3 I'd like to know what time the history museum opens.  
 4 I was wondering if you'd recommend anything in particular?  
 5 Do you have any idea if there's a post office anywhere near here?

### 10e (page 82)

- 1** 1a 2c 3g 4d 5f 6h 7i 8e 9j 10b
- 2** 1b 2a 3b 4b 5a 6c 7b 8c

### Wordbuilding / Learning skills (page 83)

- 1** 1 in 2 with 3 by 4 about 5 of 6 of 7 with 8 about
- 2** Students' own answers.
- 3** 1 I'm afraid of spiders.  
 2 We arrived at the station.  
 3 She travels to work by train.  
 4 I am writing to complain about your service.  
 5 My answer is different from yours.  
 6 I'm not very good at art.  
 7 Angela is married to David.
- 5** 1 package    3 Hadza    5 Parisians  
 2 tip    4 catacombs    6 Lascaux

### Unit 11

#### 11a (pages 84 and 85)

- 1** 1 bridge 2 castle 3 palace 4 pyramid 5 statue
- 2** c
- 3** 1b 2c 3e 4a 5d
- 4** 1 Archaeologists    3 excavate    5 sacrifices  
 2 discovery    4 civilisations    6 statue
- 5** 1 didn't use to    4 used to    7 used to  
 2 used to    5 used to  
 3 used to    6 didn't use to
- 6** 1 used to love    5 never used to work  
 2 Did you use to have    6 Did they use to know  
 3 didn't use to take    7 didn't use to let  
 4 used to ride    8 did you use to pay



- 8 1 My sister didn't use to be interested in archaeology when she was young.  
 2 not possible  
 3 not possible  
 4 The Romans used to have public baths.  
 5 The Aztecs used to pay taxes with cacao beans.  
 6 not possible  
 7 North American Indians used to grow corn in fields.  
 8 Europeans didn't use to eat pasta until Marco Polo brought it back from China.

### 11b (pages 86 and 87)

- 1 1 B 2 C 3 F 4 A 5 E
- 2 1 1990; In a library; Someone was sending an email.  
 2 1945; The speaker wasn't alive. Describing grandparents; There were parties.  
 3 1987; Outside a hotel; The speaker saw lines of people and the yellow symbol of McDonald's.  
 4 1969; At aunt and uncle's because they had a TV; Remembers the words, 'one giant leap for mankind.'  
 5 1989; In Germany; The speaker travelled across Europe to get a piece of the wall.
- 3 1 The astronaut thought, 'I hope this works.'  
 2 The climber shouted, 'Hello!'  
 3 'See me after class,' the teacher told the student.  
 4 The customs officer asked, 'Can I see your passport, please?'  
 5 'Sorry, I've lost it,' replied the tourist.
- 4 1 He said that he wasn't interested in science.  
 2 They said that they were leaving early in the morning.  
 3 The girl shouted that she had found her purse.  
 4 My grandmother said that she had lived here when she had been a girl.  
 5 The scientist said that one day they would discover the solution.  
 6 The tourist said that he was lost.  
 7 The astronauts said that they had landed.
- 5 1 say 2 tell 3 said 4 tell 5 told 6 said 7 told 8 said
- 6 1 But you told me you had a great time!  
 2 But you told me you loved them!  
 3 No, I said I wanted to watch football.  
 4 But you said the tickets were cheap.  
 5 No, she told us that it happened in nineteen eighty-three.

### 11c (page 88)

- 1 1 He was born in 1875.  
 2 He taught history, including South American history.  
 3 No. (He didn't train as an archeologist.)  
 4 He was travelling in Peru.  
 5 He took them to the US.  
 6 He died in 1956.
- 2 he is most famous as an explorer  
 He was born in 1875 in Hawaii including South American history  
 Hiram never trained as an archaeologist while he was travelling in Peru with financial help from Yale University excavated many Inca objects  
 Hiram returned to the US in the twenties he started a career in politics  
 Bingham died on June 6, 1956.
- 3 1 set out to 2 set up 3 set about 4 set off

