

Starlight 11

Teacher's Notes

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Introduction to the Teacher

Starlight 11 is a modular secondary level course for learners studying English at B2 level.

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

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

Starlight 11 aims at the balanced development of all four language skills, while allowing for a flexibility of approach which makes it suitable for all classes, including large or mixed-ability classes.

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

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

Course Components

Student's Book

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

Teacher's Book & Teacher's Notes

The Teacher's version of the coursebook reproduces the Student's version, overprinted with a Key to the exercises. Longer answers which cannot fit on the overprinted page are contained in the Answer Section of these Teacher's Notes (pp. 19-71), together with the Interlocutor Cards for RNE Speaking tasks (pp. 72-77).

The Teacher's Notes also contains a full Key to the exercises in the Workbook (pp. 106-128), as well as tapescripts of all listening material in the Student's book (pp. 78-105) and the Workbook (pp. 129-139).

The notes entitled **Teaching Starlight 11** provide outlines of the format of each section in a module, plus detailed, step-by-step suggestions on how to teach each

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

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

Workbook

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

As mentioned above, the Key to all exercises in the Workbook are contained in this Teacher's Book.

Test Booklet

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

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

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

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

Interactive WhiteBoard

The *Starlight 11* Interactive WhiteBoard software utilises the highly successful IWB program architecture developed by Express Publishing.

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

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

Class Audio CDs

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

Elements of the coursebook

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

Holistic language learning

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

Heuristic skills

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

Active learner input

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

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

Reading

Each module contains three units whose primary focus is Reading.

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

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

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

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

Vocabulary & Grammar

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

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

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

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

Listening

Each module includes a double-page Listening unit.

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

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

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

Speaking

Each module includes a double-page Speaking unit.

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

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

Writing

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

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

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

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

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

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

Everyday English

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

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

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

Study Skills

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

Further Reading

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

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

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

The **Green Issues/Curricular Cut** sections reflect the fact that the study of English extends beyond language learning as an end in itself. Language is used as a tool for

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

Additional Material

Progress Check sections

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

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

Focus on RNE sections

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

Appendices to the Student's Book

- The **Grammar Reference** section contains detailed presentation of all the grammar items featured in each module of the coursebook. This resource can be used both in the classroom and at home as a guide.
- The **Further Writing Practice** section features fully-guided practice in various types of writing such as reports/proposals articles and reviews.
- A comprehensive list of **Phrasal Verbs** contains over 300 entries with definitions and examples. Two further lists – **Verbs/Adjectives/Nouns with Prepositions** and **Prepositional Phrases** – provide an accessible learning resource to help students master this notoriously troublesome feature of English language learning.
- A list of **Irregular Verbs** provides students with a quick reference resource for irregular verb forms they might be unsure of at times.

Teaching *Starlight 11*

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

Introducing the module

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

Ask students to look at photograph 1 and then find which unit it appears in (*Unit 2, p. 8*). Ask two or three students around the class to describe the picture and identify what the unit appears to be about. Help them with vocabulary if necessary. Repeat this procedure for photographs 2-5, trying to ensure that as many students as possible are given the chance to contribute.

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

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

Unit 1.1 (Reading)

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

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

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

Procedure

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

Exercise 1

Ask students to make suggestions about who they think the man in the pictures is. Ask different students around the class to answer each of the questions.

Exercise 2

Ask students to read the title of the text and answer the question. Elicit or explain the meaning of the title. Ask different students around the class how they think the character is related to the text. Then ask all students to read the text quickly to check if their guesses were correct.

Exercise 3

Now that students have some idea of what the text is about, present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Ask students to read the statement stems and choices. (Since this is the first module, elicit or explain the meaning of any unfamiliar vocabulary these contain; in later modules this degree of help may be reduced.) You may also decide to complete the first item with the class as an example, or at least to give them close guidance.

Ask students to identify which part of the text contains the answer (paragraph 1), read it carefully and then check each choice. Elicit whether each choice is correct or incorrect, and why (A & D – *my interest was sparked by a favourite professor ... He mentioned ‘Pinocchio Syndrome’ to me; B – if you think someone is not being absolutely honest ... like my professor you should ... C – this little example on non verbal communication inspired me to become a body language expert). Ask students to complete the rest of the task, and remind them not to worry about the meaning of a word or phrase unless it is directly related to the answer. Check students’ answers, and discuss each of the answers in the way described above for the first item.*

□ Exercise 4

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Advise them to begin with the words and phrases they understand or feel confident of deducing from the context, and then to use a process of elimination to find the remaining answers. Check their answers. In their pairs or groups, students should then explain the underlined words/phrases from the text. This can be done from the context or by using an English to English dictionary

□ Exercise 5

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

□ Exercise 6

Read out the rubric and suggest that students mark the sections of the text that indicate how the writer feels about his job. Play the recording. Then ask students to discuss their answers in pairs or groups. Confirm the answers with the class.

Students then discuss in pairs why they would or would not choose to do this kind of job. Ask different students around the class to give their answers.

□ Exercise 7

Project

Present the task and elicit suggestions as to what gestures are used to express each emotion listed and any other emotions. Elicit suggestions of where information can be found (e.g. the internet).

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

Unit 1.2 (Vocabulary & Grammar)

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

□ Vocabulary

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

□ Grammar

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

□ Exam-based practice

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

□ Extension & skills integration

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

Procedure

Ask students to turn to p. 8.

□ Exercise 1

Read out the phrase ‘wrinkled forehead’ and make the expression yourself to illustrate meaning. Elicit the difference between ‘red face’ and ‘blushing’ (it depends on how the person is feeling). Ask different students to read out the phrases and to do or mime the action.

Ask students to discuss how each person is feeling in closed pairs. Check the answers with the class.

□ Exercise 2

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

□ Exercise 3

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

□ Exercise 4

Ask students to look up the words in their dictionaries, and then to close their dictionaries and demonstrate the meaning of each word to their partner in closed pairs. Check students’ answers.

□ Exercise 5

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

□ Exercise 6

Ask students to read the grammar presentation on p.161 and invite students to ask for clarification of anything they are unsure about.

Read the rubric for ex. 6 (p.9) and ask students to complete the task. Check the answers with the class.

You may like to extend the exercise by encouraging discussion about the ideas expressed in the sentences in pairs, groups or the whole class.

□ Exercise 7

Ask students to complete the task individually. Move around the class helping with vocabulary as necessary. Finally, ask students to compare their sentences in closed pairs, correcting each other's sentences if necessary. Check students answers.

□ Exercise 8

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

Unit 1.3 (Reading)

Procedure

Ask students to turn to p. 10 and look at the pictures and the title of the text. Elicit or explain the meaning of any unfamiliar vocabulary in the title.

□ Exercise 1

Ask students to look at the pictures again and think how they are related. Ask students to ask and answer the questions in closed pairs.

□ Exercise 2

Ask the students to ask and answer the questions in closed pairs or groups. Play the recording for students to listen. Check the answers with the class.

□ Exercise 3

Read out the quote. Ask students to discuss the meaning in closed pairs. Then put closed pairs into small groups to exchange their ideas. Move around the class monitoring the discussions and correcting or assisting students.

□ Exercise 4

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

□ Exercise 5

Elicit the meaning of the words in bold. Ask students to use the words in sentences of their own. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

□ Exercise 6

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

□ Exercise 7

Read out the rubric. Play the recording for students to listen to as they read the text again. Ask students to mark where, in the text, the writer gives reasons for the popularity of such events. Then ask students to discuss their answers in closed pairs. Finally ask students to present their findings to the class.

□ Exercise 8

Read out the sentence and ask students to spend three minutes writing a few sentences on the topic. After three minutes ask the students to stop writing. Ask each student to read out their sentences to the class. Make notes of any errors and when the student has finished speaking these can be presented to the student for self correction. Ask the class to help with the corrections if necessary.

Finally ask the students to translate the first three paragraphs of the text into Russian. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

□ Exercise 9

Read out the rubric and invite suggestions from students around the class about how to begin and end an email and the types of sentences to include. When you feel sure that students can cope with the task, assign it as written homework to be handed in or checked at the start of the next lesson.

Unit 1.4 (Vocabulary & Grammar)

Procedure

Ask students to turn to p. 12.

Exercise 1

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

Exercise 2

Ask students to complete the task. Remind them to consider if the verb is regular or irregular and use the correct form of the verb for the context i.e. to use the correct tense, the infinitive, a participle, etc.

Check the answers with the class.

Exercise 3

Ask students to complete as much of the task as they can, in pairs or small groups. Check students' answers around the class, and then elicit or explain the meaning of any unfamiliar vocabulary.

Optional extension: Ask students to explain how the incorrect words in each sentence may be used correctly, and to form correct sentences using these words. Students can use their dictionaries if necessary.

Finally ask the students to translate the sentences into Russian (this could be done as a homework task if you prefer).

Exercise 4

Ask students to complete the sentences, and then to check their answers in pairs. Confirm the correct answers with the class. Then ask the students to make sentences using the incorrect words.

Exercise 5

Ask the students to complete the sentences, and then to check their answers in pairs. Confirm the correct answers with the class.

Exercise 6

Ask students to match the places of entertainment to the activities. Elicit the answer to number 1 as an example then ask the students to complete the rest. Check the answers with the class.

Then ask students to make sentences using their own ideas. Read out the example and then move around the class helping with any vocabulary and checking their answers.

Exercise 7

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

Exercise 8

Ask an open pair to present the joke by reading the dialogue. Ask closed pairs to discuss why they think Sally cried. Check answers with the class.

Exercise 9

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

Complete the first item with the class as an example. Ask students to complete the rest of the task. Check the answers with the class.

As an optional extension exercise, elicit word families based on the given word. e.g. *universe (n)*, *universal (adj)*, *universally (adv)*

Unit 1.5 (Reading)

Procedure

Ask students to turn to p. 14 and look at the pictures. Elicit that they each show a different kind of entertainer.

Exercise 1

Ask students to read the title on p. 14 and in groups to ask and answer the questions. Move around the class and monitor the activity.

Exercise 2

Ask students to ask and answer the questions in closed pairs. Ask different students around the class for their ideas.

Exercise 3

Read out the rubric and check that students understand the meaning of the words *mime*, *ballet* and *concert*.

Play the recording for students to listen and match the speakers to the performance. Check answers with the class.

Exercise 4

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

Exercise 5

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

Exercise 6

Ask students to read the definitions and then complete the exercise by scanning the text to find the relevant words or phrase.

As an optional extension to the exercise or as homework activity, ask students to write sentences of their own using the words.

□ Exercise 7

Read out the rubric. Play the recording for students to listen to as they read the extracts again. Ask the class to do the task in closed pairs. Move around the class to monitor the pair-work activity, correcting and/or providing help with vocabulary where necessary.

Ask students to translate extracts 3 and 5 into Russian (you may decide to assign this as written homework to be checked at the beginning of the next lesson).

□ Exercise 8

Read out the rubric and then give students three minutes to write. Then ask the students to read their piece of writing to their partner. Ask students to check their partners' writing to see if they can spot any mistakes. Check students' answers.

Unit 1.6 (Vocabulary & Grammar)

Procedure

Ask students to turn to p. 16.

□ Exercise 1

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

□ Exercise 2

a) Present the task and elicit the answer to the first item as an example. Ask students to complete the task and remind them to add three more pairs to the list. Check answers with the class and ask students to read out their pairs of opposites.

b) Read out the rubric and ask students to complete the task. Check answers with the class.

□ Exercise 3

Read out the rubric and ask an open pair of students to provide an example. Ask students to continue the task in closed pairs. Move around the class to monitor the pair-work.

□ Exercise 4

Ask students in closed pairs to complete the task. Move around the class and monitor the activity. Check answers with the class. Finally ask students to read the questions (1-3) and decide with their partner which idiom would be appropriate in each situation. Check answers with the class.

□ Exercise 5

Ask students to complete the task and then to check their answers in Appendix II. Check the answers with the class. Elicit corrected sentences from students who don't agree with the sentences.

□ Exercise 6

Ask students to complete the task and then to check their answers in Appendix I.

Check the answers with the class. Then ask students to make sentences using the other particle. Check students' answers around the class.

□ Exercise 7

Ask students to check the grammar presentation on pp. 162-163 about clauses of result, purpose and reason and invite students to ask for clarification of anything they are unsure about. Then ask students to complete exercise 7 (p.17).

□ Exercise 8

a) Ask students to read the dialogue. Elicit how speaker B feels (e.g. disappointed, depressed, distressed).

b) Present the task and help open pairs of students to act out the first few exchanges. Ask students to complete all five exchanges in closed pairs. Go round the class monitoring the pair-work and helping with pronunciation or corrections.

□ Exercise 9

Present the task and check that all students understand what the exam-oriented task requires. Students can look again at the Study Skills tip on p. 13 if necessary. Ask students to complete the task individually. Check the answers with the class.

As an optional extension exercise, elicit word families based on the given word e.g. *attract* (v), *attractive* (adj), *attractively* (adv), *attraction* (n), *unattractive* (adj).

□ Exercise 10

Ask students to complete the task. Explain to students that this task requires their personal input and they should make sentences that are true for them.

Ask students, in closed pairs, to consider how the sentences in (b) differ from those in (a). Go around the class and check answers.

Unit 1.7 (Listening Skills)

The Listening Skills units in each module contain a 'mock exam' of the RNE Listening paper, presenting the three tasks in order. Study skills tips are included, each of which outline various skills, strategies and techniques appropriate to one of the tasks.

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

Procedure

Ask students to turn to p. 18.

□ Exercise 1

Ask students around the class to read aloud the Study Skills tip: Listening for the specific information.

Read the rubric and ask the students to read the statements and underline the key words. Play the recording for students to listen and choose their answers. Give students time to read through the options again and consider their answers. Play the recording again for students to listen to and confirm why the other options aren't correct. Check answers around the class and help students to explain why each option is correct or incorrect.

□ Exercise 2

Present the rubric and explain that each statement is a paraphrase of what the speaker says, so students should

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

□ Exercise 3

Ask students to read the statement stems and choices, and to underline the key words. (Since this is the first module, elicit or explain the meaning of any unfamiliar vocabulary; in later modules this degree of help may be reduced.)

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

Unit 1.8 (Speaking Skills)


The *Speaking Skills* units contain two 'mock exam' versions of the RNE Speaking test, each test presents the two tasks in order. In the actual exam the student will be alone with the examiner. In this book you will see that in each module one 'mock exam' is entitled **Student A** and the other entitled **Student B**. This is to enable pair work in which one of the students is the candidate and the other student is the examiner. However you may wish to have all students prepare all tasks for practice purposes.

Procedure

Ask all students to turn to p. 20.

Task 1

Read out the rubric for Task 1 and the Useful phrases. Elicit some ideas on the four discussion points from the class. Ask students to work in pairs (A and B) and explain that Student A is to be the candidate and Student B will play the part of the examiner. Tell the students that Student A will give their talk for 1.5-2 minutes and when they have finished Student B will ask the questions listed on p. 20. Allow students a minute to think about what to say and ask all Student A's to begin their talk. Go around the class and monitor the pair-work. Choose a strong pair and ask them to repeat the task in front of the class.

 Tell the students that they are going to listen to a model answer and read out the question.

Play the recording for students and answer the question. Elicit the answer from the class. Then play the recording again for students to listen and assess the recorded speaker's performance.

Then ask students to look at p. 21. Repeat the above procedure for Task 1, with the students in reverse roles. (Student B will now give a talk and Student A will ask questions).

Task 2

Procedure

Ask all students to turn to p. 20.

Read the rubric and bring students attention to the words 'Remember to:' at the bottom of the page (*these points appear in every Speaking Skills unit throughout the book as a reminder to the students*). Then read the Useful phrases.


Ask the students to work in pairs and explain that Student A is to be the candidate and Student B will play the part of the examiner.

Give Student B a copy of Interlocutor Card 1 and explain that **in the exam the candidate will not see this** – the examiner will play the part of the friend and will have the interlocutor card in order to prompt the student and try to elicit appropriate language. There are positive and negative points on the interlocutor card for the examiner to select from, depending on what the candidate says.

Give students 3-4 minutes for Task 2 and go around the class and listen. You may then wish to choose a strong pair and ask them to repeat the task in front of the class.

In later units you may wish to have an open pair do the task for the other students in the class to observe rather than having all students undertake the task.

On completion of the task collect the interlocutor cards.

 Tell the students that they are going to listen to a model answer, then read out the questions.

Play the recording for students to listen and answer the questions. Elicit the answers from the class. Then play the recording again for students to listen and assess the recorded speaker's performance.

Finally ask students to look at p. 21. Repeat the above procedure for Task 2, with the students in reverse roles. (Student B will now be the candidate and Student A will be given Interlocutor card 2).

Unit 1.9 (Writing Skills)

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

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

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

Procedure

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

Ask students to turn to p. 22.

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

- **Style in informal and formal letters/emails**

Exercise 1

Read the rubric and ask students to complete the task. Check the answers with the class and elicit reasons for the answers.

- **Beginnings and endings of letters/emails**

Exercise 2

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

Exercise 3

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

Unit 1.10

- **Rubric Analysis**

Procedure

Ask students to turn to p. 22 and briefly revise the information on Informal letters/emails.

Ask students to turn to p. 24 and present the information box for Rubric analysis.

Exercise 1

Read the task instructions and ask the students to complete the task and compare their answers in closed pairs. Check the answers with the class.

Exercise 2

Read the rubric and ask students in closed pairs to complete the task. Check the answers with the class.

- **Informal letters/emails**

Exercise 3

Ask students to look at p. 25. Get different students to read the information in the boxes aloud.

Read the rubric for ex. 3 and elicit the answer for question 1 to provide an example. Ask students to complete the rest of the task. Check the answers with the class.

Exercise 4

Read the task instructions and ask the class to look at rubric A. Elicit points that the main paragraphs will include. Ask students to look at the other two rubrics and note down their ideas and then compare in closed groups. Check students' answers.

Exercise 5

Read the task instructions and ask the students to complete the task in closed pairs. Go round the class and monitor the pair work.

Exercise 6

This task can be assigned for homework to be handed in at the start of the next lesson.

Unit 1.11

- **Letters/Emails inviting/accepting – refusing invitations**

Procedure

Ask students to turn to p. 26 and ask different students to read the information boxes aloud.

Exercise 1

Ask students to complete the task. Check the answers with the class.

Exercise 2

- Ask students to read the email and decide what type of email it is. Check the answer with the class.
- Ask students to complete the task and compare their answers in closed pairs. Check students answers.

Exercise 3

Ask students to complete the task by underlining (in pencil) the language items used to accept the invitation. Check students' answers.

- **Letters/Emails asking for/giving advice**

Procedure

Ask students to look at p. 27. Present the Information boxes on Letters/Emails asking for/giving advice and the Useful language.

Exercise 4

Read the task instructions and ask students to complete the task. Check the answers with the class.

Exercise 5

Ask students to read the model and identify which rubric in Ex. 4 it answers. Check the answer with the class.

Exercise 6

- Ask students to read the model again and replace the words in bold with phrases from the Useful language box, then to compare their answers in groups. Go round the class and monitor the activity. Check students answers.
- Ask the students to complete the table by making a list of Ricky's advice on the left and the expected result for that advice on the right of the table. Check the answer with the class.

Exercise 7

Ask students to write a letter of advice for rubric A (Ex. 4). This can be set as a timed exercise in class (20 minutes – as for an exam task 1) or to be done as homework and handed in at the start of the next lesson.

Unit 1.12 (Across Cultures)

Each *Across Cultures* unit follows this outline:

- *Lead-in*

Students are asked to complete a number of pre-reading tasks which get them thinking and talking about the topic, activate passive vocabulary and

exploit students' existing knowledge.

These tasks may involve describing and discussing photographs, expressing a personal opinion, predicting the content of the texts, and so on.

- *Main task*

Students then complete one or two tasks reflecting task types in the Russian National Exam, or which practise a skill or sub-skill necessary for the successful completion of a particular RNE task type.

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

- *Exploiting the texts*

Students complete a comprehension task based on the texts, to practise reading or listening for specific information, and then complete one or two tasks involving vocabulary items which have been presented in context in the passage. These tasks include explaining the meaning of certain words, matching words to their definitions and completing collocations.

- *Personalisation, extension & skills integration*

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

The unit concludes with a project which requires students to conduct research on the Internet and prepare a class presentation.

Procedure

Ask students to keep their books closed. Write the words 'accent' and 'dialect' on the board and elicit the difference between the two.

Then ask students to open their books at p. 28.

□ Exercise 1

Ask the students to complete the dictionary definitions. Confirm the answer with the class.

□ Exercise 2

Read the rubric and ask the students to read the sentences. Play the recording for students to listen and choose their answers. Check answers with the class and then play the recording again, pausing as necessary to confirm the answers.

□ Exercise 3

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

□ Exercise 4

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

□ Exercise 5

Present the task and provide examples of derivatives – e.g. *hope/hopeful(ly)*. Ask students to read the text and elicit the topic (what has influenced the English language). Ask students to look at each gap and elicit which gap requires a noun (1, 2, 5 & 6) and which of these must be in the plural (2 & 5) and then elicit what part of speech is required in the other gaps (3 – adjective, 4 – adverb). Ask students to complete the gaps correctly, and then check the answers with the class. Write the correct answers on the board.

Optional extension exercise: ask students to make other derivatives from the word e.g. *flexible (adj)*, *flexibility (n)*, *inflexible (adj)*.

□ Exercise 6

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

□ Exercise 7

Ask different students around the class to read the task instructions and questions aloud. Play the recording for students to listen as they read the texts again.

Then ask the students to discuss the questions in closed pairs. Move around the class monitoring the activity. When you feel the students have discussed all the questions, ask each pair to present one of their ideas briefly to the class.

□ Exercise 8

Read the rubric and ask students to complete the task. Check the answers with the class.

□ Exercise 9

Ask students to write down as many reasons for the importance of language learning as they can think of. Allow students 5 minutes for this task and then ask them to explain their reasons to a partner in closed pairs. You may wish to elicit reasons from different students around the class, writing their reasons on the board.

□ Project

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

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

Unit 1.13 (Literature)

Each *Literature* unit follows this outline:

- *Lead-in*

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

- *Main reading task*

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

- *Exploiting the texts*
Students complete a number of tasks involving vocabulary items which have been presented in context in the passage. These tasks include explaining the meaning of certain words, matching words to their definitions and completing collocations.
- *Personalisation, extension & skills integration*
Students complete one or two open-ended tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing), and involve students expressing a personal, imaginative response.

Procedure

Ask students to turn to p. 30 and look at the title of the book and the author's name. Elicit whether students have heard of the book and/or author, and if so, what they know.

□ Exercise 1

Read out the rubric and ask students to complete the task in closed pairs. Check the answer with the class

□ Exercise 2

Ask different students to read the rubric aloud.

Ask students to read lines 1-22 of the text and discuss the questions in small groups. Move around the class monitoring their discussions.

Then ask the students to read the rest of the text and check if their ideas are mentioned.