### 11d (page 89)

- 1 1 the first few days  
 2 the job  
 3 her journeys through the country and experiences of the culture  
 4 questions
- 2 1 l 4 f 7 c 10 g  
 2 b 5 d 8 e 11 k  
 3 j 6 h 9 a 12 i
- 3 Introducing the talk and the different parts: l, b, j, f, a, d  
 Introducing the next part: c, e  
 Ending a part of the presentation: h  
 Announcing the conclusion and ending: g, k, i
- 4 Hello and thank you for coming. / Today / I would like to talk about my gap year in Vietnam. / First / I'll describe my first few days there. / Then I'll move on to my job there / and I'll show you some of my photographs. / Finally, / I'll talk about my journeys through the country / and describe my experiences of the culture. / So let's begin ... / So that's everything I wanted to say about the first few days. / Now let's move on to the kind of work I was doing. / We'll take a look at this photo. / It shows you the school I worked in / and all the children ... / OK. / So the final part of my presentation is about my journeys. / I travelled a bit at weekends / but also I took a longer journey in the last month of my gap year. / So I'd like to show you some of my photos from that period / and I'll read a few comments from my diary... / Right. / That's the end of my talk. / As you can see, / I had an amazing few months and, / to sum up, / I'd recommend it to anyone. / We have about ten minutes left / so are there any questions?

### 11e (page 90)

- 1 Tenzing Norgay is famous because, with the climber Edmund Hillary, he was the first man to reach the summit of Mount Everest on May 29, 1953. He was born in 1914 in a village called Thami near the border with Tibet. He spent most of his life in the region and worked on many expeditions to Everest before he reached the top. Afterwards, his life completely changed and he travelled all over the world. Before he died in 1986 he said about his life, 'It has been a long road.'
- 2 Possible answer:  
 Edmund Hillary was born in 1919 in Auckland, New Zealand. He began climbing in the Alps aged 16, but he is famous because, with Tenzing Norgay, he was the first man to reach the summit of Mount Everest. After climbing Everest he spent a lot of time raising money to help local people in the Everest region. Before he died in 2008 he said about climbing, 'It is not the mountain we conquer but ourselves.'

### Wordbuilding / Learning skills (page 91)

- 1 1 a 2 c 3 d 4 f 5 i 6 h 7 j 8 g 9 e 10 b
- 2 1 act 2 ex 3 cent 4 bio 5 astro 6 trans
- 3 and 4 Students' own answers.
- 5 Possible answer:  
The life of Reinhold Messner  
 1944: Born in northern Italy. Father also a climber.  
 In his twenties: climbed with younger brother called Günther – died in accident.  
 1980: First man to climb Everest without oxygen. First man to climb 14 mountains over 8000 feet.  
 2006: Opened museum.  
 Now: More time at home with family. Written sixty books.



- 6 Captain Scott: 100 years ago; Antarctica; (Reached the South Pole)  
The Aztecs: 14th century; Middle of modern Mexico; (Built pyramids)  
The Nok: 4th century BCE; Area that is Nigeria; (Didn't use stone but used metals)  
Dennis Tito: Beginning of 21st century; Space; (First space tourist)  
Reinhold Messner: Now; Born in Italy. Climbed all over the world; (Described as 'The Greatest Mountaineer in History')  
The Incas: 13th and 14th century; South America; (Did animal and human sacrifice)

## Unit 12

### 12a (pages 92 and 93)

- 1 Across: 1 bird 4 toad 5 horse 6 eagle  
Down: 1 butterfly 2 fish 3 shark
- 2 1 bird 2 eagle 3 shark 4 fish 5 horse 6 toad
- 3 1 C 2 B 3 A 4 A 5 D 6 C 7 D 8 B 9 C 10 D
- 4 1 canals 3 amphibian 5 leopard  
2 species 4 creature 6 deforestation
- 5 1 anywhere 5 Everyone 9 Everything  
2 no one 6 nothing 10 somebody  
3 somewhere 7 Everywhere  
4 something 8 anything
- 6 1 somewhere 5 everywhere  
2 anything 6 nothing  
3 Everyone / Everybody 7 everywhere  
4 no one / nobody 8 Someone / Somebody