Finally ask the students to translate lines 1-22 into Russian and compare their translations with the other students in their group. You may wish to set the translation for homework to be handed in at the start of the next lesson.

□ Exercise 3

Ask students to look again at the Study Skills tip on p. 7 before beginning the task. Ask students to read the text again and complete the task, following the procedure recommended in the Study Skills box. Check all students' answers.

□ Exercise 4

Ask the students to read the statements and then read through the text again to determine if the statements are true or false. Check the answers with the class.

□ Exercise 5

Read out the rubric and ask students to scan the text and find the verbs listed. Each time students find a verb they should look to see if it has been used with one of the adverbs or prepositions listed. Ask students to write the phrase from the text in their notebooks.

□ Exercise 6

Ask students to write the animal names in their notebooks and then close their course-books. Read the rubric and play the recording for students to listen.

Ask students to open their books and check their answers in the text.

□ Exercise 7

Ask students to take turns to tell the story briefly in closed pairs. Go round the class to monitor the pair-work and assist with corrections or suggestions.

Discourage students from reading out sections of the text. You may wish to suggest to stronger students that they try to tell the story with their book closed.

□ Exercise 8

Read out the rubric. Ask students to ask and answer the questions in closed pairs. Move around the class monitoring the activity.

When you feel sure that students can cope with the task ask students to write their letter. This can be done as a timed exercise in class (20-25 minutes) or assigned for homework to be handed in at the start of the next lesson.

Unit 1.14 (Curricular Cut)

Modules 1, 2, 3 & 5 feature a unit called **Curricular Cut**. Each of these units contains a text related to a particular part of the school curriculum. Module 4 features a unit called **Green Issues** which contains a text related to an environmental issue. All of these units follow approximately the same outline.

• Lead-in

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

• Main task

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

• Exploiting the texts

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

• Personalisation, extension & skills integration

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

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

Procedure

Ask students to turn to p. 32 and look at the title of the text. Elicit or explain what it means.

□ Exercise 1

Ask students to look at the pictures. Elicit answers to the question in the rubric.

□ Exercise 2

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

Ask students to justify the correct choice in each case. Confirm that all students now have the correct answers.

□ Exercise 3

Read the rubric and play the recording. Ask students to complete the task in closed pairs. Go around the class and monitor the pair-work activity.

Finally, ask different students to tell the rest of the class one thing they found interesting and why.

□ Project

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

Progress Check

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

Procedure

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

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

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

Focus on RNE

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

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

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

Procedure

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

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

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

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

General Teaching Techniques

A – Presenting new vocabulary

Much of the new vocabulary in *Starlight 11* is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is presented in context and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

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

- *Miming.*
Mime the word to be introduced. For instance, to present *sing*, pretend you are singing and ask students to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions.*
Examples:
 - Present *store* by giving a synonym: *A store is a shop.*
 - Present *tall* by giving its opposite: *He isn't short, he's tall.*
 - Present *weekend* by paraphrasing it: *I don't work at the weekend. I don't work on Saturday and Sunday.*
 - Present *garage* by giving a definition: *A garage is the place next to the house where we put our car.*

- **Context.**

Place vocabulary items in context, with examples which make understanding easier and more complete. For instance, introduce the words *city* and *town* by referring to a city and a town in the students' own country: *Moscow is a city, but Belgorod is a town.*

- **Visual prompts.**

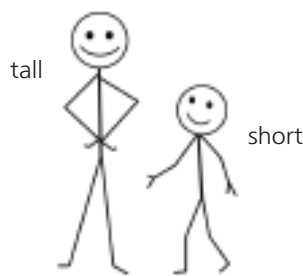
Show photographs or drawings to make understanding easier.

- **Use of (bilingual/monolingual) dictionary.**

Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.

- **Sketching.**

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



- **Use of LI.**

In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation.

Students also need to compare their mother tongue to the English language to find similarities and/or differences.

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

B – Writing

All writing tasks in *Starlight II* have been carefully designed to guide students closely in producing a successful piece of writing.

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

C – Synergy

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

D – Assigning homework

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

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

Commonly assigned homework tasks include:

- **Vocabulary.** Students memorise the meaning of words and phrases.
- **Writing/Project.** After thorough preparation in class, students are asked to produce a complete piece of writing.

E – Correcting students' work

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

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

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

F – Class organisation

- *Open pairs.*
The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.
- *Closed pairs.*
Pairs of students work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.
Stages in pairwork:
 - Organise students into pairs
 - Set the task and time limit
 - Rehearse the task in open pairs
 - Ask students to do the task in closed pairs
 - Go around the class and help students
 - Pairs report back to the class.
- *Groupwork.*
Groups of three or more students work together on a task or activity. Class projects or roleplay are often most easily done in groups. Again, ensure students clearly understand the task in advance.
- *Brainstorming.*
Students work in pairs, groups or as a whole class, suggesting the items (words, facts etc according to the particular task) which first come to mind, in any order and as quickly as possible. The items are then selected, ordered etc as the task requires.
- *Rolling questions.*
A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

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

Types of Learning Styles

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

- *Visual Learners* need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.

MODULE 1

Unit 1.1

Exercise 1 (p. 6)

The man in the picture is a famous Italian actor called Roberto Benigni.

He is playing the character of Pinocchio from a popular children's story. Pinocchio was a puppet made of wood that magically came to life. Every time he told a lie his nose would grow longer.

Exercise 2 (p. 6)

The title suggests that people communicate through body language. When Pinocchio's nose grew everyone knew he was telling a lie. So Pinocchio's body language, told the truth. I think the text will be about how our body language shows people what we are really thinking or feeling.

Exercise 4 (p. 7)

reliable – likely to be correct

rushes – moves quickly

basics – simplest ideas

interpret – understand the meaning

convince – make someone believe sth is true

scratch – rub fingernails against the skin

involuntary sign – unconscious physical response

assume – suppose

convincing – believable

concentrating on – focusing on

key – the deciding factor

claiming: saying sth is true

itchy: having an uncomfortable feeling on the skin which makes you want to scratch

defensive: protective

posture: a particular position in which sb stands or sits

speak volumes: convey a lot of information

movements: changes of position

breaking a business deal: causing a business deal to fail

downside: a disadvantage

put their guard up: become reserved

attempt: an effort

Exercise 5 (p. 7)

- 1 **Non-verbal** communication helps you decide if somebody is lying.
- 2 **Body language experts** understand all the signs somebody uses while talking.
- 3 It took him a lot of hard work to **build his reputation** as a good doctor.
- 4 We all possess **powers of persuasion**.
- 5 Learning about posture and body language really helped me to **improve my confidence**.

- 6 Looking at his **crossed arms**, I knew he was furious.
- 7 Certain **facial expressions** reveal that you aren't listening to what I'm saying.
- 8 If someone comes too close to me I feel its an invasion of my **personal space**.
- 9 You shouldn't worry about **minor matters**.
- 10 I'm sure he won't **break his business deal**.

Exercise 6 (p. 7)

The writer is generally very happy with his job. He says that he has, 'dedicated his life to studying,' body language. It gives him, 'a great deal of satisfaction,' and he believes he is, 'providing a public service'. However, there is a, 'downside,' and it, 'makes (his) life difficult at times.' All in all, though, the problems are, 'a small price to pay for a job he enjoy(s) so much.'

I wouldn't choose to do this kind of job because I would like to believe that most people tell the truth.

Unit 1.2

Exercise 1 (p. 8)

Ben has his hands on his hips and he is tapping his foot. His face is red and his eyes are narrowed. His forehead is wrinkled and he has clenched teeth. **Ben is angry.**

Ryan has his head down. He has a downturned mouth and his eyes are cast down. His arms are folded.

Ryan is sad.

Phoebe's eyelids are lowered and she is blushing. She is giggling. Her feet are turned inwards and she is clasping her hands. **Phoebe is embarrassed.**

Beth's eyes are wide open and her eyebrows are raised. Her mouth is open and she has her hands raised.

Beth is shocked.

Exercise 4 (p. 8)

- | | |
|----------|--------|
| 1 glance | 2 wink |
|----------|--------|

Exercise 7 (p. 9)

- 1 I think the best actor in the world is Al Pacino.
- 2 The funniest person I know is my brother, Harry.
- 3 The most tiring job is being a builder.
- 4 The most expensive restaurant in my town is called La Scala.
- 5 The coldest place in my country is Oymyakon in Siberia.
- 6 The most difficult language in the world is Chinese.
- 7 The windiest place in my country is Kandalaksha.

Unit 1.3

Exercise 1 (p. 10)

The main picture is of a group of musicians playing at an open-air concert. The smaller picture is of people sitting in a field watching something. The two pictures are related because the people in the field are probably the audience at the concert.

People enjoy events like this because they feel they are coming together to share something. Festivals like these usually take place in the summer and people like to get out and enjoy the good weather.

Exercise 2 (p. 10)

I like dance music because I like to escape from my problems and when I'm dancing, the only thing I'm thinking about is the music and how it makes me feel.

Exercise 3 (p. 10)

A: It probably means that music says everything you want to say in the shortest time possible. You don't need to go into long explanations and I would agree with that.

B: Yes, but it mentions emotions, so I think it means that music says things we can't put into words and expresses things better than words. I would definitely agree with the quotation.

Exercise 5 (p. 10)

pours: flows quickly

horizons: limits of what someone knows or is interested in

unique: one of a kind, not repeated

talented: with lots of natural ability

motivation: reason for doing sth

brotherhood: friendship between men

sisterhood: friendship and support between women

improve: get/make better

swap: exchange

multitude: large number of people or things

unmistakably: obviously

barriers: obstacles which prevent understanding

drifts away: leaves slowly

If it **pours** with rain again like it did yesterday we will get soaking wet.

Embracing other cultures helps to broaden our **horizons**.

Our fingerprints are **unique** to us.

My sister is very **talented** at playing the violin.

Wanting to help sick people was the **motivation** behind my decision to become a doctor.

There is a strong feeling of **brotherhood** amongst the football team.

Women fighting for their rights have a sense of **sisterhood**.

I need to **improve** my grades if I don't want to disappoint my parents.

We **swapped** phone numbers with the people we met on holiday.

I don't want to **dampen** her spirits by telling her the concert has been cancelled.

There were a **multitude** of problems the government needed to solve.

His reaction to her comments was **unmistakably** hostile.

There can be many **barriers** to learning a language.

As they pulled up the anchor, the boat slowly **drifted away**.

Exercise 6 (p. 10)

- 1 Radiohead were the **main attraction** at the festival.
- 2 You can buy **hand-crafted goods** at the market.
- 3 We can **broaden our horizons** by listening to music from different cultures.
- 4 Musicians at the festival **swap stories** about life on the road.
- 5 People in wellies is a **common sight** at a music festival.
- 6 Music can break down **language barriers**.
- 7 After the concert, we were all in **high spirits**.
- 8 If you **get the chance** to go to a WOMAD festival, you should go.

Exercise 7 (p. 11)

The reasons that the writer gives for the popularity of events like the WOMAD festival are:

- that music is a universal language and brings people together
- activities designed for children
- workshops
- multi-media exhibits
- stalls selling all kinds of hand-crafted goods

Exercise 8 (p. 11)

I do not think music alone can create peace in the world, but I do believe that it has the power to bring people together despite their differences. Music can be seen as an international language, which many people from different countries in the world understand. There is so much fighting in the world over differences in the way we look, speak and behave. But people from different cultural backgrounds can share the enjoyment of a particular style of music or band. In the last few years we have seen many occasions when music has helped to bring people together on issues such as the environment and world hunger. Artists have supported peace demonstrations or even organised whole events to promote peace and anti-war messages.

Exercise 9 (p. 11)

Hi Craig!

How are you? I'm having a great summer. I must tell you about an interesting festival I went to last week. It's called the WOMAD festival which means The World of Music, Arts and Dance.

I went with my classmates, Ben and Charlotte. Ben drove us in his car but we all pitched in for petrol. When we got there, it was already packed with people. It was interesting to hear bands from all over the world play their music. There were loads of stalls there selling hand-crafted goods and I bought a colourful scarf. I wear it all the time now.

The weather wasn't so great though. We had to cover our trainers with plastic bags to protect them from all the mud. We looked silly, but so did everyone else, so it didn't matter. Everyone still seemed to be having a good time. We're planning to go again next year. Maybe you could join us.

Anyway, must go. Keep in touch.

Sue

Unit 1.4**Exercise 4 (p. 12)**

- 1 She left the room angrily, **muttering** under her breath.
- 2 Stan **whispered** something in Jane's ear, but she could hardly hear him.
- 3 She **screamed** in terror when she saw the huge spider.
- 4 If you get into trouble, **yell** at the top of your voice.
- 5 He **breathed** with difficulty because of his heavy cold.

Exercise 6 (p. 13)

At a leisure centre you can play table tennis.

At an amusement arcade you can meet your friends.

At a cinema you can eat popcorn.

At a funfair you can visit the Haunted House.

At a circus you can laugh at the clowns.

At a rock concert you can dance to live music.

At a youth club you can hang out with people your own age.

Exercise 7 (p. 13)

A: Would you like to go to the circus this weekend?

B: Well, I'm not sure.

A: Where would you rather go, then?

B: I have two tickets for the Radiohead concert on Saturday night. Do you fancy going?

A: Not really. I'd rather go to the circus than see that band. I don't really like their music.

Exercise 8 (p. 13)

Sally cried because she didn't get to watch a film.

Unit 1.5**Exercise 1 (p. 14)**

The clown in the top picture, holding a bag, is Oleg Popov. My parents remember him from when they were young. Clowns don't speak, they mime. 'Mime' is one of the words in the title.

The young man in the middle of the page is Dima Bilan. He is one of my favourite singers – the title includes the word 'music'.

Exercise 2 (p. 14)

Words are not the only way to communicate. People who do not speak the same language communicate with each other using body language. To express feelings we often use facial expressions, changing the mouth to form a smile when we are pleased or a down turned mouth when we are not pleased. We shake our heads to indicate 'no' and nod our heads to indicate 'yes'. Sometimes people mime actions such as moving the arms as if running without actually moving the legs.

Exercise 5 (p. 14)

- 1 Micheal Jackson was a **living legend** throughout his career.
- 2 JK Rowling has **received** many **awards** for her books.
- 3 The sculpture of a giant spider has been called a **modern masterpiece**.
- 4 The gymnasts demonstrated **remarkable skill** in the competition.
- 5 Madonna's **international career** involves a lot of travelling.
- 6 Many young singers would like to **follow in her footsteps**.
- 7 Blending different styles of dance resulted in an **innovative performance**.
- 8 Over the years he **built a reputation** for being one of the best in his field.
- 9 The beautiful music stirred **powerful emotions** in the audience.
- 10 Some of the greatest **works of art** are in Vatican City.

Exercise 6 (p. 14)

hilarious – extremely funny

revolutionised – completely changed the way sth is done

controversy – dispute involving strong disagreement

guaranteed – ensured

graceful – with smooth, elegant movements

prestigious – respected and admired

genre – type of music, film, painting etc

compassion – feeling of sympathy for others

Exercise 7 (p. 15)

I went to see a production by the Chelyabinsk Contemporary Dance Theatre last night. It was fascinating and one of the most innovative performances I have ever seen. It was choreographed by Olga Pona. Basically it is a form of modern dance but she blends elements of folkdance and modern movement together very cleverly. Sometimes there is music and even speech and at other times there is simply silence and movement. I thoroughly recommend going, it is a unique experience.

Exercise 8 (p. 15)

It must be quite scary to perform in front of an audience. If I had to do this I would prepare extremely carefully so that I felt confident. I would practice again and again to make sure that I knew exactly what to do. After the performance I think I would feel very relieved and if the audience seemed to enjoy my performance, I would feel very pleased and proud.

Unit 1.6

Exercise 2a (p. 16)

cheerful – miserable
broad-minded – narrow-minded
patient – impatient

Exercise 2b (p. 16)

Dennis is doing very well this term. He is **1) polite** to his teachers and he is very **2) sociable** with the other children. In fact, he is very **3) calm** in his behaviour towards everybody. He is very **4) hard-working** in class and this makes him very **5) popular**.

Exercise 3 (p. 16)

I think you are very generous because you share everything with your friends.

I think you are optimistic as you always look on the bright side of life.

I think you are also an intelligent girl as you always do well in tests and have a very good memory.

Exercise 4 (p. 16)

- be on cloud nine:** be extremely happy (*positive*)
- be in high spirits:** be extremely happy/enjoying themselves (*positive*)
- keep her chin up:** be optimistic/remain cheerful (*positive*)
- jumped out of his skin:** was very surprised/shocked (*negative*)

- I'm on cloud nine!
- We're all in high spirits and having lots of fun.
- What was that? I nearly jumped out of my skin!

Exercise 6 (p. 16)

- The thieves **ran off** down the street with the police chasing them.
- We put our cousins on the train and **saw** them **off** on their journey home.
- I am **standing in for** the boss today as she is ill.
- I can **put you up** for the weekend.
- I really need to **take up** a sport this year.
- He **cut up** the newspaper and stuck the article in an album.

Exercise 7 (p. 17)

- They invited **such** a lot of people that there was nowhere to sit.
- She has been practising every day **so that** she does well in the contest.
- You should drive slowly **in case** the road is slippery.
- He asked his friend for a lift **since** he was late for work.
- He didn't comment on her new hairstyle **so as not to** upset her.
- They have closed the road **due to** a heavy snowfall.
- He declined the invitation **on the grounds that** he was working that weekend.

Exercise 8a (p. 17)

He/She is upset after a long day and failing an exam.

Exercise 8b (p. 17)

- A: Is everything OK?
B: Actually, I've lost my handbag.
A: Oh no!
- A: What's wrong with you?
B: My computer broke down and I've been in a bad mood all day.
A: I see. That's too bad.
- A: Are you alright?
B: No. The thing is I've had a tooth taken out and I don't feel so good.
A: Oh, dear.
- A: Are you upset?
B: Yes, I am. I wanted to attend a rock concert but there were no tickets left.
A: That's a shame.

Exercise 10a (p. 17)

- 1 *My friend is not as sociable as me.*
- 2 *My parents are kind and generous.*
- 3 *My teachers are very helpful.*

Exercise 10b (p. 17)

- 1 *I love my friend because she always helps me no matter what the problem.*
- 2 *I appreciate my parents for all the sacrifices they make for me.*
- 3 *I value my teachers as they teach me new skills.*

These sentences differ from those in Ex.10a because these sentences provide a reason for the statement at the beginning. In Ex.10a the sentences are purely describing the person's character; in these sentences they tell us about what the person does.

Unit 1.8**Student A – Task 1 (p. 20)**

(See *Tapescripts* section – Unit 1.8 *Speaking Task 1* p. 20)

Questions for Student B – Task 1 (p. 20)

- I don't think public transport is too expensive in my country. As a student I pay special reduced prices which makes it even cheaper.
- It would help pollution levels a lot if private transport was banned from city centres.
- We have a good public transport system with buses, trams and a train service.
- The public transport system in our area could be improved if the buses ran more frequently. At some times in the evenings there is only one bus an hour.
- I use public transport regularly to travel to and from school.

In the model answer the speaker doesn't approve of private transport because it causes a lot of pollution and it is expensive. The speaker says that people would be healthier and have more money if they didn't use their cars.

Task 2 (p. 20)

(See *Tapescripts* section – Unit 1.8 *Speaking Task 2* p. 20)

The speakers agree on the camera. They say it would make a great gift because it's fun to take pictures and it would be a good hobby. They agree that it is easy to take great pictures with modern cameras. They think that although it may be expensive, it would be useful.

Student B – Task 1 (p. 21)

(See *Tapescripts* section – Unit 1.8 *Speaking Task 1* p. 21)

Questions for Student A – Task 1 (p. 21)

- I don't think that young people today are more

interested in foreign travel than previous generations because they can see places all over the world on the TV and the Internet. They do not need to travel to other places to appreciate them.

- When travelling abroad people experience other cultures and I think this makes them more tolerant of the customs and traditions of other people because they have a greater understanding of them.
- Tourism can be good for the environment if it encourages visitors to contribute in some way to the improvement of the environment. This can be financial or by providing volunteer services.
- Many foreign tourists visit our city because it has famous tourist attractions.
- I would prefer to travel at home because our country has many beautiful and interesting places to discover.

The speaker says foreign travel can be educational if the traveller is interested in learning about the place they are visiting.

Task 2 (p. 53)

(See *Tapescripts* section – Unit 1.8 *Speaking Task 2* p. 21)

The speakers decide on the reunion party because all the people will be able to tell each other stories about the past at the school.

Unit 1.9**Exercise 1 (p. 23)**

- 1 answering a complaint (*complex sentence structure*)
- 2 giving information (*impersonal style*)
- 3 invitation (*pronoun omitted*)
- 4 giving information (*full forms*)
- 5 refusing an invitation/expressing regrets (*short forms*)
- 6 invitation (*personal style*)
- 7 accepting an invitation (*impersonal style*)
- 8 accepting an invitation/invitation (*personal style*)
- 9 job application (*advanced vocabulary*)
- 10 invitation (*personal style*)
- 11 invitation (*colloquial expressions*)
- 12 expressing thanks (*full forms*)
- 13 expressing congratulations (*short form*)
- 14 giving news (*colloquial expression*)
- 15 giving information (*impersonal style*)
- 16 offer (*complex sentence structure*)
- 17 expressing congratulations (*advanced vocabulary*)
- 18 asking for news (*colloquial expression*)
- 19 invitation (*advanced vocabulary*)
- 20 expressing regrets (*serious style*)

Exercise 2 (p. 23)

- 1 D informal
techniques: omission of subject pronoun before *wanted*, contractions in *couldn't/I'm, come up* (phrasal verb), *out of the blue* (idiomatic expression), *take care, keep in touch*, informal expression to sign off
- 2 A formal
techniques: no contractions in *I am writing/I am very interested/I have included, in response to, consider, I look forward to, in the near future*, formal language and formal expression to sign off
- 3 B informal
techniques: omission of subject pronoun before *Hope*, contraction in *I'm writing*, informal expression to sign off
- 4 C formal
techniques: no contractions in *I am writing/ you will investigate/I have described*, use of passive voice in *that have been made*, formal language and formal expression to sign off in *no longer the case, I trust, take action, I look forward to, in the near future*,

Exercise 3 (p. 23)

- 1 Dear Christine,
How are you? Hope you are feeling more relaxed now that your exams are over. I was wondering if you I'd like to come and stay at my house next weekend, if you don't have anything else planned.
.....
Anyway, I have to sign off now. Don't forget to let me know if you can make it next weekend. I'd really love to see you.
Lots of love,
Roberta
- 2 Hi Bobby,
I've just heard the great news that you passed your exams! Well done! I know you were really worried that you weren't going to make it, so I'd like to send you my warmest congratulations.
.....
Congratulations once again on passing your exams. Drop me a line and let me know what you did to celebrate.
Regards,
Jonathan

- 3 Dear Mr and Mrs Morris,
I hope this letter finds you well. Now that I am back home again, I'd just like to thank you both for making my visit such a pleasant one. I really enjoyed my fortnight staying with you.
.....
Thank you again for your hospitality and for making me feel so at home.
Best wishes,
Martha

Unit 1.10

Exercise 1 (p. 24)

- A imaginary situation:** You have bought a TV which is not suitable and the shop assistant was rude
imaginary reader: company's Complaints Department manager
style: formal
type of writing task: letter of complaint
specific topic(s): mistake, the rudeness of the shop assistant when returning the TV – what you want the manager to do
- B imaginary situation:** You are interested in getting a summer job.
imaginary reader: supervisor of a summer camp
style: formal
type of writing task: email applying for a job
specific topic(s): your qualifications/experience – why you think you are suitable for the job
- C imaginary situation:** You have just returned from a visit to your pen-friend's house.
imaginary reader: the parents of your pen-friend
style: semi-formal
type of writing task: letter of thanks
specific topic(s): thanking parents for their hospitality – how your visit helped you improve your English
- D imaginary situation:** You have won first prize in a short story competition.
imaginary reader: your English pen-friend
style: informal
type of writing task: letter giving news
specific topic(s): winning first prize for your short story – how this could change your life

Exercise 2 (p. 24)

Model A is a formal letter. It uses formal language (*to inform you, as you are aware, in addition, Please contact, to arrange for, etc*), there are no contractions, the passive voice is used (*has been chosen*), a formal expression is used to sign off.

Model B is an informal email. It uses informal language (*You're not going to believe this!, You know, Well, Talk to you soon.*), contractions are used (*You're, I'm, I'll, Aren't*), rhetorical questions are used (*Remember that short story competition I entered?*), idiomatic expressions are used (*on cloud nine*), exclamation marks are used, informal expressions (*Talk to you soon*) are used without the subject pronoun, an informal expression is used to sign off.

Model B is the answer to rubric D in Ex. 1.

Exercise 3 (p. 25)

- 1 an apology for a delay in writing
- 2 the reason why you must end the letter/email
- 3 wishes/greetings to the person's family
- 4 showing gratitude
- 5 wishes
- 6 question/wish about a person's health
- 7 a request to the person to reply soon
- 8 the reasons why you are writing

Exercise 4 (p. 25)

- A** main body para 1: ask your pen-friend what clothes would be suitable to take
main body para 2: ask for directions on how to get to their house
- B** main body para 1: give a description of how you have been spending your time on holiday up till now
main body para 2: invite him/her to spend a week with you
- C** main body para 1: refuse the invitation to go on the cruise
main body para 2: give the reason(s) you are unable to go

Exercise 5 (p. 25)

The model answers rubric A.

- main body para 1: thanks friend for invitation and gives reason for writing
- main body para 2: asks about the kind of clothes the writer should bring
- main body para 3: asks for directions to reach the house
- main body para 4: asks for a reply and sends greetings to family

Exercise 6 (p. 25)

Dear Stephanie,

I'm writing to you from Cornwall. We are on holiday here, staying in a country cottage in a pretty village and we will be here for the whole month.

Our first few days have been really brilliant, the weather has been lovely and we have been exploring the local area. We have been swimming and walking and all this exercise has made me very hungry. I am really enjoying the local food; lots of fresh fish, vegetables and ice cream. We've also had Cornish pasties (which are a local speciality) and they are delicious!

Why don't you come and join us for a week? It would be great if you could. If you can come, just let us know and we will pick you up from the station. I hope you do, it would be such fun!

I'm off for a walk on the beach now. Do let me know if you can come and stay with us. Can't wait to hear from you.

Best Wishes,
Kirsty

Unit 1.11**Exercise 1 (p. 26)**

- A informal letter of invitation
- B informal letter refusing an invitation
- C informal letter accepting an invitation

Exercise 2b (p. 26)

- gives details ... theme: **paragraph 2**
- invites the person ... time: **paragraph 1**
- asks the person ... come: **paragraph 4**
- invites the person ... night: **paragraph 3**

Exercise 3 (p. 26)

Of course I'd love to come. I wouldn't miss it for anything, ...

Exercise 4 (p. 27)

- A** main body para 1: tell pen-friend the best time of year to visit your country
main body para 2: advise on the most important places to see
- B** main body para 1: make first suggestion on how to avoid study stress and outline its benefits
main body para 2: make second suggestion on how to avoid study stress and outline its benefits

Exercise 6a (p. 27)

- | | |
|-------------------|---------------------------|
| 1 you should | 4 Why don't you (go) |
| 2 If you do this, | 5 it's best not to |
| 3 Why don't you | 6 I hope my advice helps. |

Exercise 7 (p. 27)

Dear Ben,

Thanks for your letter. Sorry I haven't replied sooner but we have been very busy revising at school lately. I'm thrilled you're coming to Brazil and here are a few answers to your questions.

If I were you, I'd come in time for this year's carnival. It's held in February, which is a summer month here, so if you come then you will be sure of good weather! That way we could spend some time together, as I am on holiday from school then. You shouldn't miss Rio's main attraction.

You should also visit the world famous Copacabana Beach and the statue of Christ the Redeemer on Corcovado Mountain. Apart from Rio, another idea is to explore the Amazonia National Park or the Iguacu Falls, both of which are a paradise for nature lovers. It's best not to go to Sao Paulo, though, unless you're a real city fan. It's Brazil's most populated city and has some really huge skyscrapers.

Hope I have given you a few helpful ideas. Write back soon and let me know when you decide to come.

Lots of love,
Ursula

Unit 1.12

Exercise 4 (p. 28)

- standardised** – made to conform
- preservation** – protection/maintenance
- isolated** – difficult to reach
- evolved** – developed gradually
- adopted** – taken up
- adapt** – change/modify
- user-friendly** – easy to use or understand

Exercise 6 (p. 28)

- lingua franca** – a common language used by speakers of other languages
- absorbed** – taken in
- process** – a series of actions that achieve a particular result
- conquered** – defeated by force
- took root in** – became established
- variations** – slightly different forms

Exercise 7 (p. 29)

- I think regional dialects are important to a language because things should not always be identical, it's boring. Nothing in nature is exactly the same. Different

regions of a country have different landscapes and features and this adds to the richness of our culture. So it should be with language. Therefore I believe that regional dialects should simply be accepted. They should be neither encouraged nor discouraged.

- I think regional dialects should be discouraged because it would be better to standardise the language in order that everyone understands each other. When people misunderstand each other it can eventually lead to conflict. Differences make people feel apart from others and this can become an unhealthy influence on the unity of a society.

Exercise 8 (p. 29)

char: means tea e.g. a cup of char. This is the same meaning as the Original Chinese word.

hoi polloi: is used to refer to ordinary people as compared to rich people. It is generally used in a rather rude tone or a humorous way.

apparatchik: means a person who works for the government and always obeys rules and is used negatively in English.

Exercise 9 (p. 29)

It is important to learn languages in the modern world because we need to be able to communicate with people from different parts of the world. Knowing another language, or languages, can help in career prospects and can also be useful when travelling. Learning another language can give insight into other cultures, too. When you learn a language you don't only learn how people speak but also about their attitudes to life and their customs. I think everyone should learn at least one foreign language and the earlier they begin to learn it the better.

Project (p. 29)

To begin with, the language spoken in England was a variety of regional dialects. Eventually, one of them came to be recognised all over the country. This old English language was then further influenced by invaders over the years.

Originally the Russian language started out as a closely related group of dialects too. Gradually a common language was used for literary and commercial purposes and the Church played a large role in creating one official language.

The languages continue to change with time, some new words are added and other words disappear from use. Some words change because they are adaptations of words used previously. Other words are adopted from other languages and new terminology is introduced due to technological advances.

On the other hand, some words are used less and less, until eventually they disappear from our vocabulary. If

we take a dictionary from 100 years ago and compare it to a dictionary published last year we will notice many such differences. Language is a living entity that reflects our changing world.

Unit 1.13

Exercise 1 (p. 30)

Doctor Dolittle has a strong love of animals and from the picture it seems that the animals love him.

Exercise 2 (p. 30)

If Dr Dolittle can learn how animals communicate he can use this to talk to the animals and to understand what they are trying to tell him.

In the rest of the text I think it will say how he learns animal language.

Exercise 5 (p. 31)

- put down** ... Polynesia gave him bird words to put down in the book ... (line 25)
- gave up** ... he gave up being a people's doctor ... (line 30)
- came round** ... an Italian organ-grinder came round with a monkey ... (line 61)
- took away** ... he took away the monkey from the Italian ... (line 64)
- look after** ... he would look after the monkey from then on. (line 68)

Exercise 8 (p. 31)

Dear Trixie,

As you know, long haired cats like us can often have problems with fur balls. Recently, I had this problem so I went to see the new doctor. His name is Dr Dolittle and he is amazing. First of all he can understand what you tell him, which is marvellous. I am fed up with doctors assuming they know what my problem is without listening to what I tell them. This doctor listened to me carefully and understood my problem. He gave me some medicine and also advised me to eat plenty of grass which would help get rid of the fur balls. While I was there I saw lots of other sick animals. There was a chicken with a terrible cough and a squirrel who couldn't sleep. Dr Dolittle helped them too.

It is so good to have such a great doctor in our area. If you ever have a problem, you should definitely go to see him.

I hope you are well.

Regards,
Princess

Unit 1.14

Exercise 1 (p. 32)

- **on the attack:** snake – its head is raised, its fangs are exposed and it's shooting out poison

- **trying to scare something away:** blowfish – its body is puffed up and covered in spikes
- **affectionate/playing:** elephants – their tusks and trunks are interlinked and one seems to be putting its trunk into the other's mouth
- **affectionate:** horses – they are touching the tips of each other's noses as if they are kissing

Project (p. 32)

Chimpanzees communicate in a number of different ways. To start with they greet each other by touching hands. They warn each other of danger by screaming and making loud noises. When they move their lips a lot, they are scared. They show affection by hugging and grooming each other.

Focus on RNE

Speaking – Task 1 (p. 36)

I am going to talk about the value of homework.

Although nobody likes having homework to do, it is an important part of learning. It gives students an opportunity to look at what they have been taught in class and practice or make sure they understand it in their own time. Sometimes it gives students an opportunity to consider any questions they might have about the topic.

However students should have time for other activities after school too and not only homework. This is important because after studying all day at school, students need to rest their brains. Concentration levels fall after long periods of study and education experts recommend regular breaks and changes of activity.

When students move on to university they will need to read and study their chosen subject on their own. Homework in the earlier years of education prepares them for this. It develops the ability to organise their studies and discipline themselves.

Many teachers complain about the amount of time they spend marking homework. However by looking at what students can do on their own, a teacher can see where students are having difficulties and help them in these areas. It is a way of assessing students' progress and as such it contributes to their lesson planning because they know what areas to focus on in the lesson to help the students learn.

Writing – Part 2 (p. 36)

In the past decade reality television shows have become some of the most popular shows on television. But despite their popularity they are often criticised for being very low quality television. As far as I'm concerned, some reality television shows can be enjoyable entertainment while others can exploit the people taking part in them.

Many of the shows are popular because audiences can see how other people behave when they live together

under stressful conditions. Sometimes the people in the show are humiliated and sometimes they can appear very courageous. It seems to me that audiences enjoy this type of reality show because the people who take part are just ordinary people and viewers can imagine themselves in their shoes. Unfortunately, this type of show can be very poor quality and may exploit the people who take part.

Another type of reality show that attracts large audiences is the one based on some kind of talent. The participants usually want to become famous as singers or dancers. This type of programme shows ordinary people making their dreams come true and audiences can relate to this idea. Also, it can be very entertaining watching talented performers on these programmes.

Overall, I believe that reality television shows are popular because they offer the audience the chance to escape from their own lives and to feel the experiences of the people who participate in the shows. Sometimes reality television shows can be very poor quality but they can also be very entertaining.

MODULE 2

Unit 2.1

Exercise 1 (p. 38)

There are some people in a Land Rover. It looks like they are on safari and that they have just seen an animal. The other photograph on page 42 shows some giraffes. The picture on the opposite page is of an African tribesman. I think that people go on holiday to Africa because you can see strange and exciting animals there. Tourism gives local people jobs and money. Tourism can help the animals because locals set up conservation schemes for the benefit of tourists.

Exercise 3 (p. 39)

Before **dawn breaks**, the birds are already singing. London has a diverse population but, generally, people **live in harmony** together.

At resorts where beaches are cleaned up, **tourism flourishes**.

The African plains **support** all kinds **of life**, from the smallest insect to the largest mammal.

All you need to **grow food** yourself is a little patience.

The **conservation area** has been a real success: the number of birds has doubled over the past two years.

The **water supply** is not reliable so we often have to drink bottled water.

The Masai **make use of** their local knowledge to act as guides for tourists.

Exercise 4 (p. 39)

- 1 **roads:** routes
- 2 **housing:** dwellings

- 3 **change:** transition
- 4 **thrive:** flourish
- 5 **means:** resources
- 6 **facilities:** amenities
- 7 **feed:** graze
- 8 **restricted:** confined
- 9 **made illegal:** outlawed
- 10 **wander:** roam
- 11 **rules:** reigns
- 12 **everlasting:** permanent

gathering place: a location where people or animals come together

nomadic lifestyle: not having a permanent home; moving from place to place

natural habitat: the normal place for sth to live

migratory paths: the routes animals take when moving between their seasonal habitats

multiple-use area: a place that has many uses

shaved heads: with hair cut off completely

bustling community: a busy place where people live and work

Exercise 5 (p. 39)

The Masai way of life has changed very much in recent years. Once they roamed wherever they wanted but now they are restricted to a small area.

Lately, the Masai population has risen dramatically and this has put a strain on resources. As people move to the villages, the demand for farmland, water and electricity grows. But conservationists do not want the Masai to have a permanent settlement as they worry that it would interfere with the migratory paths of wild animals.

The authorities want to move the Masai out of the region where they have settled in order to protect the natural habitat of the animals, but the Masai refuse to go. Their lives are becoming more modern and they want to stay in permanent dwellings in their traditional lands.

Exercise 6 (p. 39)

The Masai are no longer free to follow their old nomadic lifestyle. They are confined to a small area and are not allowed to grow very much food or to build homes. The conservation authorities have said that if the Masai would like to have a permanent settlement, they must first move from the Ngorongoro. If I were a Masai, I would choose to move. Hospitals, schools, electricity and running water are vital for any community.

Unit 2.2

Exercise 5 (p. 41)

- 1 A renewable source of **clean energy** would solve most environmental problems.
- 2 I could see the fish swimming in the **crystal clear water**.

- 3 The sun shone in the **clear sky** as we set out for a picnic.
- 4 He hoped to make a **clean start** by moving to a new town.
- 5 It was a **clear case** of false arrest as he had a perfect alibi.
- 6 A good sentence should have a **clear meaning**.
- 7 Tina's **clear voice** was heard over the noise of the busy office.
- 8 I always need **clear instructions** so that I don't make any mistakes.

Exercise 6 (p. 41)

- | | |
|---------------|-----------|
| 1 came across | 4 hung up |
| 2 puts ... up | 5 put off |
| 3 put across | |

Exercise 7b (p. 41)

Animals can do some amazing things and circus shows can be very exciting but I think that forcing animals to perform is just wrong and clearly unacceptable. They can become stressed and even depressed, and this makes them dangerous to work with. It's a real shame that they cannot enjoy a free life in the wild.

Exercise 10 (p. 41)

At the moment I am feeling quite sleepy.

At 6 o'clock yesterday afternoon, I went for a jog.

I have **already** had three cups of coffee today.

I **never** get enough rest over the weekend.

Last summer I spent five weeks travelling around Crete.

At present, I am living in a very small flat.

I haven't managed to finish my homework **yet**.

It has been sunny every day **since** I came here.

I **always** like to take two credit cards on holiday, just in case one gets lost or stolen.

I try to do some kind of exercise **every day**.

Exercise 11 (p. 41)

Dear Henry,

I have been in Patagonia now for two weeks. It is even more beautiful than I thought it would be. I have seen whales and penguins and ships headed for Antarctica! Last week I went to the Torres del Paine national park where I spent five days camping and walking through the mountains. At night it was so cold that I couldn't sleep and there were icicles on the inside of my tent in the morning. But it was worth it. The scenery was spectacular and I even saw a condor.

I'm now in a town called Bariloche, a little further north. It's a ski resort but there are also many other attractions. I am staying with a local family and this

afternoon they are taking me out to see the lakes that the region is famous for.

Next week I'm heading to Brazil, which will be completely different. I'll send you another letter once I'm there.

Best wishes,

Olga

Unit 2.3

Exercise 1 (p. 42)

A volcanic eruption is when a volcano throws molten rock called lava, ash and steam out of its top. It is caused by a build-up of pressure deep below the Earth. An active volcano has recent activity and signs of earthquake activity, whereas a dormant volcano has shown no activity for quite some time. Mount Etna in Sicily is an active volcano and erupts constantly. Mount Vesuvius is dormant because it has not erupted for some time.

Exercise 2 (p. 42)

I think Vesuvius was a volcano that erupted thousands of years ago in Italy. It was special because the ash from the eruption covered all the people in the towns and villages nearby. Their bodies were preserved, like the one in the picture. I think the article will talk about what things were found by the archaeologists.

Exercise 4b (p. 42)

- 1 The word 'who' at the beginning of the missing phrase relates the words 'an older man' and 'her uncle'.
- 2 The words 'ash filled the air' and 'difficult to breathe'.
- 3 The action expressed at the beginning of the sentence 'the woman covered her face' is explained using 'in order to ...'.
- 4 The words 'body' and 'lying on a bed ...'.
- 5 The words 'project' and 'aimed at investigating'.
- 6 The words 'proof' and 'there will ... be ... eruptions'.

When matching the parts of sentences, it is the whole meaning of the completed sentence which determines the choice. This can be checked by seeing that other options do not make sense.

Exercise 5 (p. 43)

devastated – destroyed completely

livelihood – way of earning money

roar – loud frightening noise

pelted down – fell with great force

escape – get away

instinctively – without conscious thought

shielded – protected

concrete – specific and definite

scour – thoroughly search
millennia – thousands of years

Exercise 6 (p. 43)

- 1 Scientists are always on a **quest for information**.
- 2 There was a **thunderous roar** as the volcano erupted.
- 3 As soon as I came out of the water I had to **gasp for air** because I had run out of oxygen under water.
- 4 Pompeii was covered by **ever-thickening ash** when Vesuvius erupted.
- 5 When you **drill holes** in the wall, be careful not to hit a pipe.
- 6 The athlete made a **desperate attempt** to win the race but he only came second.
- 7 They found the **perfectly preserved body** of a mammoth in the ice.
- 8 The bodies could **provide evidence for** when and how they died.
- 9 Archaeologists are working at the **excavation sites** to find all the dinosaur bones.
- 10 They **set up a project** to help the endangered animals in the area.
- 11 You can get a **pumice stone** to rub the hard skin on your feet to make it smoother.
- 12 The escaped prisoners hid in the small **grove of trees**.

Exercise 8 (p. 43)

It has been a horrific day. The morning was clear and bright as usual. But around lunch time, the animals started to act strangely. It was clear that they were worried about something. Then, all of a sudden, the ground started to shake. At first I thought it was an earthquake, but moments later there was a deafening explosion and I looked round to see the top of the mountain had disappeared. I was terrified and didn't know what to do. An enormous black cloud began to fill the sky. Soon it had blocked out the sun. Then pieces of rock started to fall down from above. I covered my head and ran inside. The debris kept falling for what seemed like hours. When the dust eventually cleared and I went back outside, the village had completely disappeared. I had many friends there and at that moment I knew that I would never see them again.

Unit 2.4

Exercise 4 (p. 44)

- A: Listen to this. Firefighters saved twenty people from certain death in a blaze.
 B: That's amazing. They deserve a medal.
 A: You won't believe it. Some ferries have capsized in a flood.
 B: Oh, dear! That's tragic.
 A: Have you heard? Seven people have died in an avalanche in British Columbia.

- B: Oh, how awful!
 A: Listen to this. Thousands of people have been killed in a famine in Ethiopia.
 B: Oh, no. Don't tell me.
 A: You won't believe it. Hundreds of homes have been destroyed by a hurricane.
 B: Oh, dear. That's terrible.

Exercise 8 (p. 45)

- 1 **second conditional**: refers to a current state that is known to be false
- 2 **mixed second**: refers to a condition which is impossible because of a past event
- 3 **subject + would rather + subject + past tense**: refers to present using a past tense
- 4 **mixed second**: refers to a condition which is impossible because of a past event
- 5 **zero conditional**: refers to sth certain. Both clauses in the present tense
- 6 **second conditional**: refers to a current state or event that is known to be false or improbable
- 7 **third conditional**: refers to a condition which is impossible because of a past event

past subjunctive/second conditional: refers to a current state or event that is known to be false or improbable

Exercise 11 (p. 45)

Rosa – earthquake
 Liam – hurricane
 May – avalanche

Exercise 12 (p. 45)

The Indian Ocean tsunami that struck a few years ago was devastating. More than 200,000 people died and millions lost their homes. The disaster took place on December 26th, which is a holiday in my country, so I remember sitting around watching the events on television with all my family.

Unit 2.5

Exercise 1 (p. 46)

In picture A there is a climber using pickaxes to grip into the ice as he is climbing.
 In picture B I can see a type of sled with four people in it. They look as if they are racing the sled on ice.
 In picture C there are many husky dogs in front of a sled. There is snow on the ground and some trees in the background. Two people are on the sled and a third person is pushing.
 Picture D shows a mountain trail. There are some horses on a dusty track lined with trees. There are mountain peaks in the background. One horse is carrying something on its back and two people are riding the other horses.
 Picture E shows a man bungee jumping.

In picture A it looks very dangerous to be hanging by a rope off the side of a steep, frozen mountain cliff. It must be an incredible challenge mentally and physically.

In picture B the concentration of the team members must be very intense. They are wearing helmets so it must be a risky sport.

I would like to be in the sled in picture C and be pulled along by a team of husky dogs. I think it would be fun.

It must be very exhilarating to ride a horse in the mountains as in picture D. It looks bright and sunny and the air must be clean with no car fumes.

I think bungee jumping must be very scary but those who do it say it is a thrilling experience. I wonder what the man in picture E is thinking!

Exercise 2a (p. 46)

- 1 Bungee Jumping – picture E
- 2 no picture
- 3 Mountaineering – picture E
- 4 Dog-sled race – picture C
- 5 no picture
- 6 Bobsledding – picture B
- 7 Mountain trekking – picture D

I think mountaineering is the most challenging because you have to rely on your own skill and your body's strength to survive.

Exercise 3 (p. 46)

basin – crater

faint-hearted – fearful

recall – remember

panoramic – extensive

unfolds – opens up

bleak – barren/gloomy

symbolise – represent

suspense – tension

henchmen – supporters

hinder – obstruct

humiliation – embarrassment

obsession – passion

persistence – perseverance

assess – evaluate

terrain – landscape

- At the top of the volcano is a **basin** where the lava escapes from.
- Margaret is so brave she could never be described as **fainthearted**.
- Granddad likes to **recall** how he spent his youth.
- From the top of the London Eye you get a **panoramic** view of the city.
- As the story **unfolds** the plot gets more complicated.
- The mountain top was **bleak** and inhospitable.