### 12b (pages 94 and 95)

- 1 1 weather 3 flood 5 sun  
2 tornado 4 snow storm 6 thunderstorm
- 2 1 b 2 b 3 c 4 b 5 c 6 a
- 3 1 would happen if the fault opened  
2 it opened and there was an earthquake, we'd probably fall over.  
3 It'd be really difficult to stand up  
4 we'd probably be safer  
5 we knew this, we could make a much bigger difference.
- 4 1 won 3 I'd go 5 I'd set up 7 I'd give  
2 didn't 4 had 6 wouldn't want 8 I spent
- 6 1 If I saw a tornado, I'd run!  
2 If she was more qualified, she'd get the job.  
3 If it stopped raining, we'd go out.  
4 If he had a car, he wouldn't take the bus.  
5 If they knew the answer, they'd tell you.

### 12c (page 96)

- 1 1 social 3 natural 5 modern  
2 economic 4 Traditional 6 strong
- 2 Speaker 1 ☹ Speaker 2 ☹ Speaker 3 ☹  
Speaker 4 ☹ Speaker 5 ☹
- 3 1 d 2 c 3 b 4 e 5 a
- 4 1 Employment might rise again.  
2 X (not possible to use without changing the meaning)  
3 I might not go tonight.  
4 It might rain later.  
5 X (not possible to use without changing the meaning)  
6 A tornado might come this way (but it's unlikely).

### 12d (page 97)

- 1 1 They are going to pull down all the old buildings and do something with the area.  
2 The council doesn't have any money this year.  
3 Selling the land for more housing.  
4 Somewhere to relax.  
5 Make it into a park.  
6 To make a lake.  
7 They don't have any money to pay them.  
8 To ask local volunteers to help.
- 2 1 e 2 a 3 g 4 c 5 b 6 h 7 f 8 d
- 3 a 4 b 7 c 2 d 5 e 1 f 6 g 8 h 3
- 4 Model answers:  
1 That's a good idea. 3 I'm not sure.  
2 Sounds great! 4 No, that won't work.

### 12e (page 99)

- 1 1 For six months.  
2 Three stages.  
3 For everyone to ask questions and see plans for the new park.  
4 The committee and volunteers.
- 2 1 is delighted to, is pleased to 7 apologise  
2 announce 8 inconvenience  
3 consultation 9 attend  
4 residents 10 further  
5 transforming 11 look forward to seeing  
6 in progress
- 3 Possible answer:  
NEW SPORTS CENTRE!  
The local council is delighted to announce its plans for a new sports centre. After a six-month consultation, the planning department is pleased to put forward its proposal to local residents. The process of transforming the old park into a beautiful modern park with sports facilities will follow these stages:
- Improvements to parts of the old park.
  - Building of the sports centre.
  - Official opening in two years' time.
- Stage 1 is already in progress so the old park will be closed for the next three months. We apologise for any inconvenience to local residents during this period. However, everyone is invited to attend a meeting to ask questions and see plans for the new sports centre. We look forward to seeing everyone at the meeting on 10th May.

### Wordbuilding / Learning skills (page 99)

- 1 After a weekend of violent storms, the good news is that the country will return to normal. If you live in the north of the country, there will be some heavy rain through the night, but by morning this will disappear and you'll have a day of bright sun. You won't get any rain if you live further south, but expect some strong winds after midday. Other than that, you'll have a beautiful day.
- 2 1 storm 3 wind 5 economy 7 resource  
2 rain 4 sun 6 industry 8 news
- 3 Student's own answers.
- 4 Possible answers:  
1 toad 6 modern  
2 horse 7 might  
3 anybody 8 Why don't we go to the cinema?  
4 tornado  
5 If anyone else drove in that direction, they'd be mad.



# IELTS practice tests: answer key

## Listening

- 1 A the hotel you're going to work at is actually called the Bristol.
- 2 C So for the first few days you will help out in the manager's office
- 3 5/five Yes, but it means working five hours a day, six days a week.
- 4 midday/noon/12.00 And during your stay, you'll do morning, afternoon and evening shifts. That means starting at either seven in the morning, at midday or at five in the evening. For the first week, you'll be on the afternoon shift.
- 5 Friday(s) I've agreed that you'll be free on Fridays.
- 6 shared room free accommodation is included – but that's in a shared room.
- 7 breakfast Breakfast is provided free of charge in the hotel.
- 8 (hotel) shop if you buy anything in the hotel shop, you get 10% off
- 9 (Mrs) DRINKSTONE
- 10 report you'll be asked to write a report each week.
- 11 C the main university campus ... can be found just next door.
- 12 B The majority ... stay in host-family accommodation
- 13 A students can use the football pitch without having to pay.
- 14 D/E There's also a selection of English language films on DVD, which students can watch
- 15 E/D got a selection of magazines, which is updated weekly,
- 16 morning(s) fifteen-hour course ... come to school in the morning only
- 17 12/twelve There are twelve students in the class
- 18 465 this course costs £465 per week
- 19 Friday with the exception of Friday
- 20 personal tutorial each student has a personal tutorial once a week
- 21 Three/3 two days a week for ... three weeks
- 22 Shopping centre/centre I thought outside the shopping centre would be a good place
- 23 C whilst one of us counts the cars, the other one can be in the car park doing the interviews ... Let's take it in turns to do both those jobs
- 24 C whilst one of us counts the cars, the other one can be in the car park doing the interviews ... Let's take it in turns to do both those jobs
- 25 B Adam: ... prepare the questionnaire ... would you mind doing that? Becky: I'd be happy to.
- 26 A Becky: Then maybe you could save the data on to the laptop each day. Adam: OK, I'm sure I could manage that.
- 27 A we need to ask them why they chose to travel at that time
- 28 C Adam: ... ask them what they think about climate change ... Becky: That's a good idea.
- 29 A Adam: I think that writing the actual report is a job that's best done by one person. Becky: I'm happy to do that if you like.
- 30 B Adam: It will do me good to do it actually – give me more confidence about speaking in public.
- 31 cities/city streets As cities became cleaner, there was less for the birds to eat
- 32 dirty Some people even killed them because they thought they were dirty
- 33 eggs it became a target for people who collected birds' eggs as a hobby
- 34 committee 1903, people interested in red kite conservation formed a committee.
- 35 Spain reintroduced birds mostly came from Spain and Sweden.

- 36 Ninety-three/93 a total of ninety-three birds being set free
- 37 Scotland in 1996 a similar one began in Scotland
- 38 human the birds must have disappeared due to human activity
- 39 habitat there must still be a habitat which is suitable for the birds in the country.
- 40 genetically must be similar genetically to the birds that used to live in the area

## Reading

- 1 F kitchen corner with oven
- 2 D rent includes meals on a half-board basis
- 3 E private shower and wc
- 4 F free for two months in July and August
- 5 C space for one bike in lockable shed
- 6 B wrongly delivered mail
- 7 E weight and size guide
- 8 C international parcels
- 9 E restricted and prohibited goods
- 10 E sending cash
- 11 A compare sending options
- 12 B redirection options
- 13 D buy stamps online
- 14 E wrapping and packaging
- 15 iv You are coming to the UK for a limited period
- 16 v You are coming to live in the UK for a longer period
- 17 iii You must tell the DVLA about relevant conditions or disabilities that existed before you came to the UK
- 18 viii You want to take a British driving test
- 19 ii which are exempt from the normal large vehicle driver licensing requirements
- 20 vii You drive a coach or lorry as your job
- 21 theory test You cannot normally take the practical test without first having passed the theory test.
- 22 computerised touch screen The first is a computerised touch screen test
- 23 video clips You will be shown a set of video clips of driving hazards
- 24 40/forty minutes and normally lasts 40 minutes
- 25 vehicle safety The practical test also includes two questions on vehicle safety
- 26 photocard provisional licence if you have a photocard provisional licence and your personal details have not changed, you can hand it over to the examiner,
- 27 driving offences If during the probationary period, you are convicted of driving offences for which six or more penalty points are awarded, your driving licence will be revoked.
- 28 1887 a game was played that was very similar to the one we call badminton today
- 29 1893 A set of modern rules was drawn up and published in 1893
- 30 1895 and the Badminton Association of England was formed in 1895
- 31 1899 held in 1899 and 1900, for men and women respectively
- 32 1934 in 1934 an International Badminton Federation (IBF) was set up
- 33 1957 The first international women's championships were held in 1957.
- 34 1992 it was 1992 before badminton was played as a fully recognised Olympic sport



- 35 TRUE** although they were kicked rather than being hit with a racquet in those days.
- 36 FALSE** shuttlecocks were first used about 2,500 years ago in China
- 37 FALSE** in England. That's where a net was first introduced in 1867
- 38 FALSE** Badminton can be played by both men and women, although slightly different rules and scoring systems apply.
- 39 TRUE** Olympic sport – with the mixed doubles being added in 1996.
- 40 NOT GIVEN** It is one of the fastest racquet sports, with shuttlecocks travelling at up to 260 miles per hour.