- A white dove **symbolises** peace.
- Agatha Christie detective stories keep readers in **suspense** as to who did the crime.
- The gangster was surrounded by his **henchmen** who protected him.
- The injury will **hinder** the athlete's chances of winning.
- The **humiliation** of having to admit what he had done showed on his face.
- Peter has an unhealthy **obsession** with his weight.
- Gavin never gives up, he is known for his **persistence**.
- My teacher **assesses** our progress every week with a test.
- His new walking boots were ideal for the rocky **terrain**.

Exercise 4 (p. 46)

- 1 I am not sure he has the **will power** to complete the trek.
- 2 Realising he was not going to win the game, he completed the course at a slow **walking pace**.
- 3 All the **team members** were determined to help their captain win the competition.
- 4 I don't think Peter has the **in-depth knowledge** needed to be a member of our team for University Challenge.
- 5 At the end of the school year, all the students run in the annual **cross-country race** through the forest.
- 6 We were happy with the food at the camp, but we were not happy with the **sleeping arrangements**.
- 7 The film **in question** is based on a true story.
- 8 The **mountain range** forms a natural border between the two countries.
- 9 You must have all the right safety equipment if you want to go **rock climbing**.
- 10 The village was destroyed by the **molten lava** flowing down the side of the volcano.

Exercise 5 (p. 46)

I think that the University Challenge quiz programme is interesting because when you watch the programme you can test your own knowledge and also learn new things.

Exercise 6 (p. 46)

I would like to undertake a mountain trek for charity. It would be a great experience for me and at the same time I would be helping others. I am not sure if I am fit enough and so it would be a good idea for me to take part in a training weekend before I went. That way I would be prepared and I would learn what is required. I enjoy walking so this is the ideal challenge for me.

Unit 2.6

Exercise 1 (p. 48)

extreme sports → *rafting, rock climbing*

team sports → *hockey, volleyball*

water sports → *diving, swimming*

ball sports → *tennis, netball*

spectator sports → *cricket, basketball*

contact sports → *judo, boxing*

winter sports → *snowboarding, ice skating*

Exercise 6 (p. 48)

- 1 It is important to **take aim** at the target properly before firing.
- 2 He had been working hard all morning and it was time to **take a break**.
- 3 The competition **took place** in France.
- 4 I don't **make the rules**, I just work here.

Exercise 11 (p. 49)

A: I know you love water sports, so I think you'd be great as a white-water rafter.

B: Well I like swimming and water-polo, but white-water rafting? No, that's not for me. I don't think I could cope. It's dangerous, isn't it? I don't want to risk my life!

A: It's not as dangerous as you think. There are a lot of safety precautions and you're always with other experienced rafters.

B: I hadn't thought of that.

A: I just imagine you on the river speeding down the rapids.

B: You've got a point. I have been looking for something a bit different, something that would get me out of the city.

A: You see! You'd love all the excitement of being in the water and battling the elements. You get to test your limits and it'll give you an unforgettable experience at the same time. Why don't you give it a go? The white-water rafting group I belong to is looking for some new members and you're more than welcome to come along on Saturday.

B: You might be right, actually. Ok, I'll come. Let's live a little!

Exercise 12 (p. 49)

Extreme sports are thrilling, but I'm too scared to try most of them. For example, I love snowboarding and scuba-diving, but I would never try sky-diving or free diving. I don't mind risking a broken leg, but if there's a chance I'll lose my life then I don't want to do it.

Unit 2.8

Student A – Task 1 (p. 52)

(See *Tapescripts* section – Unit 2.8 Speaking Task 1 p. 52)

Questions for Student B – Task 1 (p. 52)

- In order to be good at preparing for challenges people need to be determined to succeed and well motivated.
- I think it is a good thing to be competitive because it helps you put the maximum effort into whatever it is you are doing.
- People should be aware of their own limits when trying to achieve challenges as far as it keeps them alive. However the whole point of a challenge is to stretch your limits and attempt to go beyond what you know you are capable of. As long as you have good training and safety awareness this is OK.

The speaker enjoys mental and physical challenges. The speaker plays football and likes the challenge of staying in the school team and taking part in competitions. The speaker also enjoys the challenge that study provides because it will be good for the future.

Task 2 (p. 52)

(See *Tapescripts* section – Unit 2.8 Speaking Task 2 p. 52)

The speakers found it difficult to choose between hiking and mountain bike riding. Both speakers agree that these are good choices and have to decide between them to make their final choice.

Student B – Task 1 (p. 53)

(See *Tapescripts* section – Unit 2.8 Speaking Task 1 p. 53)

Questions for Student A – Task 1 (p. 53)

- The education system tries to help young people develop the skills they will need for the jobs they are suited to.
- To help young people get better jobs, the education system could include more opportunities for them to talk to professionals about their work. This could motivate students to study hard and gain the necessary qualifications.
- Young people in my area have reasonably good job prospects because we live in a city. / Unfortunately young people in my area do not have good job prospects because we live in a rural area. Some young people will carry on the family farming business but many of us will move away to find suitable work.

The speaker would like to work as a scientist in the future and therefore wants to do well at school in order to get a place at a good university.

Task 2 (p. 53)

(See *Tapescripts* section – Unit 2.8 *Speaking Task 2 p. 53*)

The speakers chose the talk on doing well at interviews. They agree that everyone will find it interesting and useful.

They consider that learning to write a good CV takes longer than half a day.

As for the seminar about training choices, they agree that it could be difficult to find someone with broad enough knowledge who would be able to deal with so many different questions that the students are likely to have.

Regarding the lecture on university, their point against this is that a lot of school leavers will not go to university.

Unit 2.9**Exercise 4 (p. 55)**

Dear Ms Webb,

Thank you for your email regarding the Young Writers Competition. It was a great surprise to learn I'd won first prize! I'm writing in the hope that you may be able to answer a few of my questions.

As I remember, first prize was a weekend trip to York. Could you please confirm that this is the case? If so, I was wondering if you could provide me with a little more information about the city, as this will be my first visit. Also, could you advise me on where I will be staying and what I should bring with me?

You can contact me by telephone (0779 004 321). I am usually available from 7pm on week days and any time at weekends.

Thanks very much again. I look forward to hearing from you.

Best wishes,
Sally Jones

Paragraph 1 – opening remarks, outlines the subject of/reasons for the email

Paragraph 2 – requests further information/details

Paragraph 3 – gives contact details

Paragraph 4 – closing remark

Exercise 5b (p. 55)

Dear Mrs Grigson,

I hope you are keeping well. I'm writing to thank you for making my stay such an enjoyable one during the month I was in England. Your kindness is greatly appreciated.

I have many pleasant memories of your hospitality. My room was extremely comfortable and your cooking was first rate. Not only did my stay provide me with an excellent chance to become familiar with English culture and habits, but it also meant that I could practise my English with you and Mr Grigson. I feel I have definitely improved!

There is just one small favour I would like to ask. I accidentally left my diary behind in my room and was wondering if you had found it. If so, would you mind sending it on to my home address? I would be most grateful if you could do this and would, of course, be glad to pay the postage.

Thank you once again for making my stay such a memorable one. I hope we can keep in touch and maybe meet again on my next visit to England.

Yours sincerely,
Oleg Karpov

Unit 2.10**Exercise 3 (p. 57)**

My letter is going to be about applying for a place on a summer language course.

Exercise 4 (p. 57)

I really fancy doing this kind of work → I would be very interested in applying for the job

But that's not all. I also got → In addition to this, I obtained

This means that I won't have any problem teaching → I am therefore qualified to teach

come in very handy when it comes to teaching kids → prove very useful with regard to teaching children

hope you get in touch soon → look forward to hearing from you in the near future

Exercise 5 (p. 57)

- A**
- 1 the Admissions Office at Sheffield University
 - 2 no
 - 3 to apply for a place on the Information Technology course
 - 4 Dear Sir/Madam,
Yours faithfully,
- B**
- 1 John Wheatcroft (bookshop owner/manager)
 - 2 no
 - 3 to apply for the job of assistant in a book shop
 - 4 Dear Mr Wheatcroft,
Yours sincerely,

A Dear Sir/Madam,

I would like to apply for admission to the course in Information Technology which is offered at Sheffield University.

I am 18 years of age and am currently completing my A levels which I expect to achieve grade As in. I am a native speaker of English and have a basic working knowledge of computers.

My reason for applying for your course is that I would like to improve my existing IT skills. I feel that I need to upgrade my knowledge of IT in order to be able to work in this field.

I enclose further details of my education and qualifications to date, as well as a letter of reference from my headmaster. I hope that you will consider me for entry into the IT course and I would appreciate a reply at your earliest convenience.

Yours faithfully,
Simon Hodges

B Dear Mr Wheatcroft,

I am writing with regard to your advertisement for a summer assistant, which appeared in yesterday's Cambridge Evening News. I am very interested in applying for this position.

I am 18 years old and have been attending Newport Secondary School, where I recently completed my A levels. I obtained A grades in English, French and History, and consider myself to have adequate computer skills.

I am currently seeking summer employment and would definitely be available for work during the months of July and August. Despite having no previous sales experience, I am a well-organised person and for the past year have been working for my local library on a Saturday-only basis.

I enclose my CV and would be glad to attend an interview at any time convenient to you. I would appreciate a reply at your earliest convenience.

Yours sincerely,
Miranda Simms

Unit 2.11

Exercise 3 (p. 58)

- strong dissatisfaction – surprise about
- outdated and inadequate to the task – not working very well
- was hopelessly inappropriate – we did not really like
- totally unreliable and incompetent – rather disorganised and inefficient
- Otherwise, we will be forced to take further action – I trust I will not have to take this matter further

The tone of the letter changes from strong to mild.

Exercise 4 (p. 59)

Model A – Plan

- Para 1: reason for writing (apology)
reason for apology (missing 85th birthday)
- Para 2: reason to explain inconvenience/upset caused
(was studying for exams)
- Para 3: promise to make up for situation (take out for tea)

Model B – Plan

- Para 1: reason for writing (apology)
reason for apology (losing book)
- Para 2: reason to explain inconvenience/upset caused
(was rushing to get off train)
- Para 3: express understanding/promise to make up for situation (buy another book)

Exercise 5 (p. 59)

A Dear Sir/Madam,

I am writing to draw your attention to an unpleasant incident involving myself and one of your members of staff which occurred last week.

I purchased three DVDs from your shop last Monday. Unfortunately, however, on taking them home I found that none of them would play. Naturally, I was very surprised and returned them to the shop at once, intending to ask for a refund.

The assistant who served me was extremely rude. When I tried to explain the situation to her, she refused to accept that the DVDs were faulty and even went as far as to suggest that I had damaged them myself. I can assure you that this was not the case, but even if it had been, the arrogant and aggressive manner of the assistant could in no way be excused.

I assume that you will replace the faulty DVDs, and suggest that you train your staff to deal with the public in an appropriate manner. I trust that you will give this matter your prompt attention.

Yours faithfully,
Oswald Morris

B Hello Janet,

I'm writing about the money you loaned me last month and to apologise for not managing to pay you back yet. I'm feeling rather bad about it and hope I haven't put you out.

The fact is that I had one or two unexpected expenses. First, my car broke down and I had to have it repaired. Then my dog got sick and I had to take him to the vet. As well as the vet's bill, there was some expensive medicine to pay for. As they say, 'It never rains but it pours'.

Anyway, I just wanted to let you know that everything's under control now and I shall be able to pay you back tomorrow. I'm really sorry about the delay, though. How about letting me treat you to lunch tomorrow to make up for it?

Give me a ring so we can arrange a time to meet.
Love,
Avril

Unit 2.12

Exercise 1 (p. 60)

Parks are natural treasures because they are places where nature is protected and people can relax.

People want to visit parks to see the animals or enjoy the natural surroundings.

People can see animals in the wild at a wild life park. They can walk and enjoy spectacular views. In some parks there are ancient ruins or archaeological remains which are very interesting.

Exercise 4 (p. 60)

boundaries – borders between countries

renowned – famous

policies – attitude and actions

hustle and bustle – noisy, busy activity

disuse – no longer used

intensive – using increased effort

undulating – with gentle slopes and hills

picturesque – pretty, attractive

excavations – digs

specimens – individual examples

topography – physical features of an area

boasts – possessing a desirable feature

Exercise 5 (p. 60)

I learned that scientists from around the world meet regularly at Kruger National Park to share ideas about improving conservation.

I learned that the name of Losiny Ostrov National Park means Elk island in English.

I learned that there were at least 39 species of dinosaur.

The park that appeals to me the most is Kruger National Park because there I can see wild animals such as elephants, zebra and tigers.

Exercise 6 (p. 60)

It is important to have National Parks in order to protect nature and wildlife. If we do not set aside areas where animals can live and breed naturally they may become extinct. So much of our world has been developed and cultivated that I think it is really important to have areas where nature is allowed to have a free hand and where scientists can study animals and plants in their natural environment.

Project (p. 61)

Prielbrusye National Park was established in 1986 to preserve the natural outstanding beauty of an area in Russia that covers 1,002 square km and includes Mount Elbrus and the Caucasian Mountain range, glaciers and

hot sulphur springs. Wildlife includes bears, wolves, chamois and birds such as the golden eagle and the bearded vulture. One zone in the area is reserved exclusively for scientific research and conservation and visitors are not allowed in this zone. A second zone is where both scientists and tourists are welcome and the third zone is designed for recreational use. Many visitors enjoy skiing and hiking on Mount Elbrus and there are many hotels and tourist facilities. Local herdsmen can also graze their herds in the third zone. Altogether there are 32 national parks in Russia where conservation combines successfully with recreation.

Unit 2.13

Exercise 1 (p. 62)

From the picture it looks like J G Ballard writes books about disasters.

Exercise 2 (p. 62)

From the first paragraph I think the text is about a huge fire that has swept the area and destroyed it. The people will be struggling to survive and they will be depressed and desperate.

Exercise 4 (p. 62)

withered – dry and dying

procedure – way to do sth

ample – easily sufficient.

eccentric – unusual person

figure – reckon, think.

agricultural – farming

devastated – destroyed, ruined

abandoned – left

Exercise 6a (p. 63)

The drought is natural. In the final paragraph it refers to the worldwide drought as a result of a series of regular droughts all over the globe.

I think it hasn't rained for so long because of global warming.

Exercise 7 (p. 63)

Dear Alex,

I am writing to you sitting on the patio looking out onto a desert. What was once my beautiful garden has disappeared. Everything has dried up and died and all I can see now is the dusty earth. The silence is eerie, no sound of birds, animals or even people. This morning a car came by and the sound of the car and another human being were sweet to my ears. A man wanted a little water so that his family would survive their journey to the coast. He left and the silence was even more intense.

Life here has become impossible. Everyone is leaving, hoping to find water. Of course there is a lot of sea water on the coast but the people cannot drink it. I cannot believe what has happened and I keep thinking that I must be asleep and this is a nightmare. Sadly, I realise this is only wishful thinking. I feel helpless and I often think about how things used to be. I remember fields of grain and grazing cattle, roses in the garden and the sounds of people going about their daily tasks. I realise things will never be the same again here. The next time an evacuation plane comes, we will take it and make a new life somewhere else. Now this area has become a desert and we cannot stay.

How is the situation where you are? Do you still have water to drink and food to eat? Can you still watch the rain clouds appearing in the sky and dropping refreshing drops of water onto the ground below? I hope so.

I will let you know where we end up. In the meantime I hope this letter reaches you and that you and your family are in good health.

Best wishes,
Ransom

Unit 2.14

Exercise 1 (p. 64)

The Earth is made up of four layers. The outer-most layer is called the crust. The crust is made of many smaller pieces called plates. Pressure from the mantle (the layer beneath the crust) causes the plates to move. As they rub past each other, they sometimes become stuck. When the pressure has become too great, an earthquake occurs.

Exercise 5 (p. 64)

- 1 The earth is made up of four layers. The outer layer can be up to 45 kilometres thick!
- 2 Earthquakes release pressure and help the plates to get moving again.
- 3 Plates move very slowly, at only 1-10 cm a year.

Project (p. 64)

A plate is a massive, irregularly shaped slab of solid rock. Plates can vary greatly, from a few hundred to thousands of kilometres across. The Pacific and Antarctic Plates are among the largest. Tectonic plates probably developed very early in the Earth's 4.6-billion-year history, and they have been drifting about on the surface ever since. Plate thickness varies greatly, ranging from less than 15 km to about 200 km or more.

Most of the boundaries between individual plates cannot be seen, because they are hidden beneath the oceans. Yet oceanic plate boundaries can be mapped accurately from outer space by measurements from GEOSAT satellites. Earthquake and volcanic activity is concentrated near these boundaries.

Focus on RNE

Speaking – Task 2 (p. 68)

- A: I love a good thriller. What kind of films do you like watching?
- B: It depends on my mood, but I probably choose adventure films more often because I find them more absorbing, I can get carried away with the hero fighting for justice or searching for a lost city.
- A: I know what you mean. When I watch a good thriller I am completely taken in by the suspense and the gripping atmosphere created by the film. But what shall we choose for the summer film festival?
- B: Obviously my choice out of these would be an adventure film and yours would be a thriller. But let's consider the other two before we decide.
- A: First there's the documentary. Some of these are really excellent. The quality of the filming and information provided is superb. It would be good to choose a recent documentary that people are unlikely to have seen.
- B: You have a good point there, but I'm not so keen on this idea. I think it's a bit serious for a summer film festival. A comedy, on the other hand, would be light and entertaining for everyone of all ages.
- A: That's very true. We must remember that there will be children and adults who might like to come to the festival. My own choice is probably not a good idea, in that case. Thrillers can be very frightening.
- B: Yes they can. Adventure films are not as bad; although there can be some scary moments, I don't think they are terrifying. I think we should choose between a comedy and an adventure film.
- A: The thing is that not everyone finds the same things funny. A comedy can be seen by some people as stupid while others sometimes find humour offensive. I still think the documentary could work because it's factual.
- B: OK. The adventure film sounds good to me but you are right. If we find a documentary with a local flavour, something about this region of the country, it would be of interest to everyone, old and young alike.
- A: I agree with that. Let's go with the documentary, it seems to be the one we can both agree on.

Writing – Part 1 (p. 68)

Dear Susan,

It was great to hear from you.

I agree with you that it is important to do some type of exercise regularly. The most popular ways for young people to keep fit here are playing football and dancing. I belong to a girl's football team and it keeps me very fit. The sports facilities at our school are very good.

We have an excellent sports centre in the town which includes an indoor swimming pool. I cannot imagine

swimming in an outdoor pool, it must have been very cold.

I hope you have a very happy birthday and I wish you many happy returns of the day. Is the party going to be at your house? How many people are coming? Will you have special food and drink? Write and tell me all about it.

Best wishes,
Tamara

MODULE 3

Unit 3.1

Exercise 2 (p. 70)

I think the text must be about someone who has been seen doing something illegal or wrong. I think it is about someone being arrested by the police for a crime they did not commit.

Exercise 4 (p. 71)

interrogation: a method of questioning

staring blankly: to have an expressionless look on one's face.

law-abiding: to never break the law

whereabouts: the place where a person or thing is

alibi: a story or excuse to avoid blame

grudge: a feeling of ill will or resentment

evidence: information that proves or disproves sth

scuttled: went away/ran off

features: parts/shape of the face

criminal record: a list of crimes committed throughout a person's life

charge: a formal accusation that a person has committed a crime

surveillance: the watching of someone or sth by the police, etc

The **interrogation** ended when the police had no more questions.

Alice has never done anything illegal, she is a **law-abiding** citizen.

The police received a message regarding the **whereabouts** of the stolen jewellery.

He had no **alibi** for the time when the crime happened.

Paul had a **grudge** against his old boss for firing him.

The charges were dropped due to lack of **evidence**.

He **scuttled** back to his office to get the papers he had left behind.

Tell me if the man you saw had any unique **features**.

Having a **criminal record** can prevent you from working in various places.

If the police do not **charge** her with a crime, they must let her go home.

They placed the suspect under **surveillance** in order to gain more evidence.

Exercise 5 (p. 71)

taken aback – surprised

grim – gloomy

stern-faced – serious-looking

outright – absolute/complete

fuming – enraged/angry

rapid – quick

crucial – important

Exercise 6 (p. 71)

- 1 He thought it was a **normal work day** until the police knocked on his door.
- 2 He was about to **set off for work** when the doorbell rang.
- 3 He thought the postman was bringing an **early delivery**.
- 4 He **stared blankly** at the walls for some time until the detective came in the room to question him.
- 5 The detective **gave him a long, hard look** and asked him about his whereabouts on the 18th.
- 6 The detective **dropped the bombshell** that someone had identified him as the criminal.
- 7 He wondered if someone had made a **genuine mistake** in identifying him as a criminal.
- 8 It felt strange **to be wrongly accused of a crime** by someone he knew.
- 9 His lawyer came into the room with **an air of confidence** and he began to relax.
- 10 She told the police with **controlled anger** that the evidence was unacceptable.
- 11 He has had **personal experience** of how mistakes can be made with CCTV.
- 12 Luckily, he had no **criminal record** or things may have been different.

Exercise 7 (p. 71)

My client was wrongly accused of a serious crime. He was in shock and treated very badly for something that he had nothing to do with. Unfortunately, he was left to suffer in an interrogation room for hours with no information as to why he was there. He was treated as though he were guilty, even though there was insufficient evidence to prove it. In the end, he was allowed to leave without charge. However, he was extremely traumatised by this experience.

Exercise 8 (p. 71)

Dear Sirs,

I am writing to complain about the shocking treatment and allegations that were made against me. On Tuesday of last week I was rudely taken from my home for questioning. I was left in an interrogation room for hours before I was presented with any information. Fortunately, my lawyer arrived and

demanded to see the evidence. As expected, what the police claimed to be CCTV evidence against me would be unacceptable in a court of law. There was no possible way anyone could look at those photos and identify me as the person in them. I was released without charge.

At the very least, I deserve an apology in writing as I think it is appalling that innocent, law-abiding citizens can be dragged in for questioning and be treated like criminals. I can be reached at the address given above and I await your reply.

Yours faithfully,
Joe Bond

Unit 3.2

Exercise 1a (p. 72)

minor offences: littering, illegal parking, speeding, shoplifting, hooliganism

warning: hooliganism, littering

having to pay a fine: littering, illegal parking, speeding

doing community service: vandalism, shoplifting, cyber crime, fraud, pick-pocketing, hooliganism

going to prison: arson, blackmail, burglary, murder, assault, hijacking, kidnapping, smuggling, armed robbery, mugging, drink driving, fraud

Exercise 1b (p. 72)

- 1 kidnapping (ransom)
- 2 murder (body)
- 3 cyber crime (fake)
- 4 armed robbery (shotgun)
- 5 mugging (bag-snatchers)
- 6 shoplifting (crime ... supermarket)

Exercise 6 (p. 73)

- 1 **above the law:** does not have to follow the rules
- 2 **the long arm of the law:** the police, the legal system
- 3 **the letter of the law:** literal interpretation of legal words
- 4 **to take the law into their own hands:** make their own rules and punish people how they like
- 5 **the law of the jungle:** the strongest wins

Exercise 9 (p. 73)

- A: Could you please tell me what you saw?
 B: Certainly, officer. It was 3 pm. There was a tall man with a mask over his face. He had a gun and he was pointing it at the bank teller.
 A: Where were you?
 B: I was next in line just in front of the counter when the man pulled out his gun.
 A: Could you describe what the man was wearing?
 B: The man was wearing a black pair of overalls, like a mechanic wears. He also wore black leather gloves and he had a ski mask over his face and sunglasses, so you couldn't see any part of him.

A: Could I have your name and address, please? We may have to contact you again later, if we have more questions.

B: Certainly. It's Joe Barton and I live at 23 Westville Way in Middletown. My phone number is 218 3542.

Unit 3.3

Exercise 2a (p. 74)

I use my mobile phone to talk to my friends and my laptop computer to send emails and do my homework every day. I also like to listen to music on my MP3 player when I am on my way to school.

Exercise 2b (p. 74)

I think it would be OK to go a day without any of these gadgets. I know I could easily get by without my mobile phone and my MP3 player. I might find it more difficult to go without my laptop though, because I do all of my homework and research with it.

Exercise 3 (p. 74)

I think the people in these pictures live very different lifestyles. The young girl does not appear to have modern technology available to her, whereas, in the other picture, we see teenagers working in a computer lab. This could potentially effect the young girl's education because she may miss out on certain skills and opportunities, especially if she doesn't even have access to books or paper.

One can assume that the young girl lives in more cramped, poorer housing than the 'western' looking students. As for amenities, the young girl probably has fewer possessions and very little or no access to technology. Therefore her entertainment probably involves games with friends and family. The older girl at the computer must have access to all the modern conveniences such as TV, radio, the Internet and many forms of entertainment such as the theatre, cinema etc.

Exercise 6a (p. 75)

- The clockwork radio was her most **valued possession**.
- It has **changed the lives** of many people.
- **Technological developments** are slow to reach **under-developed countries**.
- **Radio broadcasts** help to provide people with important information.
- In some communities the children do better with a **portable radio** for education than children who attend **state schools**.
- The radios are sturdy enough to stand up to the **harsh conditions** in Africa.
- **Health organisations** find the portable radio a very **useful product** because they can get health information to remote villages.

Exercise 6b (p. 75)**possession:** sth you own**remote:** far away from other towns and villages**patent:** the exclusive right granted by a government to an inventor to manufacture, use, or sell an invention for a certain number of years**rejection:** denial**flawed:** faulty**breakthrough:** a significant or sudden development**financier:** a person skilled in managing large amounts of money**distributed:** sent out**conventional:** normal, ordinary or traditional**Exercise 7 (p. 75)**

Nouns	Verbs
batteries, radio, wind-up, television, transistor, patent, invention, electricity	develop, demonstrate

international words: radio, television**Exercise 8 (p. 75)**

... the phone rang. It was a man named Chris Stains and he told me he was very interested in my clockwork radio. He explained that he had seen my demonstration on the BBC and was intrigued. He said he would like to meet me to ask some more questions and see the device for himself. Chris explained that he was a financier and would be interested in working with me to further develop the project. I was elated and couldn't believe that all of my hard work and efforts were finally going to pay off.

Exercise 9 (p. 75)

This quote reflects his personality in that he had unconventional thoughts to come up with the idea for his invention. It shows that he is creative, imaginative and of course, unconventional. His invention changed the lives of poor people by providing them with a means to access information and education.

Unit 3.4**Exercise 2 (p. 76)**

Andy bought a new **flat screen** TV for his apartment. Use the **remote control** to change the channels and control the volume.

The laptop has a **built-in microphone** so you can record things and talk to people through the Internet.

I have a **wireless network** that connects me to the Internet anywhere I go.

The **touch pad/screen** on my laptop is extremely sensitive.

My digital camera has a 3x optical **zoom lens**.

You can see everything clearly with the large **display screen** on the back of the camera.

Just look through the **view finder** and click!

Most digital cameras now come with a **built-in flash**.

Exercise 3 (p. 76)

- 1 In the UK a state school is a school run by the government and public and private schools are different names for the same thing. All children have to go to school until they are sixteen in the UK.
- 2 A foundation course is a course of study that prepares a student for a longer, more difficult one.
- 3 Universities offer undergraduate and graduate programmes to students. A discipline is an area of study at university.
- 4 A note is a short letter. Students have to attend all classes unless they have written permission to be excused for a valid reason such as illness.

Exercise 5 (p. 77)

It takes place in a mobile phone shop.

It's about buying a mobile phone.

Exercise 6 (p. 77)

A: Have you got a specific brand in mind?

B: Not really. Could you suggest something that would be handy for travelling?

A: Yes, of course. This one fits in your pocket and takes excellent pictures and videos.

B: How much is it?

A: It will cost £200 after the discount we are offering.

B: Can I pay by credit card?

A: That's fine. Follow me.

Exercise 9 (p. 77)

I would prefer to be educated at school. I am an only child and I like the interaction I have with other students at school. If I have a problem with my schoolwork I like to be able to ask the teacher for extra help, or talk to one of my friends. I also enjoy all of the extracurricular activities they offer at my school. At different times throughout the day, we are offered a variety of activities, including sports, art, drama, etc. I like the fact that I can treat school like a job, it is a place I have to go to in order to do my job and then come home at the end of the day. I do not want one, or both, of my parents to be my teacher. There is already too much room for conflict with a parent; I don't want to make them my educators as well.

Unit 3.5

Exercise 1 (p. 78)

I think the texts are about crime detection. The men in the picture are Sherlock Holmes who is a detective and a robber stealing things from a house (or possibly a museum) which is a crime.

Exercise 2 (p. 78)

People commit crimes because they are not responsible citizens. Possibly they are drug addicts or unemployed and they cannot think of any other way to get money. Violent crimes are often committed by people who are mentally disturbed. I think we can make society a safer place if we reduce poverty and have more police on the streets instead of in cars.

Exercise 5a (p. 78)

- When a person is **under arrest** in America the police read them the Miranda warning so that they are **fully informed** about their rights.
- The police dog made a **full recovery** after being injured.
- Watching criminals being caught on TV keeps it at a **safe distance** for viewers.
- Consumers sometimes complain about how **big business** operates.
- Forensics involves the use of **state-of-the-art science**.
- The evidence collected will be presented in a **court of law**.
- CCTV provides a **ready supply** of entertaining incidents for TV producers.
- The world of **organised crime** is full of deceit and trickery.
- Police dogs play a **vital role** in catching criminals.

Exercise 5b (p. 78)

numerous – many
suspects – people believed to be guilty of a crime
shortage – lack
shadowy – dark and mysterious
underdog – outsider
bizarre – very strange
splendour – magnificence
rugged – rough
gritty – realistic
thrills – excitement

Exercise 6 (p. 78)

misadventures (noun – para 7)
 mistreats (verb – para 3)
 mistake (noun – para 3)

misbehave (*verb*), miscalculate (*verb*), misfortune (*noun*), misconduct (*noun*), misjudge (*verb*), misplace (*verb*), misinformation (*noun*)

Exercise 7 (p. 78)

TV series about crime are popular because people like to see the bad people caught. They like to see victims getting justice. Crimes make exciting viewing and people can watch all the excitement without any personal risk.

I like the way detectives unravel a mystery but I don't like to see the violence involved in crimes in detail.

Exercise 8 (p. 79)

Sherlock Holmes, Hercule Poirot, Miss Marple, Phillip Marlow, Lieutenant Columbo, Inspector Morse, Quincy, Adrian Monk, Precious Ramotswe.

Exercise 9 (p. 79)

The TV series Law & Order is set in New York. The series has been running since 1990 and is still immensely popular.

As the name suggests it is about the criminal justice system. The story line focuses on the police who investigate crimes and the prosecution service whose role it is to bring criminals to justice. All the crimes take place in New York and they are based on real crimes that have actually taken place. This may well account for the series' on-going success. The crimes themselves raise controversial issues of beliefs, morality and race.

When a crime has been committed, Detective Lupo and his assistant investigate. They collect evidence, interview witnesses and eventually place the suspect(s) under arrest. They then pass the case over to the Manhattan District Attorney's office. The District Attorney, Jack McCoy and his assistant discuss deals with the parties involved, gather witnesses and prepare evidence. When they have done this, they eventually conduct the case at trial.

The series gives a fascinating insight into the whole process, including how both teams work with the forensic scientists, medical officers and psychiatrists to establish motive and prove a case. The writers portray the characters as human and vulnerable for all their weary cynicism. These are the stories of people dedicated to the cause of justice, determined to make the guilty answer for their crimes. Judging by the ratings this is still exactly what the audience want.

Unit 3.6

Exercise 1 (p. 80)

A welfare state is a state where the government makes provision for the wellbeing of its citizens. There are various kinds of welfare states from pure socialism to

states in which a benefit system protects disadvantaged citizens.

Exercise 4 (p. 80)

- 2 You shouldn't talk to strangers.
- 3 You mustn't walk on the grass.
- 4 Can I make a phone call?
- 5 The race was difficult but in the end she was able to finish first.
- 6 May I send a fax?
- 7 You must wear a helmet when you ride a bike. It's the law.
- 8 Jane should be back soon.
- 9 Would you like me to help you with the boxes?
- 10 Sally might have left for Madrid.

Exercise 5 (p. 81)

- 2 There was **heavy traffic** so it took us an hour to get to the airport.
- 3 I had a **strong feeling** I had met this person before.
- 4 The man sitting in the library was **in deep thought**.
- 5 Politicians are use to getting **strong criticism**.
- 6 The forecast predicts **heavy rain** this weekend.
- 7 She has a **strong opinion** about that.
- 8 You are going to be **in deep trouble** when your dad gets home.
- 9 She has a **strong sense** of what is right and wrong.
- 10 My brother is a **heavy sleeper**; nothing wakes him up.

Exercise 7 (p. 81)

The problem was a home was burgled.

In the end, the insurance company replaced everything that was replaceable. However, the woman was very upset with the loss of her personal items that were irreplaceable.

sentences used:

- I just couldn't believe my eyes.
- It was terrible, much worse than I thought it would be.
- I just couldn't bear it any longer.
- It was driving me mad.
- It was a huge weight off our shoulders.
- It took me a long time to come to terms...
- What a nightmare! At least it's all over now.
- I should have known better.

Exercise 8b (p. 81)

I was working on a history project for my course work portfolio and I had it saved on my computer. Everything was going well when all of a sudden the computer shut down. I should have known better and saved the latest part that I had been working on but I hadn't. I just

couldn't believe my eyes. I was at a loss to know what to do, so I called my dad immediately hoping that he would know how to retrieve my work. He tried to turn the computer back on but nothing happened. I just burst into tears thinking of all the hard work I had done and fearing the worst. My dad was great, he put his arm around me and told me not to worry. He rang a friend of his who is a computer technician and he agreed to come over and look at it. It turned out that it just needed a new fan and he soon fixed it. Amazingly, most of my work was still there, all except the last few paragraphs I had written. It was a huge weight off my shoulders to know I didn't have to redo it. Ever since that time I always save my work regularly when I'm on the computer and I keep a copy on my data key just in case!

Exercise 10 (p. 81)

that the most serious social problem we must overcome is famine. It is a crime that in this day and age, we allow people to go hungry. When so many people all around the world have so much, there is no excuse for others to suffer and die from hunger. Together, I believe the developed countries of the world could easily repair the damage that has been caused in areas such as Africa and India. We have sat back and watched these places be destroyed by timber companies, oil companies, wars, etc. and now it is time to act. We can not sit back any longer and allow millions more people to suffer. Together we can end famine in the world.

Unit 3.8

Student A – Task 1 (p. 84)

(See *Tapescripts* section – Unit 3.8 *Speaking Task 1* p. 84)

Questions for Student B – Task 1 (p. 84)

- There are good and bad points about both large and small families. In a large family, there are more chances of disagreements occurring between family members. On the other hand, a large family can be more supportive. Small families can also have disagreements and then there is no-one else to turn to.
- I prefer to have a few close friends that I know I can rely on.
- The most important quality in a friend is honesty.
- I don't find it easy to make new friends because I am rather shy.
- The best way to have a good relationship with your family is to keep smiling and not get into extended arguments. I think you should be able to express your opinions and feelings with family members but it is important to show respect and love for each other too.

The speaker says it is normal and healthy to have some arguments as long as they don't get out of control or happen too often.

Task 2 (p. 84)

(See *Tapescripts section – Unit 3.8 Speaking Task 2 p. 84*)

The speakers say that designing a poster would be popular because they will enjoy the activity and lots of them can get involved.

Student B – Task 1 (p. 85)

(See *Tapescripts section – Unit 3.8 Speaking Task 1 p. 85*)

Questions for Student A – Task 1 (p. 85)

- I think overall people are healthier now than they were in the past in my country. However, I am not sure if this is true for all countries. If people live in poverty stricken countries, they cannot afford health care.
- The standard of health care in my area is very good and I don't think it needs any major improvements. Of course, any health care facilities can always be improved by having more staff and equipment.
- Medical science is very important and as much money should be spent on it as possible, in order that scientists can carry out research into new diseases and viruses.
- The government should spend more on health education. If people were taught how to maintain good health, it might prevent health care being needed in many cases.
- I do my best to look after my health by eating sensibly and exercising regularly. I also drink plenty of water which health experts say is good for us.

The speaker says that health campaigns inform the public about how to look after their health properly. As a result people learn more about their bodies and what they can do to prevent health problems.

Task 2 (p. 85)

(See *Tapescripts section – Unit 3.8 Speaking Task 2 p. 85*)

The speakers think that the visit to the hi-tech factory will be popular because they enjoy going on trips. They also think that the workshop will be popular because it is a practical activity as well as being interesting and useful to them.

Unit 3.9

Exercise 2 (p. 86)

- b because Janet wants a good place to stay and the Hotel Aphrodite is not suitable
- e because Janet would have to join the gym for a minimum of 6 months

- g because you know the names of some places where she can work

Exercise 3 (p. 87)

All the information needed is included and reworded as follows:

- Do you think the Hotel Aphrodite would be a good place for me to stay? – *I don't recommend staying at the Hotel Aphrodite.*
- Do you know of any other places that might be suitable? – *I suggest you try Felix Youth Hostel instead.*
- I was wondering if I could join as well. – *Unfortunately, the minimum membership requirement for my gym is 6 months.*
- Do you know of any cafes or restaurants that I could work in? – *As for working, there are lots of places in the town centre that hire extra staff for the summer.*

Exercise 5 (p. 87)

Dear Mr Smithers,

Thank you for your email regarding volunteer work for the local tennis tournament. It was very kind of you to remember me. I would certainly be interested in getting involved. However, there are just a few questions I would like to ask.

You mention ball-fetching on court. I would be keen to volunteer for this activity, but I note there is an age restriction. Could you tell me how old you have to be to do this job?

As to the required training period, I would like to know what the duration is likely to be. Could you also please let me know the exact days and hours I would be expected to work?

Finally, do you think I would need to be interviewed before being offered a job? Thanks once again for bringing this opportunity to my attention. I look forward to hearing from you soon.

Yours,
Malcolm Bennett

Unit 3.10

Exercise 4 (p. 88)

Dear Sir/Madam,

I am a member of our local youth centre and, in response to your request, I am writing to nominate Charles Adams for the Teenage Personality of the Year Award.

I have known Charles Adams for the past five years and have always found him to be a kind and hard-working person. He actively cares for the elderly and the environment and has a track record to prove it. He recently organised a neighbourhood clean-up and recycling day in which nearly 100 teenagers took part. He is also a volunteer at the local old people's home, where he assists on special outings. As for his weekends

and free time, he dedicates them to helping people in his neighbourhood and caring for the environment.

Charles is very interested in local affairs and recently attended an evening course in community volunteering. Furthermore, he takes an active interest in environmental issues at school and was responsible for introducing and organising the School Recycling Scheme.

All in all, I feel that Charles Adams is a sterling example to the teenagers of our community and deserves to win the award.

Yours faithfully,
Jim Harris

Exercise 5 (p. 89)

- A type of task:** letter giving news
style: semi-formal
- B type of task:** letter of invitation
style: formal
- C type of task:** email giving advice
style: informal
- D type of task:** letter giving information
style: informal

A Dear Mrs Burns,

I hope you are enjoying visiting your sister. I thought you might like to know that everything is under control here, in case you were becoming anxious about the house.

I've been feeding your cat – one tin of cat food a day, as you asked, and she seems fine. The pot plants in the sitting room get watered every three days or so and I make sure I water the garden regularly, once a week. It's looking lovely at the moment.

There is quite a lot of mail and, as some of it might be important, I shall send it on to you. Is there anything else that needs doing? The grass has grown quite long, so perhaps I could mow the lawn. If anything comes to mind, please don't hesitate to let me know.

I hope you enjoy the rest of your visit.

Kindest regards,
Isabelle Turner

B Dear Mr Selby,

As president of the Blackstone Secondary School Committee, I have great pleasure in writing to invite you to be our guest speaker at the 'Save the Environment' event the school is planning to hold next month.

The event will be held at Blackstone Secondary School on Saturday, 3rd March and will consist of various activities to raise public awareness concerning the environment. We would like you to give a one-hour talk, highlighting problems that exist locally. One local concern is that of waste disposal and recycling. Another issue is the

insufficient amount of parks and green spaces.

The school's assembly hall would be put at your disposal for the talk. Basic equipment which includes a hand microphone and overhead projector is available. In the event of your accepting the invitation, could you please inform me of any possible extra requirements?

Would you kindly let me know as soon as possible whether you are able to accept this invitation. Should you require further information, please do not hesitate to contact me.

Yours sincerely,
Marion Gateshill

C Hi Rebecca,

Great to hear from you! I'm up to my eyes with revision but I'll be finished this week. As for your problem, I think I can give you a few helpful tips.

You say you want to give up college and study drama full-time but your parents disagree. Have you thought of suggesting a trial year of drama studies to them? If you do this, you won't be closing any doors. If it doesn't work out, you can always go back to college.

Congratulations on winning the scholarship! Of course you should tell your parents. This might be the deciding factor in making them change their minds. They will realise that you are serious about your decision and also how good at acting you must be!

It's best not to do anything hasty, though ... at least, not until you have weighed up all the pros and cons carefully. Do let me know what happens.

Love,
Sally

D Dear Harry,

Thanks for your letter. I'm very excited about my visit to London, too! I can't wait to meet you.

My train arrives at the station at 4:30. It's really kind of you to come and pick me up. Don't worry about how you will be able to spot me. I've got jet black hair which I wear in a punk style. I'll also be wearing a yellow anorak and carrying a red holdall bag.

I've always wanted to visit Brighton and it will be great to meet your sister. I'd like to bring her a little present to thank her for putting me up. What do you think she'd like?

As it's my first time in London, I definitely want to visit the Tower of London and Madame Tussauds. Do you think it would be possible to visit Shakespeare's birthplace in Stratford too?

See you very soon,
Francois

Unit 3.11

Exercise 1 (p. 90)

- A** There is lively (calypso) music playing and people are dancing in the streets in brightly coloured costumes. There is a happy atmosphere and people are having fun.
- B** The orchestra is playing a beautiful piece of classical music and the audience are listening intently. As the piece ends everyone claps their hands before the conductor motions to the orchestra to resume playing.

Exercise 2 (p. 90)

Text A is about the Notting Hill Carnival in London.
Text B is about a musical extravaganza in Russia.

Exercise 6 (p. 90)

enchanting – delightful
revive – return to life
catchy tunes – memorable music
profitable – money-making
maintains – keeps
diversity – variety

Exercise 7 (p. 91)

roll call – list
backdrop – scenery
extravaganza – elaborate performance
renowned – well known
acclaim – public praise

- 1 The teacher read out a **roll call** for Class A.
- 2 From her hotel room, the sunset made a beautiful **backdrop** for the calm sea.
- 3 News Year's celebrations included a firework **extravaganza**.
- 4 The village is **renowned** all over the country for its orchards.
- 5 The actor won international **acclaim** for his flawless performance.

Exercise 8 (p. 91)

The quote means enjoy what is the same about people while taking pleasure in what makes people unique.

Project (p. 91)

The military parade in Red Square, Moscow is held every 9th May as part of a festival celebrating Germany's surrender to the Soviet Union in WWII, or the Great Patriot War as it is called in my country.
Apart from the parade, which is accompanied by a military orchestra made up of 1,100 musicians, there are remembrance events in Victory Park to honour Russia's

brave fallen soldiers. In the evening, everyone can enjoy the fireworks display.
This important festival was first held on June 24th, 1945. Joseph Stalin, the then Supreme-Commander-in-Chief, was responsible for the establishment of the military parade and the festival grew to include other events as the years went by.

Unit 3.12

Exercise 1 (p. 92)

The scene looks futuristic. The man on the left looks rather robotic. They could be meeting for the first time as they are shaking hands or they could be shaking hands to agree about something important.

Exercise 2 (p. 92)

Bailey is surprised when he meets R Daniel Olivaw because he was expecting to meet a robot that looked different to the Earth-model robots.

Exercise 4 (p. 92)

went on – continued
frank – truthful and open
logical – sensible, reasonable
made their way – travelled, went
keep his voice low – speak quietly
popular myth – untrue story which is widely believed

Exercise 5 (p. 92)

gritting his teeth – was angry without showing it
damp – slightly wet
roaming – travelling without a purpose
scrambled – move quickly and awkwardly
adaptable – able to change to suit current conditions
embodied – one thing contained in another

He found himself **gritting his teeth** and trying to be tolerant.
She washed her hair but it was still **damp** when she left for work.
It was amazing to see the lions **roaming** freely in the safari park.
There were a lot of people and they **scrambled** on board to get a seat.
The material was very **adaptable** which made it ideal for the extreme variation in temperatures.
Hope for the country is **embodied** in our soldiers.

Exercise 6 (p. 92)

He **listened politely** as the customer tried to explain the problem.
The student's hand **went up automatically** to attract the teacher's attention.

“I’ve been trying to get it to work all morning without success,” she **said desperately**.

My mother was **understandably anxious** when I didn’t get home in time.

In order to cope with an emergency it is important to remain **constantly calm**.

Exercise 7b (p. 93)

- Baley feels *surprised and confused* by the fact that he has been talking to R Daneel Olivaw without knowing it. He is too shocked to say anything.
- Baley feels *embarrassed* when they get on the expressway. He was red and swallowed twice because he thought Daneel couldn’t have a seat on the same level as him.
- Baley is *angry* with himself for not recognising Daneel as a robot or guessing that he must have a C-5 rating.
- Baley is *regretful* because he feels he is not the perfect policeman who should be constantly calm, adaptable and mentally as quick as lightning.

Exercise 8 (p. 93)

Day 1

R Daneel Olivaw is quite amazing. He is everything a good policeman should be, constantly calm, adaptable and mentally quick.