## How to mark the Writing Test

### Task 1

There are four criteria for marking the Part One tasks, which are equally weighted.

#### Task achievement

This is an assessment of how well the student has fulfilled the task.

A successful task will:

- include at least the minimum number of words
- have a text structure appropriate to a letter
- be relevant to the context established in the input material
- achieve the writer's intended purpose
- cover the functions indicated in the bullet points

#### Coherence and cohesion

This is an assessment of how clear and fluent the writing is.

A successful task will:

- be appropriately organised
- successfully link information and ideas
- contain logical sequencing
- make effective use of cohesive devices

#### Lexical resource

This is an assessment of the use of vocabulary.

A successful task will:

- include a range of relevant vocabulary
- use vocabulary accurately
- use vocabulary in an appropriate way

#### Grammatical resource

This is an assessment of the use of grammar.

A successful task will:

- use an appropriate range of grammatical forms at sentence level
- use grammatical forms accurately

### Task 2

There are four criteria for marking the Part Two tasks, which are equally weighted.

#### Task response

This is an assessment of how well the student has responded to the task.

A successful task will:

- make clear the writer's position on the issues raised in a question or statement
- develop arguments to support that position
- support the arguments with evidence and examples
- include at least the minimum number of words

#### Coherence and cohesion

This is an assessment of how clear and fluent the writing is.

A successful task will:

- be appropriately organised
- successfully link information and ideas
- contain logical sequencing
- make effective use of cohesive devices

#### Lexical resource

This is an assessment of the use of vocabulary.

A successful task will:

- include a range of relevant vocabulary
- use vocabulary accurately
- use vocabulary in an appropriate way

#### Grammatical resource

This is an assessment of the use of grammar.

A successful task will:

- use an appropriate range of grammatical forms at sentence level
- use grammatical forms accurately

## How to mark the Speaking Test

The speaking test is an assessment of how effectively students can communicate in English.

There are four criteria for marking the Speaking Test, which are equally weighted.

#### Fluency and coherence

This is the ability to:

- talk at a consistently normal speed
- link ideas and language together in logical sequences
- use the language features which create coherent, connected speech

#### Lexical resource

This is the ability to:

- use a range of relevant vocabulary
- use words appropriately to convey meaning
- use paraphrase strategies when required

#### Grammatical range and accuracy

This is the ability to:

- use a range of grammatical forms appropriately
- use grammatical forms accurately

#### Pronunciation

This is the ability to:

- use a range of phonological features to convey meaning
- produce intelligible individual sounds
- use stress, rhythm and intonation effectively



## Listening Test audioscript [2.30]

**PRESENTER:** IELTS practice test. In this test you'll hear a number of different recordings and you'll have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your answers. The recording will be played once only. The test is in four sections.

Now turn to section one on page 100 of your book. You will hear a hotel manager telling an employee called Steffi about her work trip to Australia. First you have time to look at questions 1 and 2. You will see that there is also an example which has been done for you.

**PRESENTER:** Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer questions 1 and 2.

**MAN:** Hello Steffi.

**STEFFI:** Hello.

**MAN:** Thanks for coming. I want to brief you about your trip to Australia.

**STEFFI:** Great. I'm really excited about it.

**MAN:** So, let's see. You'll work at one of the company's hotels in Australia for one month, and you're leaving in a week's time. I'm going to be away myself from tomorrow, so I wanted to make sure you were fully briefed.

**STEFFI:** Thank you.

**MAN:** Now although it's part of the Ambassador group, the hotel you're going to work at is actually called the Bristol. The company's other hotel in Sydney is called the Carlton, by the way – another member of staff went there last year and had a great time.

**STEFFI:** I see.

**MAN:** Now, I know you usually work on reception here, but in a new place that's not a good idea. So for the first few days you will help out in the manager's office – doing general duties. Then later on, you'll work in different areas, including the dining room and the conference centre.

**STEFFI:** Sounds great.

**PRESENTER:** Before you listen to the rest of the conversation, you have some time to read questions 3 to 10.

Now listen and answer questions 3 to 10.

**STEFFI:** Can I ask about the working hours?

**MAN:** Sure. Now, you do thirty-five hours a week here, but on this kind of work experience placement, you only have to do thirty.

**STEFFI:** Really?

**MAN:** Yes, but it means working five hours a day, six days a week. I hope that's Ok for you.

**STEFFI:** Oh yes. No problem.

**MAN:** And during your stay, you'll do morning, afternoon and evening shifts. That means starting at either seven in the morning, at midday or at five in the evening. For the first week, you'll be on the afternoon shift.

**STEFFI:** Oh, that's good. So I get one day off?

**MAN:** That's right. Obviously in Australia weekends are busy, so you'll work on Saturdays and Sundays, but I've agreed that you'll be free on Fridays. I hope that's alright?

**STEFFI:** Absolutely. Thank you. And will I stay in the hotel itself?

**MAN:** Yes, free accommodation is included – but that's in a shared room. If you want a single room, then you have to pay a little extra – but only a few dollars.

**STEFFI:** Oh yes, I'm sure I'd prefer that.

**MAN:** OK, I'll let them know. Breakfast is provided free of charge in the hotel, but if you want to eat lunch or dinner there, you have to pay.

**STEFFI:** I see. Are there any staff discounts?

**MAN:** Not in the restaurant. But, if you buy anything in the hotel shop, you get 10% off.

**STEFFI:** Right.

**MAN:** There may be other perks I'm not aware of, but you'll have what's called a mentor at the hotel, who can tell you more.

**STEFFI:** Sorry .... what's that?

**MAN:** A mentor. It's a member of staff who's available to give advice and help if you need it. I've got her name here somewhere ... umm. Ah yes, Mrs Drinkstone. That's D-R-I-N-K-S-T-O-N-E. I don't seem to have her first name – but I'll get it for you.

**STEFFI:** Thanks. It all sounds fantastic.

**MAN:** Oh – one last thing. We want to know how the trip goes, what's different about the two hotels from the employee's point of view, positive or negative. So you'll be asked to write a report each week. There's a template available. I'll email it you.

**STEFFI:** Oh great. Thanks.

**MAN:** So I think that's all. I hope you have a wonderful time.

**STEFFI:** Thank you.

**PRESENTER:** Now turn to Section 2 on page 101 of your book. You will hear some information about English language courses. First you have some time to look at questions 11 to 15.

**WOMAN:** Thanks for coming to this short presentation about the courses available at the Central Language School in Hanford. First of all, let me tell you where the language school is. Most people arrive in the city by train, and the station's on the edge of the city-centre area. It's about half-an-hour on foot from there to the main university campus, and the Central Language School can be found just next door. There are frequent buses if you don't fancy the walk. Because Hanford's a university city, there's plenty of student accommodation. Most university students rent houses which they share with friends. The majority of language school students, however, stay in host-family accommodation, where meals are provided and there's a chance to practise language skills. There are also self-catering rooms available in a student residence, but this works out more expensive, so isn't so popular.



In terms of leisure activities, the school doesn't have tennis courts or anything like that. There's a public park opposite, though, where students can use the football pitch without having to pay. In addition, the school has an arrangement with a local gym, so that students can use its facilities at a discounted price.

Some students prefer to spend their free time in the school library. It has a collection of reference books that can be used on-site, but not taken away. There's also a selection of English-language films on DVD, which students can watch on-site or borrow overnight. There's internet access too. Students get a password and an hour's free use each day – though there's a booking system for busy periods. The library's also got a selection of magazines, which is updated weekly, but daily newspapers are not provided.

**PRESENTER:** Before you hear the rest of the presentation, you have some time to look at questions 16 to 20.

**WOMAN:** OK – so what about the courses themselves? Basically, there are three courses available. You can study either for 15 hours per week, for 19 hours per week, or for 21 hours per week. Let me tell you about the three different courses.