At first I didn’t even realise he was a robot. In fact I was so surprised, I felt confused. The Spacers have created a very realistic human looking robot. It is a smart thing to do and I don’t have to worry that he will cause trouble by being an obvious robot in the city, which is a relief.

In the beginning I wasn’t happy about having to work with a robot but that has now changed. I am beginning to enjoy this, I think I can learn from Daneel, he is so well programmed. So far so good!

Unit 3.13

Exercise 1 (p. 94)

The webpage provides specific details regarding human rights.

Exercise 2 (p. 94)

- 1 What is UNICEF?
The United Nations Children’s Fund.
- 2 What does UNICEF do?
It works hard to protect basic human rights of children and provides sanitation, education, water and protection from abuse.
- 3 How can I help?
Buy cards or gifts from the unicef website, sign up for their newsletter, make a donation or become a volunteer.

Exercise 4 (p. 94)

devastated – ruined
spelled out – detailed clearly
to the fullest – as much as possible
harmful – damaging
sanitation – the process of keeping places clean and healthy
abuse – cruel and violent treatment
ensuring – making sure
broke its banks – flooded
distributed – gave out
an estimated – approximately
engaged – involved
make ends meet – survive financially

Exercise 5 (p. 94)

It has been working since 1946. How is the donated money distributed to areas around the world?

Project (p. 94)

Amnesty International is a worldwide movement of people who campaign for internationally recognised human rights to be respected and protected for everyone.

They have more than 2.2 million members in more than 150 countries and regions and coordinate support to act for justice on a wide range of issues.

Their mission is to conduct research and generate action to prevent and end grave abuses of human rights and to demand justice for those whose rights have been violated. They take action to:

- Stop violence against women
- Defend the rights and dignity of those trapped in poverty
- Abolish the death penalty
- Oppose torture and combat terror with justice
- Free prisoners of conscience
- Protect the rights of refugees and migrants
- Regulate the global arms trade

Focus on RNE

Speaking – Task 1 (p. 98)

I am going to talk about healthy living.

A healthy lifestyle involves the mind, the body and the emotions. When these are in balance we can say we are healthy.

The factors that contribute to a healthy lifestyle are diet, exercise, positive thinking and the environment. Fresh air, a healthy diet and exercise are the basic requirements and underpin everything else. It is easier to have a positive frame of mind if the body is fit and healthy and this in turn contributes to our emotional wellbeing. If we are taught the basics of staying healthy

when we are children, it is easier to look after our health when we are grown up.

To start with, a balanced diet means having at least five portions of fruit and vegetables daily as well as whole grains. We also need to supply our bodies with a source of protein such as meat, fish or eggs on a regular basis. People on a vegetarian diet need to eat soya products, pulses, legumes, nuts and seeds to ensure they have sufficient protein.

Exercise keeps the heart healthy which in turn means a good circulation of blood to the muscles and organs of the body. Exercise helps the body get rid of toxins and keeps the brain healthy too. When we exercise certain hormones are released that make us feel good, these are called endorphins.

Our environment can also affect our health. If we breathe polluted air, our bodies are put under stress. Clean air is important to human beings and it is for this reason that we must all contribute to protecting our environment by reducing carbon emissions. When we are in a clean, bright environment we feel good. We should therefore take care of our immediate environment by keeping it clean and attractive. Every person can do something to help contribute to healthy living, it just takes a little effort but the rewards are great.

Writing – Part 2 (p. 98)

Closed circuit television (CCTV) was developed in Germany in 1942 to video the launch of a rocket. In 1968 the first CCTV to be used to deter crime was installed in a town in New York State, USA. Today CCTV cameras can be seen in cities and towns all over the world.

Many people feel safer knowing the cameras are there because they assume criminals will not operate if they think they will be caught. If the cameras have not deterred the crime in the first place, at least there is a chance of justice being done because the video can be used as evidence against the criminal.

On the other hand, others think it is an unnecessary invasion of privacy to be watched while going about their day to day business. They argue that it has not yet been proven that the cameras actually deter criminals. There is also criticism that the quality of the images produced by the cameras is so poor, it cannot be used for positive identification after an incident. Furthermore, they say that CCTV breeds fear and mistrust among communities and this is unhealthy.

My own opinion is that CCTV has a place in our society. I feel safer knowing that someone is able to see what is happening on the streets of a city, especially at night. If you have nothing to hide there is nothing to be concerned about and I do not feel that CCTV invades my personal privacy.

MODULE 4

Unit 4.1

Exercise 2 (p. 100)

The animal in the picture is a giant tortoise. I imagine he is called 'Lonesome George' because he lives by himself.

Exercise 4a (p. 101)

- 1 George is the rarest **living creature** in the world.
- 2 He failed to **take the hint** and mate with a female.
- 3 It came as a **pleasant surprise** when George was discovered in 1971.
- 4 He is the **star attraction** at the research centre.
- 5 George is still waiting for a **suitable match**.
- 6 The **research team** computed DNA from different giant tortoises.
- 7 His **closest relatives** are on the next island.
- 8 Professor Powell will **analyse DNA** from more tortoises.
- 9 The professor needed to take **blood samples** before he could analyse the DNA.
- 10 The most valuable **museum specimens** are usually protected behind glass.

Exercise 4b (p. 101)

profoundly: very much, deep

officially: formally

roaming: wandering

mating: reproducing

enclosure: area surrounded by some kind of fence

deceased: dead

ancestry: parents, grandparents, etc.

pure-bred: both parents from the same subspecies

breakthrough: success following a long period of failure

random: not following a logical pattern

attempt: try

bleak: bad, not likely to get better

status: position, rank

Project (p. 101)

An ecosystem is all the plants and animals of an area interacting with each other and the natural environment. Everything in an ecosystem depends on something else and the loss of one thing could destroy the entire ecosystem.

It is very important to protect ecosystems because if one collapses or ceases to function it could have catastrophic effects on the neighbouring ecosystem which could eventually affect the whole planet and threaten all of the life on the planet.

Unit 4.2

Exercise 2 (p. 102)

- 1 **living:** adjectives beginning with a- usually go in the predicative position (i.e. after the noun), so 'alive' was not a valid option here.
 - 2 **share:** if sth is in common, it is shared not split. 'Split' suggests that each person takes a piece for himself. 'Share' implies that each person has access to the whole.
 - 3 **related:** means coming from the same family; associated just states that there is some kind of connection.
 - 4 **passed:** means 'transferred' and this is the correct word to describe this process.
 - 5 **successive:** both 'successive' and 'consecutive' mean following in a sequence with interruption. 'Consecutive' is used more often with dates, events and numbers e.g. consecutive days. 'Successive' contains a suggestion of replacement e.g. successive governments.
 - 6 **survival:** 'survival' is continuing to live in the face of challenges; 'existence' merely requires that something is present: it does not have to be alive. Rocks, x-rays and dead animals all exist.
 - 7 **inherited:** An 'inherited' trait is a characteristic which you share with a parent or grandparent and you were born with. Objects which are not taken are 'left'.
 - 8 **natural:** If sth is selected naturally, it is done without any interference by man. 'Physical' is the opposite of mental and makes no sense in this context.
- 1 Lonesome George is **alive** and well on the island of Pinta.
 - 2 The ninety minute test is **split** into two halves of forty-five minutes each.
 - 3 Summer is always **associated** with long school holidays.
 - 4 He **offered** me a lift home.
 - 5 Arsenal started the season with ten **consecutive** victories.
 - 6 The **existence** of water on Mars suggests that the planet may once have supported life.
 - 7 When I got to the airport, I realised I had **left** my passport at home.
 - 8 After birth, there is no longer a **physical** bond between mother and child.

Exercise 3 (p. 102)

They are talking about the problem of stray dogs and cats. They decided to approach the local animal shelter and the RSPCA and volunteer to help.

Exercise 4 (p. 102)

- A: For a start we could get someone from the local newspaper to come down and write a story about the problem. I think that many people don't realise what's happening to the river.
- B: That's a good idea. Why don't we print a few posters as well. Posters are a great way to get the message across.
- A: We could hand out fliers, too.
- B: Do you think that would work? Usually people throw fliers in the bin without having read them.
- A: Perhaps you're right. Do you think we should hold a demonstration outside the factory instead? That's bound to get us some publicity.
- B: Brilliant! Now you're talking! We'll have that river cleaned up in no time at all.

Exercise 7 (p. 103)

- 2 ... you have a reservation can you eat at this restaurant.
- 3 ... once did she speak all evening.
- 4 ... it get any warmer, we'll turn on the air-conditioning.
- 5 ... did he know that we had planned a surprise party for him!
- 6 ... you come to the party, you would have enjoyed it.
- 7 ... no circumstances will Kim forgive him.
- 8 .. sooner had she left than the phone rang.

Unit 4.3

Exercise 1 (p. 104)

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune make up the eight planets of the solar system. Mercury is closest to the sun and Neptune is furthest away. Pluto was once known as the furthest planet but it has recently been reclassified as a dwarf planet. Stars are massive balls of ionised gas. A planet is an object large enough to have become round through the force of its own gravity.

Exercise 3 (p. 104)

The quotation is about humans having to leave Earth one day and the title of the text has a similar meaning. 'To boldly go where no one has gone before' is a reference to the TV series Star Trek and the professor suggests that we will have to head out into space to find a new home.

Exercise 5 (p. 104)

captivated – attracted
ultimate – last
wiped out – destroyed
larder – large cupboard/room to keep food
orbiting – circling

proposed – suggested

sustain – maintain

waste away – become extremely weak

burden – strain

wring – hold together and twist

Exercise 6 (p. 105)

- **Homo sapiens** as a species has only been around for a short time compared to other species such as sharks.
- Some people believe that we will have to **colonise space** once we exhaust the Earth's resources.
- The Earth's resources are things we **take for granted**.
- Seeing how factories empty their waste into our rivers makes me want to **wring my hands in despair**.
- The **ultimate move** for any footballer is to play for Real Madrid.
- The planet is rapidly running out of gas and coal supplies but, fortunately, there are a number of **alternative solutions**.
- He saw his role on the TV show as a **stepping stone** to a film career.
- With rising sea levels caused by global warming, anyone whose home is at sea level **is living on borrowed time**.
- We take **instant communications** for granted now we have mobile phones and the Internet.
- The forest fires have turned parts of the countryside into a **barren wasteland**.
- As global temperatures rise, there is an **increasing risk** that the Arctic will melt completely.

Exercise 8 (p. 105)

- 1 According to the text, people should start thinking seriously about creating space colonies because life on Earth could be wiped out by a disaster such as global warming or a genetically engineered virus. Also, we are quickly using up the Earth's resources. Oil, coal and gas will run out soon.
- 2 Firstly, space colonisation would be very expensive. With so much poverty in the world, the money might be better spent improving people's lives here on Earth. Secondly, the technology required to enable us to leave the planet does not yet exist. Until now, we have only managed to put a handful of people into space. Finally, the distances involved are too great. It would take 100,000 years to reach the nearest planet.
- 3 The author means that mankind has overcome many difficulties throughout its history and is still thriving.

Exercise 9 (p. 105)

Space colonisation is moving to and living on other planets. Many people are excited by the idea of colonising space. They imagine the wonders that are waiting to be discovered. Others feel that we should consider moving to other planets because, one day, we will run out of resources on Earth.

Whilst I agree that the Earth's resources are being used up rapidly, I do not believe that money should be spent on space colonisation. Instead, we must invest in renewable energy so that we no longer use up the Earth's resources. Furthermore, helping the world's poor is far more urgent than building a base on the moon.

Unit 4.4

Exercise 4 (p. 106)

- 2 Was it you who took the dog for a walk?
- 3 A holiday is what you need.
- 4 It was Grace who won the competition.
- 5 It is Kate who deserves the highest mark.
- 6 Why is it that you always drive so fast?
- 7 It was him/he who paid her rent for her.
- 8 Is it Derek you are upset with?/Is it Derek with whom you are upset?

Exercise 5 (p. 107)

- A: One of the main advantages of living in a city is that there is convenient public transport so you can get around easily.
- B: You've got a point, but I find cities have high pollution levels and the pace of life there is so fast and stressful.
- A: That's true, but living in the countryside can make you feel quite isolated. There are poor entertainment facilities and poor transport links.
- B: I suppose you're right, but I think communities are more close-knit in the countryside. People are friendlier.
- A: One important thing about living in a city is that you are always close to hospitals and schools, etc.
- B: I'm not sure I agree with that. You may be closer to amenities in a city, but it can take you hours to reach them if there is heavy traffic. Roads in the countryside are always clear.
- A: That's true. In the end, I suppose it just comes down to what kind of lifestyle you prefer: relaxed or busy.

Exercise 8 (p. 107)

Mike is against space exploration. He says that the money spent could be better used to tackle problems such as poverty, poor housing and inadequate healthcare.

Sally, on the other hand, is in favour of space exploration. She argues that money spent on such projects finds its way into the economy through people's salaries. She also says that the cost of the space programme is tiny when compared to other areas of government spending such as social programmes.

Exercise 9 (p. 107)

Space exploration is an exciting subject. We know so much about the Earth, but almost nothing about the universe. It is possible that there are habitable planets or even alien life-forms out there and it is natural for us to want to discover them.

However, space travel is expensive and not strictly necessary. There are many other things that the money could be spent on, such as hospitals and schools. Perhaps we need to concentrate on making life better here on Earth, before we travel to other planets.

Unit 4.5

Exercise 1 (p. 108)

I think genetically modified foods are produced to provide people with more and cheaper food.

A: One of the advantages of GM foods is that the crops can be protected from disease in this way. If more crops survive, the price can be kept down.

B: I have also heard that another reason for growing GM food is because the producers want to be able to successfully grow crops that have a high nutritional value. An example of this is rice, which is the staple diet of many people all over the world who live in poverty.

A: These are advantages of GM foods but there are also disadvantages. It is a very controversial subject. Many people do not want to have natural products interfered with by scientists. They say the effects are unknown.

B: Yes, it's certainly a very unnatural process and when man interferes with the ways of nature, it can have unforeseen consequences because the balance of nature is very delicate.

Exercise 2 (p. 108)

The texts that mention GM foods are texts 1, 2 and 4.

Text 3 is about the Amur tiger.

Text 5 is about the relationship between the Caspian tiger and the Siberian tiger.

Text 6 is about potatoes.

Text 7 is about honey.

Exercise 4 (p. 108)

conference – a large meeting

distribution – delivery

hive – a structure housing bees

interference – disruption

ensure – make sure of

lobby – a protest group

cultivating – growing

migrating – moving/travelling

isolated – cut off

vulnerable – sensitive

impoverished – extremely poor

antiseptic – preventing infection

Exercise 5 (p. 108)

- 1 Following the drought, there was widespread **crop failure**.
- 2 **Scientific knowledge** has led to the possibility of disease free crops.
- 3 New viruses may be the cause of **mysterious diseases**.
- 4 There are many natural remedies that can be used along with **conventional medicine**.
- 5 Over the years new technology has influenced **farming methods**.
- 6 A **fully grown** tiger is a powerful animal.

Exercise 7 (p. 109)

In my opinion, GM foods are unnecessary. I think farmers should promote natural food. Furthermore, I do not like the idea of eating genetically modified food. I don't think we know enough about the long term effects of eating this food. My father grows his own vegetables and fruit in the garden and the taste of natural, organically grown fruit and vegetables is so much better than anything else. The more scientists interfere with the ways of nature, the worse the overall picture is.

Project (p. 109)

Siberian tigers live mainly in eastern Russia although there are some in China and North Korea.

No two tigers have the same markings. Their coats help to camouflage them when they are hunting. They wait patiently and move slowly closer to their prey until close enough to spring and attack. If it is very hungry the tiger can eat as much as 27 kg of meat in one night.

Unit 4.6

Exercise 5 (p. 110)

countable: cake, sugar, chocolate, cola, chips, yoghurt

- I'll need two cakes for the twins' birthday.
- How many sugars do you want in your tea?
- Sally ate the last two chocolates in the box.
- I'll have two cheeseburgers, chips and two colas, please.
- I've already eaten three yoghurts this week.

uncountable: bread, milk, cake, sugar, chocolate, cola, jam, yoghurt

- We'll need some bread for the sandwiches.
- There isn't much milk in the carton.
- Would you like some cake?
- Tom doesn't like too much sugar in his coffee.
- She bought some chocolate at the supermarket.
- How much cola do we have in the fridge?
- Bob spilt some jam on the tablecloth.
- This recipe requires cucumber, garlic and some yoghurt.

both: cake, sugar, chocolate, cola, yoghurt

Exercise 8 (p. 111)

The dialogue takes place in a restaurant. They chose to eat there because it's one speaker's favourite restaurant. The first friend has soup and pasta, the second a green salad and pizza. They both decide to drink Coke.

Exercise 9 (p. 111)

- A: Have you decided yet?
 B: Yes, I'll have steak and chips. And you?
 A: I think I'll have the fish soup.
 B: That sounds like a good choice. What about something to drink?
 A: I'd like a mineral water. Would you like to share a bottle?
 B: No, thanks. I'd prefer a cola.

Unit 4.8

Student A – Task 1 (p. 114)

(See *Tapescripts* section – Unit 4.8 Speaking Task 1 p. 114)

Questions for Student B – Task 1 (p. 114)

- It is difficult to say if the animals in zoos are happy. If they are receiving good care and they are healthy, then I would think this is evidence that they are happy.
- Yes, there should. If there were more zoos, then more animals could be protected.
- When I visit a zoo, what I enjoy most is getting close to the animals and observing them. We can see animals on television, but it isn't the same.
- I think if zoos were bigger and they gave the animals more room to live in, zoos would be much better.

The speaker enjoys visiting zoos because they are enjoyable and educational. It is the only way they would get to see the animals. Also, the work done in zoos to protect animals is very important.

Task 2 (p. 114)

(See *Tapescripts* section – Unit 4.8 Speaking Task 2 p. 114)

The speakers found it difficult to choose between the visit to the Pulkovo Astronomical Observatory and the talk by a cosmonaut on space travel. They agreed that the trip to the observatory would be very popular, exciting and educational, but they also thought the talk by a cosmonaut would be exciting.

Student B – Task 1 (p. 115)

(See *Tapescripts* section – Unit 4.8 Speaking Task 1 p. 115)

Questions for Student A – Task 1 (p. 115)

- The quality of life could be improved for people living in cities if traffic pollution was reduced and there was more greenery.
- The best way to enjoy living in a city is to make the most of all the wonderful facilities around you.
- The worst aspect of living in the countryside is being far away from hospitals. If there is a medical emergency, it can take a long time to get help.
- Yes, they could. The Internet could help with both education and career opportunities without the need to travel into the city.

The speaker thinks that living in the countryside could be difficult because people are not paid as well for their work. It is necessary to travel quite a long way to see a doctor or do the shopping. Sometimes people feel isolated and lonely in the countryside. There aren't many places to go out. The public transport system isn't very good so you have to have a car.

Task 2 (p. 115)

(See *Tapescripts* section – Unit 4.8 Speaking Task 2 p. 115)

The speakers think that the activities that would be popular are designing a poster and planting trees.

Unit 4.9

Exercise 3 (p. 117)

- 1 Education – the entire quote.
- 2 Friendship – the quotation gives a description of what friendship ought to be.
- 3 Media – the word 'advertising' in the quotation relates to the topic of media.
- 4 Literature – the quotation mentions words, writing and books.
- 5 Feelings – the quotation mentions the senses of seeing and touching and the importance of feeling with the heart.

Unit 4.10

Exercise 2 (p. 118)

list points: To start with

conclude: To conclude

introduce examples: for example

add points: In addition to this, Moreover
make contrasting points: On the other hand

To start with → To begin with
 Moreover → Furthermore
 To conclude → To sum up
 for example → for instance
 In addition to this → A further point is that
 On the other hand → However

Exercise 4 (p. 119)

The writer of Model A has started his essay with a quotation and a rhetorical question. He has ended by summarising the essay.

Introduction: Many people feel that giving money to the homeless in the streets is not worthwhile. Some believe that it does little to help the long-term problem of homelessness. What would you do if you passed a person begging for money? Would you put your hands in your pocket to spare some change or just walk by?
(objective statement, address the reader directly)

Conclusion: Giving money to homeless charities, it seems, is a more reliable way of dealing with the problem of homelessness. So next time someone asks you for money on the street, think carefully about where your money will go.
(give the reader something to consider)

Unit 4.11

Exercise 1 (p. 120)

- 1 the advantages and disadvantages of having a gap year between leaving school and starting university
- 2 a teacher
- 3 **advantages:** opportunity to travel, earn money, get work/life experience, learn new skills, take a break from studying, build confidence, broaden mind
disadvantages: get distracted from studying, delay in starting a career, fall behind peers
- 4 formal or semi-formal

Exercise 4 (p. 120)

para. 2 – topic sentence: There are a number of advantages to taking a gap year.

alternative: Taking a gap year has some obvious advantages.

para. 3 – topic sentence: On the other hand, there are also some disadvantages to taking a year off studying.

alternative: However, taking a year off studying has some disadvantages.

Exercise 5 (p. 120)

- **introduce/list advantages**
 To start with → To begin with
 Secondly → Many people argue
 Finally → In addition
- **introduce/list disadvantages**
 Firstly → The main disadvantage
 Secondly → Furthermore
- **add points**
 In addition → Moreover
- **show contrast**
 However → Nonetheless
 On the other hand → Nevertheless
- **conclude**
 Overall → To sum up

Exercise 7 (p. 121)

- 1 Some people argue that using your mobile phone in public places is not appropriate because it disturbs others. Also, people would use their mobile phones less and this would have health benefits.
- 2 The main drawback is that they would only be programmed to do limited things, such as give homework and mark students' work. If a student needed some personal assistance or extra help, a robot would probably not know how to react in these situations.
- 3 Firstly, the family as a whole would be more financially secure and there would be less concern about paying bills and so on. In addition to this, they could afford to do exciting things together during their holiday breaks.

Exercise 8 (p. 121)

There are a number of advantages to owning a car. Firstly, travelling by car can help you stay safe. You do not have to worry about getting home safely on foot or by public transport, especially late at night. Secondly, having your own car gives you freedom as you do not have to be limited to public transport routes and timetables.

On the other hand, there are also some disadvantages to consider. One argument against owning your own car is that driving can be very stressful. For instance, being caught in a traffic jam can be annoying and time-consuming. Moreover, it's expensive to run a car. For example, petrol costs rise frequently and insurance, road tax and repair costs are considerable.

Exercise 9 (p. 121)

Along with pencils, pens and erasers, many schoolchildren are now heading into the classroom with laptops. Technology has always had an important place in

the classroom, but it now seems that we are facing significant changes in the way that children are taught. There is a real possibility that in the future books in the classroom will be replaced with computers and laptops. Learning from laptops or computers has obvious advantages. Firstly, schoolchildren would only bring one thing to the classroom – their laptop. They wouldn't have to carry a huge bag full of books and this would reduce the chances of losing or forgetting a piece of work. Secondly, work can be done online. The teacher can set tasks for the class and it can be returned through the Internet. Students that are absent can be sent work they have missed so they can keep up to date with their studies.