Students on the fifteen-hour course study General English and come to school in the morning only, leaving the afternoons free for self-study or free-time activities. There are twelve students in the class, and there are classes at four different levels. Students do an entry test on arrival, to see which level is best for them. The price of this course is £430 per week.

The nineteen-hour course combines general English with exam preparation. This has the same programme as the 15-hour course, with the addition of special exam preparation sessions four afternoons a week; that is, each weekday with the exception of Friday. This course is suitable for those doing an exam at some time in the future. There are ten students in the class and this course costs £465 per week.

Finally, we have intensive exam preparation courses. These are more expensive at £495. There are only eight students in the class, all preparing to do the exam in the near future. As well as 21 class hours, each student has a personal tutorial once a week.

So that's our school, before I go on, does anyone have any questions?

**PRESENTER:** Now turn to Section 3 on page 102 of your book.

**PRESENTER:** You will hear two students called Adam and Becky talking about a traffic survey they have to do as part of their college course. First you have some time to look at questions 21 to 26.

**ADAM:** Hi Becky.

**BECKY:** Hi Adam.

**ADAM:** So we're going to be working together on the traffic survey – that'll be fun.

**BECKY:** Yeah, I'm really looking forward to it. I guess we should start making some plans. Are you free now?

**ADAM:** Sure. Where shall we begin? The idea is to do some research into local road traffic, isn't it?

**BECKY:** That's right. On the worksheet it says we've got to choose one important place on the local road system, count the number of cars using it in a given period, and also try and find out why it's busier at certain times than at others.

**ADAM:** Mmm, sounds interesting. How long have we got?

**BECKY:** Well, we should choose two days in the week – like a weekday and a weekend day, and do the survey over a number of weeks – you know, to be sure that we get data that represents an average, which is based on a sample of days and not just one day that might be unusual for some reason.

**ADAM:** Sure. So that's two days a week for what, three weeks?

**BECKY:** Yes I reckon that should be enough. I'm free on Mondays if that's alright with you, and then perhaps we should do Saturdays as the contrast.

**ADAM:** Yes, that's good for me too. But do we just set up at the roadside – don't we have to get permission or anything?

**BECKY:** Well, the local police will tell us where is the best place to set up from a safety point of view, and they'll keep an eye on us to make sure there are no problems. But we have to tell them which road we want to do.

**ADAM:** Great. So where should we ask for?

**BECKY:** Well, I thought outside the shopping centre would be a good place. We could count how many cars using the road were going into the centre, and how many drove past it.

**ADAM:** Good idea.

**BECKY:** But we've got to do more than just count the cars, haven't we?

**ADAM:** Yes, we've also got to interview some drivers. So whilst one of us counts the cars, the other one can be in the car park doing the interviews.

**BECKY:** OK. Let's take it in turns to do both these jobs because just counting the cars could get boring.

**ADAM:** I agree. And there are other jobs we could share out too. Somebody's got to prepare the questionnaire we use for the interviews. You're good at writing that sort of thing, Becky. Would you mind doing that?

**BECKY:** I'd be happy to, though, we'd need to discuss it a bit first. Then maybe you could save the data on to the laptop at the end of each day.

**ADAM:** OK. Yes, what does that involve?

**BECKY:** Well, we're going to have an electronic counter for the cars. You press a button each time one passes, and it records it. Then you put the figures into the database on the laptop at the end of the day.

**ADAM:** OK. I think I could manage that!

**BECKY:** Thanks Adam.

**PRESENTER:** Before you hear the rest of the conversation, you have some time to look at questions 27 to 30.

**ADAM:** So, what do you think we should ask in the questionnaire?



**BECKY:** Well, the questionnaire's meant to find out some reasons that explain the data. You know, it's no good saying how many cars use the route at a given time without having some idea of why they do that.

**ADAM:** OK – so the main focus needs to be on why they chose to go by car rather than catch the bus, or go by bike?

**BECKY:** Oh I'm not sure that's it really. Isn't it more why the drivers chose that route and not another one.

**ADAM:** Umm – well we're only asking the ones who drive into the car park, so I guess we already know that.

**BECKY:** You're right. OK then, I reckon we need to ask them why they chose to travel at that time.

**ADAM:** Yes OK – that can be the main focus of the questionnaire – various questions about that. But maybe we should ask a supplementary question, to get an idea of type of people they are.

**BECKY:** What do you mean?

**ADAM:** Well, like if we ask them what they think about climate change – then we'd see if they were concerned about green issues or not.

**BECKY:** That's a good idea. That would tell us more about them than asking them what they think of the car park itself or why they use their cars instead of the bus.

**ADAM:** Great – let's do that then.

**BECKY:** Then once we've finished the survey, we've got to write a report which we then present to the class.

**ADAM:** I think that writing the actual report is a job that's best done by one person – it would be messy trying to join different bits together.

**BECKY:** I agree. And I'm happy to do that if you like. I mean, I'm sure you'd do it very well, but I'm happier writing things than I am presenting them. If you want to do a draft though, for me to work from, that would be OK. Or I could just show you mine before I write up the final version?

**ADAM:** Well, there's no point in having two drafts. I'll look at yours and make comments.

**BECKY:** OK. And you'll do the presentation?

**ADAM:** Sure. I mean as far as I'm concerned that's the easy part. You're a very good presenter, I know, but that's because you've had a lot more experience than me. It will do me good to do it actually – give me more confidence about speaking in public.

**BECKY:** Great. That's agreed then.

**PRESENTER:** Now turn to Section 4 on page 103 of your book. You will hear part of a lecture about a type of bird called a red kite, which is found in western Europe. First you have some time to look at questions 31 to 40.  
Now listen carefully and answer questions 31 to 40.

**MAN:** Good evening. Tonight's lecture is about a bird of prey called the red kite. This bird used to be common in

the British Isles, but died out in England and Scotland during the nineteenth century. In recent years however, the red kite has been reintroduced to these countries, and it's the story of that programme that I want to tell you about tonight.

Firstly, why did the red kite disappear from most of Britain? Well, there are a number of reasons. Many centuries ago, the red kite was a valued bird that helped keep the streets clean by eating waste food. As cities became cleaner, there was less for the birds to eat, so their numbers began to fall. Some people even killed them because they thought they were dirty. In the nineteenth century, as the kite became rarer, it became a target for people who collected birds' eggs as a hobby. The red kite became extinct in England in 1871 and in Scotland in 1879.

However, the red kite was not without friends, and for many years, people have been trying to help the birds. As long ago as 1903, British people interested in red kite conservation formed a committee. The aim of this committee was to protect the bird. By then there were only a small number of birds left in Wales. Until about 1950 when protection measures began to take effect, the number of birds did not increase much. This is why a re-introduction programme was needed and plans for this began in the year 1986. The idea was to bring birds living in other countries to England, in the hope that they would like it and settle there. Red Kites were still found in various Western European countries like France and Germany, even some in Morocco, but in 1989, the first reintroduced birds came from Spain and Sweden. In 1989, these birds were released in sites in southern England, with a total of ninety-three birds being set free. On the whole, the programme was successful and by 1992, the first pairs of birds had begun breeding in the wild. Indeed the programme was so successful that in 1996 a similar one began in Scotland, which has also met with success.

The reintroduction programme was organised following strict rules. These rules say that reintroduction should only be allowed if certain criteria apply. For example, the birds must have disappeared due to human activity rather than through natural causes – that's the first of the criteria. The second one says that there must still be a habitat which is suitable for the birds in the country. If it has disappeared, then reintroduction wouldn't work. Thirdly, the birds which are introduced from another country must be similar genetically to the birds that used to live in the area where they will be released. And finally, the removal of birds from another place mustn't endanger the survival of the species there. Happily in the case of the red kite's reintroduction to Britain, all these criteria were met.

Consequently, the red kite's future as a British breeding species is now much brighter. There are probably around 1,800 breeding pairs in Britain.



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A1	Beginner
A2	Elementary
B1	Pre-intermediate
B1+	Intermediate
B2	Upper Intermediate
C1	Advanced

CEFR correlation:  
Pre-intermediate

For learners who are around level A2  
and want to progress towards B1

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