However, replacing books with computers also has disadvantages. To begin with, there are computer viruses. If a computer crashes, lots of work could be lost and have to be redone. Also, the Internet is not the most reliable source of information. Not all schoolchildren will check their facts and this could cause serious problems when writing projects.

Overall, there are both advantages and disadvantages to replacing books with computers. Perhaps, the best solution is to use both. Modern times may call for modern methods, but it's worth remembering that books have been around for many years and will hopefully be around for many years to come.

Unit 4.12

Exercise 1 (p. 122)

I think the articles are about plants and seeds. A seed bank is a place where seeds are stored when they have been collected from different plants. I think the articles will explain how and why this is done. I think seed banks are important because if disease or disaster ever eradicates a species of plant, the seeds can be used to grow it again. The seeds in the seed bank will ensure the survival of the plants on earth.

Exercise 3 (p. 123)

- A**
- ecosystems** – plants and animals and the relationships between them and the place they exist in
 - drought** – long period without rain
 - exploitation** – misuse
 - habitats** – natural homes
 - insure against** – protect against sth unpleasant
 - germinating** – starting the growing process
 - reintroduce** – restore sth that existed before
- B**
- parasite** – an organism living on another plant or animal
 - geneticist** – a scientist in the field of genetics
 - repository** – a place of storage
 - scouring** – searching thoroughly

inhospitable terrains – harsh or hostile environments

feat – accomplishment

higher-yielding – producing a larger amount

starvation – a state of extreme hunger

Exercise 5 (p. 123)

If many of the world's plant species were to become extinct, the world would be in serious danger. Biodiversity is necessary; it is a complex system of interdependence in which all living things play a part and it is our own life support system. When plant species disappear, it can affect insects, including bees and butterflies, that may depend on them and they may also become extinct. Some plants have beneficial medicinal properties and we may be losing valuable sources of medicines. At the very least, the appearance of our countryside would be affected.

Project (p. 123)

There are many plants that are only found in Russia. In particular, the area around Lake Baikal is rich in plant life that cannot be found elsewhere. One of these species is *Pinguicula Variegata*. This species of plant has sticky leaves that allow it to catch and eat insects.

Some plants are believed to have medicinal properties and are used as alternatives to conventional medicine. St John's Wort is used for a variety of health problems including upset stomachs and colds. Nettles are used to stop bleeding and also for the treatment of hair loss.

Flowers are very important for Russians. There are many occasions celebrated with a bouquet and one of the most popular is 8th March, Women's Day. Every year on this day, men will give flowers and gifts to the women they know.

Conservation of plant life is taken very seriously in Russia. Zapovedniks, protected areas of land, have existed for over one hundred years. They were set up to conserve the ecology of a particular region and there are over 100 in existence today.

Unit 4.13

Exercise 1 (p. 124)

The men have travelled to the jungle. They might be looking for the 'lost world' of the title. If I could travel anywhere, to any period of history, I would travel to ancient Rome to see the Coliseum and the gladiators that fought there. I find this period of history very interesting.

Exercise 4 (p. 124)

hideous – disgustingly ugly

in an instant – suddenly, immediately

we could not afford to linger – it wasn't safe to stay there

make for – go in the direction of, attempt to reach

mean mischief – intend to cause harm / damage

struck – hit, attacked

Exercise 5 (p. 124)

entranced: unable to stop doing sth or watching someone/sth because it is so amazing/beautiful

stagnant: not flowing and bad smelling

bent on: determined to

brutes: especially large animals

prod: to push with a pointed object

staggered: moved with lack of balance

He was **entranced** by her stunning voice.

The water in the pond was **stagnant** and no fish could survive there.

She's **bent on** getting a promotion as soon as possible.

At the running of the bulls, the **brutes** injured several young men.

I gave the potatoes a **prod** with a fork to see if they were ready.

Emma **staggered** and almost fell over.

Exercise 6b (p. 124)

At first, the men find the pterodactyl nest. Lord John is the first to see it and he signals to everyone to stop.

They all look at it, but Challenger brings the pterodactyls' attention to them by putting his head over the rock.

Seeing Challenger, the pterodactyls take off, fly around and surround the men.

Lord John warns the men that the pterodactyls intend to harm them and he advises them to go towards the woods.

As soon as the men begin to move, the pterodactyls attack them. Summerlee is hurt and then Challenger falls over. Then Lord John hits one of the pterodactyls with his stick, injuring it. This makes the other pterodactyls fly higher and gives the men the opportunity to run to the woods.

When the men reached the woods the pterodactyls tried again to attack them but fortunately, once they were in between the trees, the men were protected because the pterodactyls didn't have enough room there to move their wings. The men made their way home through the trees.

Exercise 7b (p. 125)

The pterodactyls are enormous, tall, grey creatures. Their appearance is withered and quite hideous. They have huge, leathery wings, long necks and fierce beaks.

Exercise 8 (p. 125)

Dear James,

I can't tell you how glad I am to be home after my experience in the jungle.

As you know, I was part of Professor Challenger's expedition. We had been travelling for some days when we came across a pit full of what looked like pterodactyls. The small was awful. We were watching them from behind some rocks when Challenger stuck his head out. The brutes saw him and flew off. Or at least, I thought they were flying off. They started attacking us and making a frightening scream at the same time. We ran towards the woods with the monsters following. Some of us were hurt, but not seriously.

At the time, I was terrified, but now I'm safe at home, I realise what an incredible adventure it all was.

Kind regards,

Edward

Unit 4.14

Exercise 1 (p. 126)

- 1 Are deserts always hot? (*not answered in text*)
- 2 Does it ever rain in a desert? (*Yes, although rainfall levels are dropping.*)
- 3 Why do deserts form? (*Trees are cut down, soil erodes away and sand dunes spread.*)

Exercise 3 (p. 126)

fragile – easily damaged

under threat – in danger

struggle – work/try hard under difficult circumstances

reserves – supplies

expanding – getting bigger

alarming – shocking

erode – wear away

slowly but surely – gradually

entire – whole

uninhabitable – not fit for living in

flee – escape

irreversible – final

Exercise 4 (p. 126)

- Deserts are important because thousands of useful animal and plant species live there.
- They are being affected by climate change because they are getting hotter and drier.
- Deserts are getting bigger because there are more people living on the edges of deserts. Land becomes unusable and trees are cut down so that the soil erodes.
- In the future, more parts of the world could turn into deserts.
- We can use less energy to help stop global warming and plant trees to stop erosion in desert areas.

Project (p. 126)

There are several things we can do to slow down global warming and they all involve one thing – using less energy!

Most of our energy still comes from the burning of fossil fuels which are the major cause of global warming. So, until we find practical alternatives, we all have a responsibility to use as little energy as possible. Here are three things we can all do – it just takes a little thought.

- 1 Replace your light bulbs with the new low energy type and switch off lights when they are not needed. Ordinary light bulbs are very inefficient as most of the energy they use is converted into heat. Low energy bulbs last longer, too!
- 2 Got air conditioning? Then close the windows! Air conditioning consumes a lot of energy, but if you must use it, make sure all that energy does not go out the window! Insulating your home will also save energy and reduce your fuel bills as well.
- 3 Recycling as much as you can and not buying things that have a lot of packaging will also save energy. A lot of energy goes into making the packaging for the things we buy in supermarkets, and when we get home we just throw the packaging away! It is far better to buy fruit and vegetables which do not come on a little tray wrapped in plastic. Saving energy and avoiding waste is good for the planet and it is good for your pocket as well!

Focus on RNE

Use of English – Part 1 (p. 129)

- | | |
|----------------|---------------------|
| 1 left | 5 would be |
| 2 had done | 6 have been looking |
| 3 will book | 7 sank |
| 4 hadn't eaten | |

Use of English – Part 2 (p. 129)

- | | |
|-----------------|-----------------|
| 1 impressive | 4 extraordinary |
| 2 explorers | 5 depth |
| 3 international | 6 heroism |

Speaking – Task 2 (p. 130)

- A: All the options for the senior year's school leaving trip sound great. I think we've got a difficult task to choose just one. Let's start with camping in a pine forest. I can just imagine the smell of the pine trees. It would definitely be relaxing.
- B: I agree with that, but camping can also be uncomfortable and some people are rather nervous about sleeping in a flimsy tent when it's dark outside. How about something more adventurous? Now white-water rafting would provide a challenge and I think it would be exciting.

- A: That's very true. I'm a little bit uncertain about this option though, because it might be a bit too adventurous for some people. Not everyone is a good swimmer and some are even afraid of extreme sports.
- B: OK. What about the mountain trekking then? That's not an extreme sport, but it is still challenging and more exciting than just camping. All that lovely mountain air would be healthy and we can arrange to stay overnight in a youth hostel if we go for the weekend.
- A: That sounds great. However, we must consider the last option too. It's also a water sport but sailing on a lake is not quite the same as white-water rafting, is it?
- B: No, it isn't. I think this is a good choice. A lake is a calm, protected area of water and that can be reassuring to anyone who is a little bit nervous about water sports.
- A: Well, it seems we agree on this one and also the mountain trekking. I still think that the camping trip would be really relaxing after a long hard year of lessons and final exams though. Don't you agree?
- B: Yes, I agree with that, but of all the options, for me, the mountain trekking is the best one. It would also be good to get some exercise after all those long hours of studying.
- A: That's a very good point. I agree with you. OK, let's choose the mountain trekking.
- B: Yes. I'm sure everyone will enjoy that.

Writing – Part 1 (p. 130)

Dear Natalie,

Thank you for your letter. It is a surprise to learn that young people in the UK travel when they finish university.

It is not the same in Russia. Here most young people are encouraged to get a job straight after university. I think students might forget about their studies if they travel before settling down to their careers. On the other hand, maybe it broadens their education. I suppose the best thing about travelling would be to have the opportunity to see other places and experience other cultures before settling down to a career.

I hope you had a wonderful time at your birthday party. How many people came? What did you prepare for them? What time did it all end?

Please write soon and tell me all about the party.

Best wishes,
Anna

MODULE 5

Unit 5.1

Exercise 1 (p. 132)

- A: Hello! You're new, aren't you? What's your name?
 B: George. And you?
 A: I'm Jenny. Pleased to meet you George. Where are you from?
 B: I'm from Manchester but I moved here to London two weeks ago.
 A: Where do you live?
 B: In Duke Street.
 A: That's a nice area! Have you got any brothers and sisters?
 B: Yes one brother.
 A: How old is he?
 B: Fourteen.
 A: How do you get to school?
 B: I walk. It only takes fifteen minutes.
 A: Which class are you in next?
 B: I have chemistry.
 A: Me too. Let's go together.

Exercise 2 (p. 132)

The first phrases are about the weather and then about a promising introduction, a shock and making new friends. So, I think it might be describing a day when something is happening for the first time. From the next phrases I gather that it is taking place at school, where groups of teenagers are enjoying themselves. The mood changes with the mention of a group of boys. I think the writer felt shy and unwelcome. I assume the text is about the first day in a new school when it is hard to feel accepted.

Exercise 4 (p. 133)

- 1 It was cold dull day with **leaden skies** and a chill wind.
- 2 I was sure my **sparkling personality** would allow me to make friends easily.
- 3 If you look at life through **rose-tinted glasses**, things always seem better than they really are.
- 4 All the popular kids at school are wearing the **latest trainers**.
- 5 They all seemed comfortable there and had an **air of belonging**.
- 6 He **swallowed his pride** and approached the boys for help.
- 7 He was anticipating a **bright new future** at the school and couldn't wait to make new friends.
- 8 He **was made to feel welcome** in their home.
- 9 He **took a deep breath** and tried to compose himself, so he wouldn't feel so angry.
- 10 He was so frustrated he ran to his room and **slammed the door shut**.

Exercise 5 (p. 133)

- dismal:** depressing and gloomy
bounded: moving quickly with large strides or leaps
cosy: comfortable/friendly
dragged by: (time) passed slowly without interest
sneer: a facial expression with a look of derision
dumbfounded: astonished, stunned
trudged: walked slowly and heavily (due to tiredness or unhappiness)
grim: extremely unpleasant
enraged: made very angry
beaming: having a huge smile on one's face
sinking: losing hope
utter: complete, absolute
flung: threw sth with force
stomped: walked with heavy, angry steps

alternative heading: Fitting in

Exercise 6 (p. 133)

- 1 The first period of time after coming back to England was not especially hopeful.
- 2 would immediately become fond of my great character
- 3 to feel like you belong
- 4 only to realise no-one cares

Exercise 7 (p. 133)

There was a new boy at school today and I felt so sorry for him. I noticed him before we entered the class. He had a look of uncertainty but didn't seem particularly uncomfortable. At first, I thought he would fit in just fine in our class. He approached a group of boys from class though, and then his day must have become a nightmare. I'm not sure what they said to him but he was clearly upset. He didn't say anything during the rest of the class and stormed out at the end. I felt a little guilty, so I chased after him and gave him some advice about how to fit in. I am just glad I wasn't in his shoes!

Exercise 8 (p. 133)

Dear Diary,
 Today was my first day back at school in England. It was such an awful day and some of the other kids were unbelievably mean. I haven't done anything to harm them. I tried to approach some kids and they just insulted me because of what I was wearing. I can't bear thinking about what tomorrow will be like if things don't change. I am so angry! Sometimes, life doesn't seem fair at all. I really hope I can start making new friends and settle in.

Unit 5.2

Exercise 1 (p. 134)

hot	sunny, heatwave, drought
cold	frost, snow, ice, hail
windy	gust, gale, storm, cyclone, hurricane
misty	fog, smog
wet	drizzle, rain, snow, hail, downpour, monsoon, flood

In Moscow, the summers are warm and sunny. Sometimes it can be very hot but it can also rain quite a bit, too. We have long very cold winters. It snows from November to March and the ground is covered in snow and ice all winter.

Exercise 3 (p. 134)

- The dialogue takes place in a work place/office.
- They are talking about the bad experiences one of them had while on holiday such as being too close to noisy clubs, terrible food, and a partner/friend being ill.
- The person who went on holiday feels exhausted and the other person feels sympathy for her.

Exercise 4 (p. 134)

- A: What a dreadful weekend we had! It was the first trip we've taken this summer and it didn't stop raining.
- B: That's a shame. The weather had been so nice up till then.
- A: I know. I was really looking forward to getting away for a while. To make matters worse, the hotel we stayed was flooded and our bags were soaked. We had left them on the bed but the cleaners put them on the floor which became covered in water.
- B: I'm so sorry. Did you manage to find other clothes?
- A: Actually, we asked the manager if he could dry our clothes in the hotel laundry. They could at least have done this for us considering it was the cleaners who put the bags on the floor. But they wouldn't allow it – they said that the laundry was only for hotel use.
- B: Oh, dear. Well, I wouldn't go back there if I were you. It's such a pity about your weekend.

Exercise 5 (p. 134)

- 1 **soaked to the skin:** clothes being so wet that even your body gets wet; drenched
- 2 **in all weathers:** regularly, whether the weather is good or bad
- 3 **under the weather:** feeling ill
(best describes the picture)

- 4 **a storm in a teacup:** making a lot of fuss about something not very important
- 5 **for a rainy day:** for a time in the future when you may need some money

Exercise 7 (p. 135)

- 1 I always **check the exam answers** before I hand in my paper.
- 2 Make sure you **control your dog** on the street.
- 3 Always **check the information** you're given to make sure it's correct.
- 4 We should all try to **control our tempers**.
- 5 Good behaviour means **controlling your actions** especially in public.

Exercise 10 (p. 135)

- B It must be very hot. He may be an explorer.
C They must be on holiday. It can't be winter

Unit 5.3

Exercise 2 (p. 136)

- A: I think people travel to experience the local customs and cultures of other countries.
- B: I agree. Many people travel for this reason but I also believe that people travel to look for work. It can be interesting to work in another country as well.
- A: Yes you're right. Perhaps it can be a combination of the reasons but if I were to travel it would be to visit family. I have many cousins in Canada who I haven't seen for years.
- B: That's a very good reason to go somewhere. I think I would travel to see the magnificent pyramids in Egypt or other famous landmarks.
- A: Yeah. Me, too.

Exercise 3 (p. 136)

How did Frans Lanting start as a photographer? He taught himself.

Where has Frans Lanting travelled to in the world? Amazon, Andes, Peru, Zaire etc.

What kind of photographs does he like to take? Close-ups of wildlife.

Exercise 5 (p. 137)

- 1 I love taking pictures of animals and want to become a **wildlife photographer**.
- 2 This rare plant can only be found **deep in the forests** of Madagascar.
- 3 When the storm began we took shelter under the **tree canopy**.
- 4 They cleared a space on the **jungle floor** to set up camp for the night.
- 5 His work has **stimulated awareness** of the campaign to save the rainforests.

- 6 The jungle is home to **diverse wildlife** and many varieties of plant species.
- 7 There is an **annual gathering** of wildlife photographers in September.
- 8 With his experience, he is the ideal person to **take on the project**.
- 9 It is **intensely humid** in the tropical forest.
- 10 His work **has played a significant role** in wildlife conservation.
- 11 Dad took some great **holiday snapshots** on our trip to Rome.
- 12 The minister's **personal involvement** in the campaign helped make it a success.

Exercise 6 (p. 137)

substantially: significantly

gathering: the coming together of a group of people or animals

haul: to move sth heavy using a lot of effort

erecting: building, constructing

focus: to adjust a camera lens to see clearly through it

stung: to have a sharp part of an insect pierce your skin

portray: to represent sth in a certain way

prompted: encouraged

attitude: the way you feel about sth

envisaged: imagined

tremendous: great, immense

pursuit: search

bound for: on the way to

alternative title: The World's Greatest Wildlife Photographer

Exercise 7 (p. 137)

- Frans is enthusiastic about his work. He seems glad to have made a career as a wildlife photographer and is proud to be raising awareness of wildlife conservation.
- He has to cover great distances, carrying heavy equipment, while enduring extreme weather conditions and nasty insects. He can't even be sure that his transportation is going to be safe. At the end of the day, he seems to think that the benefits of his work outweigh any disadvantages.

Exercise 8 (p. 137)

- Frans is brave. He travels to dangerous locations and photographs dangerous animals.
- Frans is proud. His work has helped to raise awareness about wildlife conservation
- Frans is confident. He is sure he can capture the public's imagination as well as capturing great pictures of wildlife and landscapes.
- Frans is adventurous. He travels all over the world chasing the perfect photograph, even in dangerous circumstances.

Exercise 9 (p. 137)

My name is Frans Lanting. I am a wildlife photographer who loves to travel the world and see the most fascinating things that nature has to offer. I am extremely lucky to be doing a job that I love so much. As well as taking pictures of spectacular landscapes and endangered animals, I am actively involved in promoting conservation of natural habitats and animal species. After all, if this beauty of nature wasn't there I wouldn't have a job and I wouldn't have the passion that I have for photography. I would encourage all of you to take a look around you at times and appreciate that we are surrounded by wildlife everywhere. When you do this, you begin to appreciate why we must do everything we can to preserve the planet as it is.

Exercise 10 (p. 137)

A wildlife photographer should be determined because they may have to go to great lengths to get a shot. They should also be patient because they may have to wait for hours for the ideal shot. They should also be adventurous because they probably have to travel to many exotic locations.

Unit 5.4

Exercise 3 (p. 138)

They decide to go to a Greek island.

They decided to go there because it will have everything they want: beaches, culture and nightlife. They wanted an option where they could be near the beach and do some sightseeing, too.

Exercise 4 (p. 138)

- A: Let's go on a trip to Paris, shall we?
 B: I'd love to, but I've been to Paris twice already.
 A: How about Berlin? You've never been there before, have you?
 B: It does sound interesting, but I don't know anything about Berlin.
 A: Don't you think it is nice to go to a place you can learn new things about?
 B: We could go there, I suppose. I do want to go somewhere new.
 A: Well, I fancy going there and I think you would enjoy it.
 B: Alright. Let's go there then.

Exercise 8 (p. 139)

- 1 –
- 2 –
- 3 the (talking about sth specific – Bangkok is mentioned before)
- 4 –
- 5 The (talking about sth specific – defining the river)
- 6 –
- 7 the (used with the names of rivers)

- 8 the (used with words such as state, kingdom, republic, etc)
- 9 The (used with names of museums, organisations, hotels, etc)
- 10 –
- 11 –
- 12 The (used with names of museums, organisations, hotels, etc)
- 13 the (used with adjectives/adverbs in the superlative form)
- 14 the (used with words such as state, kingdom, republic, etc)
- 15 the (talking about sth specific – the sea around Venice)
- 16 the (used with words only, first, last)
- 17 The (used with names of museums, organisations, hotels, etc)
- 18 –
- 19 the (talking about sth specific – a particular film)
- 20 The (talking about sth specific – the statue from a particular place)
- 21 –
- 22 The (talking about sth specific – the hats worn by particular guards)
- 23 the (talking about sth specific – the particular guards mentioned)
- 24 –

Unit 5.5

Exercise 4 (p. 140)

tactic – a way to achieve a result

devious – secretive and dishonest

campaigns – series of activities designed to achieve sth

auction – public sale where buyers compete with each other

bid – offer of money for something on sale

remedy – cure

warehouses – large buildings used for storage

bankrupt – legally declared as unable to pay debts

haggling – bargaining over the price of goods

convenient – easy and useful

Exercise 5 (p. 140)

- Advertising agencies** specialise in helping businesses promote their goods and services.
- I always shop at places where I know they have **top quality** goods.
- I prefer to buy **organic food**, even though it's more expensive.
- The large **chain stores** have branches in every city in the country.
- The problem with **credit cards** is that it is too easy to overspend.

- Shopping therapy** helps people temporarily forget their problems but can also add to them in the long term.
- Write a letter to the **head office** if you have any complaints about the service.
- I love the **hustle and bustle** of market day in the town.
- My parents are very careful how they spend their **hard-earned cash**.
- My grandmother is always buying **handy gadgets** for the kitchen.

Exercise 6 (p. 141)

The problem with credit cards is that it is so easy to pay for things. It's only later that we think about having to pay it back. If I were you I would give my credit cards to my parents until I had paid them off. Alternatively you could just cut up your credit cards, that way you can't possibly use them. If you make a shopping list before you go to the shops and pay for everything in cash it will be easier to only buy the things you really need.

Exercise 7 (p. 141)

Advertising provides a useful service for businesses and producers because it brings their goods and services to the attention of the public. However, sometimes there are too many advertisements on television and then I lose interest in watching TV altogether. Advertisements in magazines sometimes take up half the publication. Considering the price of magazines, I object to paying so much just to read or look at glossy advertisements. On the other hand, when there are advertisements about new films, DVDs and CDs that have been released, these are things that interest me so the advertisements are useful.

Unit 5.6

Exercise 5 (p. 142)

- A: I didn't recognise you.
 B: I had my hair cut today. What do you think?
 A: You look fantastic.
 B: You really think so?
 A: Yes, it really suits you.
 B: Thanks for saying so.
- A: Are they new?
 B: Yes, do they look nice?
 A: They look really great on you.
 B: Thanks. I'm glad you like them.
 A: I almost didn't recognise you though.
 B: I hope that's a good thing.
- A: Wow! They look really great!
 B: Thanks. I bought them today.
 A: They're really nice. Were they expensive?
 B: No. They were half price.

A: You made a great choice. They look really comfortable.

B: Thanks. They are.

Exercise 6 (p. 143)

Dialogue 1 takes place at a garage. (picture D)

Dialogue 2 takes place at an optician's. (picture B)

Pictures A

Sally: These biscuits are on special offer this week. Two for the price of one.

Anna: Great. That'll save a bit on the bill.

Sally: That'll be £23.47 please.

Anna: Can I pay by credit card?

Sally: No problem. Let me just run it through the machine. Don't forget your receipt.

Picture C

Martha: I'd like one kilo of onions and two of potatoes, please.

Frank: There you go. One kilo of onions and two of potatoes. It's just over two kilos, is that OK?

Martha: Fine.

Frank: Anything else?

Martha: Those oranges look good. I think I'll take a kilo of those as well.

Frank: Good choice. They're the sweetest I've had all year, even if I do say so myself.

Unit 5.8

Student A – Task 1 (p. 146)

(See *Tapescripts* section – Unit 5.8 Speaking Task 1 p. 146)

Questions for Student B – Task 1 (p. 146)

- I once bought an ice cream because of an advertisement. It sounded so delicious and it really was as good as it looked.
- I don't enjoy shopping in the supermarket because it's boring and it's always very busy when we go.
- I wouldn't buy clothes online because you need to try them on first to see if they fit.
- I prefer shopping in small independent shops because it feels more friendly.
- I usually go shopping with my parents.
- I think you have to be very careful shopping on credit because it is very easy to get into debt.

The speaker says shopping habits are changing because there is much more choice these days. For many people shopping is now a leisure activity and shops are open all hours, 7 days a week and people can even shop on-line. She says that when she was younger she often wanted toys that she saw on television advertisements.

Task 2 (p. 146)

(See *Tapescripts* section – Unit 5.8 Speaking Task 2 p. 146)

The speakers decide on the concert by the school band because it is such a good band and everyone loves listening to it.

Student B – Task 1 (p. 147)

(See *Tapescripts* section – Unit 5.8 Speaking Task 1 p. 147)

Questions for Student A – Task 1 (p. 147)

- I think some young people use their leisure time well and some do not. Those who spend all their free time in front of the television or playing computer games are not using their free time well. However, if they also play sport it's better for their health.
- I think I have enough leisure time because I am lucky and I do not have to travel far to school. Even though we get a lot of homework I can still find time for my leisure activities.
- Yes, there are. In the town where I live we have a very good sports centre, a beautiful park, a good cinema and my school also has good facilities.
- Well, hockey is very active and watching films is passive, so I enjoy both – which is a good balance.
- I have never considered doing voluntary work in my leisure time because playing hockey takes up most of it. However, if I did do voluntary work I would like to work with children.
- I would like to learn to play the violin. Maybe one day I will.

The speaker says leisure activities take our minds off work or any other problems we have. He spends his own leisure time playing hockey, reading and watching films.

Task 2 (p. 147)

(See *Tapescripts* section – Unit 5.8 Speaking Task 2 p. 147)

The speakers decide on an Information Technology Centre because students are increasingly using computers for their studies. They think that the centre will be popular with students and teachers too. They say that they all need to develop their IT skills and keep up to date with technology.

Unit 5.9

Exercise 1 (p. 148)

- 1 an opinion essay
- 2 a teacher
- 3 the first and final paragraph

Exercise 2 (p. 148)

The writer is against the idea of students being taught at home online.

introduce arguments – On the other hand, However
list points – First of all, Secondly, All in all
introduce results – As a result, such as, All in all

Exercise 4 (p. 148)

- 2 I strongly believe that we should all recycle more. By doing this, we would help protect the environment.
- 3 In my opinion, people should watch less TV. In doing this, they would have more time to exercise.
- 4 To my mind, governments must stop illegal downloading from the Internet. In doing this, it will protect the music industry.
- 5 My opinion is that people should give more money to their local charities. In doing this, many social problems could be solved.
- 6 As far as I am concerned, governments should put more police on the streets. In doing this, it will help reduce crime

Exercise 5 (p. 149)

- 1 The main idea is why violent video games shouldn't be banned. This is stated in the opening sentence.
- 2 For a start, most of the people who play them know the difference between the games and real life. Moreover there are usually age recommendation on games.
- 3 For a start; Therefore; Moreover; For this reason (To begin: Consequently: Also: This is why)

Exercise 6 (p. 149)

- 1 For example, it can be noisy and polluted. Also, there is a lot of traffic and parking is often difficult.
- 2 Therefore, students will receive a well rounded education.
- 3 For example, they are recognised and followed everywhere they go. In addition, they must deal with people asking for pictures and autographs.

Exercise 7 (p. 149)

- 1 Some people argue an increase in public transport will not encourage people to leave their cars at home.
- 2 On the other hand, some say there are several benefits to replacing people with robots.
- 3 Alternatively, some people argue that organic food is not worth buying.
- 4 It can be argued that introducing fines will not deter people from illegally downloading music from the Internet.

Exercise 8b (p. 149)

Many teenagers work and go to school at the same time. Many of them are doing this for a variety of reasons. However, in my opinion teenagers should not be trying to balance a full-time school schedule along

side a work schedule.

To begin with, it is crucial for all young people to get the best education possible. Having a job could have a negative effect on a student's studies. A job can take up time that a student should be spending on homework. In addition, a teen's job may negatively affect their social life. They are working when they could be taking part in after-school activities or socialising.

On the other hand, there are those people that would argue that this is the perfect time for teens to learn responsibility. They feel that it is good for teenagers to balance all aspects of life.

Ultimately, I believe teenagers can learn responsibility in other ways. A formal education that can lead to a serious career later in life is much more important. I do not support the idea of teens working while they attend school.

Unit 5.10

Exercise 1 (p. 150)

- 1 Readers of the school newspaper.
- 2 Making your town safer.
- 3 Semiformal because students will read it - what can we do to make our town safer?
- 4 neighbourhood watch scheme, CCTV, police patrols

Exercise 2 (p. 150)

techniques used to start: rhetorical question
techniques used to end: quotation

alternative beginning: Our town is becoming increasingly unsafe these days due to the increase in traffic on our roads and the escalating crime rate. Surely we must all do something to help change this before it is too late?

ending: All in all, there are a number of possible solutions that we should start to implement as soon as possible to help make our town safe. After all, if we don't, who will?

Exercise 4 (p. 150)

A ... wear a money belt under your clothes and keep travel documents and money out of sight. This would help to deter any would be muggers. Another way to safeguard your belongings is to fix a lock onto all bags and suitcases. By doing this you may stop thieves from getting into your luggage. It would also be a good idea to keep photocopies of your passport and other travel documents, in a separate place. In this way, you can replace your crucial documents, quickly in case of theft.

B ... A useful suggestion would be to repaint the walls, put up some new curtains and buy new furniture. Then the library would be a more pleasant place for everyone. Another suggestion would be to buy more computers. This would mean that students would not have to wait so long to use one.

Exercise 5 (p. 151)

- 1 Keep your passwords secret and change them regularly in order to prevent criminals from accessing your email accounts etc and stealing your personal information.
- 2 Never provide any personal details such as addresses, telephone numbers or school names, for example, in emails or on social networking sites. By doing this, you will prevent endangering your personal safety.
- 3 It is important to install anti-virus software and keep it up to date. By doing this, you will prevent nasty computer viruses infecting and harming your computer.
- 4 You should also stick to well known, popular websites as much as possible. The result will be that you will avoid sites that may be more likely to harm your computer by infecting it with viruses for example.

Exercise 6 (p. 151)

- 1 A solution to a problem essay on how to make your neighbourhood more pleasant. Semi-formal style.

Paragraph plan**Introduction:** state problem and possible causes**Para 2:** first possible solution and results/ consequences**Para 3:** second possible solution and results/ consequences**Conclusion:** summary and/or opinion/ recommendations**Topic sentences for main body paragraphs:**

- 1) Firstly, I think that my neighbourhood suffers aesthetically because of the unsightly graffiti on its walls and public buildings.
- 2) Another problem that affects my neighbourhood is litter.

Introduction:

I have lived in the same neighbourhood for as long as I can remember and I really love it. That being the case, I was very upset when I saw that the local newspaper had described it as being ugly and depressing. Although I am very proud of where I live, I do believe that there are several ways in which my neighbourhood could be made more pleasant.

Conclusion:

A neighbourhood reflects the people who reside in it. Most people want to be in pleasant surroundings and will do their part to keep the area around them clean and attractive. It seems to me that it would not take much to turn my 'ugly, depressing' neighbourhood into an even better place to live.

- 2 An opinion essay about teenager a doing household chores. Formal style.

Paragraph plan**Introduction:** introduce topic/state opinion**Para 2:** first viewpoint and reasons/examples**Para 3:** second viewpoint and reasons/examples**Para 4:** opposing viewpoint and reasons/examples**Conclusion:** summary of topic and restate opinion**Topic sentences for main body paragraphs:**

- 1) On the one hand, teenagers are members of the family group and, therefore, have a responsibility to do their part in keeping the family home clean and tidy.
- 2) On the other hand, however, there are times when teenagers should be excused from doing chores.

Introduction:

In these financially difficult times, most families are feeling the crunch and both parents have had to go out to work. What that means is that there is now no one left at home to do the household chores that were once traditionally done by the mother. Many people feel that teenagers should ease this situation by helping out around the house.

Conclusion:

A family is like a sports team in that all its members must pull together to get things done. Teenagers, as part of a family, must take on certain obligations, household chores being one of them. However, exceptions should be made in certain situations, exam time, for example, when a teenager's time is better spent on other responsibilities.

- 3 A for-and-against essay about whether the internet is a blessing or a curse. Formal style.

Paragraph plan**Introduction:** introduce topic**Para 2:** arguments in favour of the topic**Para 3:** arguments against the topic**Conclusion:** summary and opinion or general statement**Topic sentences for main body paragraphs:**

- 1) The Internet is an amazing tool that has made our lives easier and more stress-free.
- 2) Despite its many obvious advantages, the Internet does have its downside.

Introduction:

It is difficult for most of us to imagine a time when there was no such thing as personal computers, websites or the Internet. In fact, nowadays, it is the rare home that does not have at least one PC with which its residents can access the Net. As with

everything, however, the Internet has its good points and its bad points.

Conclusion:

All things considered, I believe the advantages of the Net outweigh the disadvantages. As Euripides said, 'Balance is the key to life.' The Net is a gift, and it is there for the people who know how to use it sensibly and wisely. Unfortunately, and there is very little we can do about it, it is also there for the people who exploit it for their own unsavoury purposes.

- 4 An opinion essay on whether your school should install CCTV cameras. Formal style.

Paragraph plan

Introduction: introduce topic

Para 2: arguments in favour of the topic

Para3: arguments against the topic

Conclusion: summary and opinion or general statement

Topic sentences for main body paragraphs:

- 1) On the one hand, CCTV cameras in schools might make people think twice before they commit a crime like beating someone up or stealing someone's personal property.
- 2) On the other hand, CCTV cameras add to the sense that 'Big Brother' is watching us—even in schools.

Introduction:

It is no secret that crime is on the rise. In an effort to prevent illegal activities such as muggings, burglaries and robberies, police have placed CCTV cameras in the streets, outside shops, and in banks and other buildings. As far as I am concerned, this is a good practice because it may act as a deterrent to criminals. But do we really need CCTV cameras in our schools?

Conclusion:

Generally speaking, I think that having CCTV cameras in schools is a necessary evil because crimes are on the increase even in our institutions of education. Although I do feel that these cameras violate our rights, if students are not doing anything wrong, they really don't have anything to fear, do they?

Exercise 7 (p. 151)

- 1 I have lived in the same neighbourhood for as long as I can remember and I really love it. That being the case, I was very upset when I saw that the local newspaper had described it as being ugly and depressing. Although I am very proud of where I live, I do believe that there are several ways in

which my neighbourhood could be made more pleasant.

Firstly, I think that my neighbourhood suffers aesthetically because of the unsightly graffiti on its walls and public buildings. The young people in the area have little to do in their spare time and, therefore, they spray paint pictures and words where they are not supposed to. I feel that if these youths had a place to go where they could use their free time more productively, a sports centre, for example, these instances of vandalism would be reduced.

Another problem that affects my neighbourhood is litter. Everywhere one looks, whether it be in the streets or in the park, there are old cans, newspapers and bottles. To my mind, there is a very simple solution to this problem. If the town council placed more bins around the neighbourhood, people would be far less likely to throw their rubbish on the ground.

A neighbourhood reflects the people who reside in it. Most people want to be in pleasant surroundings and will do their part to keep the area around them clean and attractive. It seems to me that it would not take much to turn my 'ugly, depressing' neighbourhood into an even better place to live.

- 2 In these financially difficult times, most families are feeling the crunch and both parents have had to go out to work. What that means is that there is now no one left at home to do the household chores that were once traditionally done by the mother. Many people feel that teenagers should ease this situation by helping out around the house. On the one hand, teenagers are members of the family group and, therefore, have a responsibility to do their part in keeping the family home clean and tidy. When all is said and done, it does not take much time or effort to keep a home running smoothly if everyone pitches in and does their fair share of the work. On the other hand, however, there are times when teenagers should be excused from doing chores. Young people these days, what with their busy schedules, often have very little time for anything but homework, projects and exam preparation. On the occasions when their responsibilities become too great, teenagers should be exempted from their duties until they have more free time available for them. A family is like a sports team in that all its members must pull together to get things done. Teenagers, as part of a family, must take on certain obligations, household chores being one of them. However, exceptions should be made in certain situations, exam time, for example, when a teenager's time is better spent on other responsibilities.

3 It is difficult for most of us to imagine a time when there was no such thing as personal computers, websites or the Internet. In fact, nowadays, it is the rare home that does not have at least one PC with which its residents can access the Net. As with everything, however, the Internet has its good points and its bad points.

The Internet is an amazing tool that has made our lives easier and more stress-free. At the click of a button, we can send and receive emails, read our daily newspaper, do our shopping, watch our favourite TV programmes, the list is endless. With its chat rooms, blogs, and instant messaging, the Net has made communicating with others more convenient than ever before.

Despite its many obvious advantages, the Internet does have its downside. Just as the Net can be an amazing tool, in the wrong hands, it can be a dangerous weapon. For those with the knowledge, and the yearning, the Net can be used to download others' personal information, access illegal sights, or even as a means to commit cyber crimes like fraud or hacking.

All things considered, I believe the advantages of the Net outweigh the disadvantages. As Euripides said, 'Balance is the key to life.' The Net is a gift, and it is there for the people who know how to use it sensibly and wisely. Unfortunately, and there is very little we can do about it, it is also there for the people who exploit it for their own unsavoury purposes.

4 It is no secret that crime is on the rise. In an effort to prevent illegal activities such as muggings, burglaries and robberies, police have placed CCTV cameras in the streets, outside shops, and in banks and other buildings. As far as I am concerned, this is a good practice because it may act as a deterrent to criminals. But do we really need CCTV cameras in our schools?

On the one hand, CCTV cameras in schools might make people think twice before they commit a crime like beating someone up or stealing someone's personal property. If they know they are being watched, they might not go ahead and do what they had planned.

On the other hand, CCTV cameras add to the sense that 'Big Brother' is watching us—even in schools. They rob students of their right to privacy. If they are not doing anything wrong, why should they be watched all the time? Why should they be under constant supervision because a 'few bad apples' have committed crimes at their school? Good students are being punished for no good reason.

Generally speaking, I think that having CCTV cameras in schools is a necessary evil because crimes are on

the increase even in our institutions of education. Although I do feel that these cameras violate our rights, if students are not doing anything wrong, they really don't have anything to fear, do they?

Unit 5.11

Exercise 1 (p. 152)

There is a picture of a department store, where tourists might find anything from designer clothes to souvenirs.

There is a picture of a busy street with people sitting at tables eating and drinking. This looks like a good place for tourists to stop and have a bite to eat.

In one picture there is a market near a canal, here there are a lot of stalls and tourists might find antiques and handcrafted goods.

In the last picture it shows a busy high street with London buses and taxis. All of the big names in high street fashion should be there. I think tourists will find souvenirs of London here as well as clothes, shoes, books and CDs etc.

Exercise 4 (p. 152)

A must – something essential

gorgeous – very attractive

browse – look through casually

distinctive – easily recognisable

uniforms – sets of clothes for a particular job

buzz – excitement

bric-a-brac – small objects of little value

exclusive – chic and expensive

clientele – customers

queue – a line of people

connected – joined

check out – have a look at

Exercise 5 (p. 152)

- There are many **market stalls** with colourful displays of fruit and vegetables.
- The **street artists** painted a beautiful mural on the wall of the building.
- We often see friends shopping in the town's **high street** at the weekend.
- You can find excellent bargains in the **flea market**, which is great when you are shopping **on a tight budget**.
- My brother went on a **shopping spree** when he got paid.
- The best thing about shopping in a big department store is that all the top **brand names** and **designer labels** can be found under one roof.
- Many people visit Oxford Street in London and simply go **window shopping**.

- Some big supermarket chains have expanded their range of products to become a **one-stop shop**.
- The Ritz is one of London's **high-class hotels**.
- We enjoyed a night out in one of Moscow's **trendy clubs** in Tverskaya.

Exercise 6 (p. 152)

I had an interesting morning in Brick Lane. It was busy, but I love the hustle and bustle of Brick Lane on Sundays. You can hear people chatting and laughing and street vendors inviting people to look and buy. As you walk past the café's there's the smell of fresh coffee and fruit juice and the sound of jazz music.

I saw some amazing pavement drawings done by the street artists, full of colour and vibrancy and I bought a fantastic jacket from one of the fashion students. He had one of the market stalls there and he told me what inspired the design. I like buying these individual items direct from the designer, it's so much more personal than having the same thing as everyone else.

Project (p. 153)

Novosibirsk is the largest city in Siberia and the third largest city in Russia after Moscow and St Petersburg, so it has plenty to offer when it comes to shopping. Some of the best shops can be found in Vokzalnaya Magistral, where there are plenty of shops to suit every size of pocket. Vokzalnaya Magistral also has a large supermarket close to the train station that is open 24 hours a day, which is very convenient for anyone who needs food supplies late in the evening. Another place for visitors to enjoy shopping is at the Royal Park Shopping Mall in Krasny Prospekt. Apart from all the wonderful shops, there are some lovely cafes where tired shoppers can take a break and watch the world go by. But perhaps some of the best shopping can be found at the street markets in Novosibirsk. There are lots of street markets where you can find everything from traditional souvenirs to household goods and clothing. And it goes without saying that you can always find really good bargains if you are prepared to haggle over the prices.

Unit 5.12

Exercise 1 (p. 154)

I would imagine that life on the raft in the picture is very comfortable as they have houses to live in. It might be scary sometimes because I can see that there are huge crocodiles in the water. Personally, I would love to go on a trip like this because it would be a very exciting adventure.

Exercise 2 (p. 154)

I think Torres is going to say something important to Joam Garral that will affect everyone on the raft. He might tell him that Manoel is not a good person.

Exercise 4 (p. 154)

presentiment – strange feeling about the future

menace – threat

at the outset – from the beginning

shivering – shaking from fear or cold

sought – looked for

proposal – a suggested plan

I had a **presentiment** that the day would go badly.

Using a mobile phone while driving is a **menace** to the safety of other road users.

At the outset of the investigation they realised how difficult it would be to find out the truth.

She flapped her arms to stop herself **shivering** from the cold.

Although they had **sought** work for months, they didn't find any.

The committee rejected his **proposal** for improvements to the town centre.

Exercise 5 (p. 155)

- 1 The diamond robbery took place in Tijuco. (line 57)
- 2 The family will leave Torres at Manaos. (line 19)
- 3 The prison is at Villa Rica. (line 44)
- 4 Joam Dacosta worked as a clerk in the governor general's office. (line 35)
- 5 The chief of police is in Manaos. (line 54)

Exercise 7 (p. 155)

Diamond Robber / Murderer Escapes from Jail

Last year's diamond robbery at Tijuco was masterminded by Joam Dacosta, a clerk in the governor general's office. The soldiers guarding the diamonds at Tijuco's largest diamond cutting plant were murdered with the assistance of this convicted criminal. In February this year Dacosta was tried and sentenced to execution. He was in prison at Villa Rica. However, just hours before he should have been executed, he managed to escape. His whereabouts are unknown and police warn that this man is dangerous and should not be approached. Information leading to the capture of Dacosta will be rewarded.

Unit 5.13

Exercise 3 (p. 156)

- 2 Clouds are vital for life to exist on earth because they produce rain.

They are terrifying because of the destruction they create through thunderstorms and flooding.

- 3 New technology may allow us to harness the power from clouds. It may even be possible to control rain levels, for instance, to make it rain more or less.

I think it is a good idea. It may be possible to create rain in drought-affected areas or help to provide clean sources of energy. It should only continue to be researched, however, providing that there are no negative effects on the environment.

Exercise 4 (p. 156)

vital – very important

beating down – shining brightly and hotly

loaded – very full

fragile – weak

disastrous – terrible

load – contents

capabilities – things sth can do

gigantic – huge

base – lowest part

builds up – increase gradually

dazzling – very bright

combine – join together

under debate – being discussed

investing in – giving money to

Exercise 5 (p. 156)

I learned how clouds are formed when droplets of water form in cooler air. In warmer air these droplets become vapour which rises into the cooler air. Eventually, when enough of these droplets get together, they fall back to the ground as rain. Clouds are also a very powerful force. When they become large enough they can unleash so much rain that it will cause floods or massive thunderstorms. I also learned that scientists are learning more and more about clouds and can even control them under certain circumstances.

I would like to know more about how scientists might be able to make it rain or stop it from raining in the future. I think this would be a remarkable breakthrough both for countries that suffer droughts and those which endure flooding.

Project (p. 156)

Clouds

The field of meteorology (the study of weather) which concerns clouds is called nephology. Clouds generally form at between 2,000 to 20,000 metres above sea level. As well as forming at different heights, clouds can also form in different shapes and take on different colours.

The colours of clouds can change according to how densely packed the water droplets are inside the cloud. When sunlight passes through the cloud the light can reflect off the droplets, which means that when there are more droplets clustered together, whiter colours are produced. Typical white clouds, which are most commonly seen, practically reflect out all of the light hitting them. However, when more light comes through the cloud, yellow and orange colours can be seen. When you see a slight green colour in particular clouds it can be a sign of imminent hail, strong winds or tornadoes. Red and pink colours are normally formed in clouds at sunrise and sunset due to the way that sunlight is dispersed through the atmosphere at these times.

Unfortunately, this reflection of light from the clouds might be changing. According to recent research, the use of aerosols and other materials which end up in the atmosphere is dimming our planet. This is explained by the fact that the water droplets are not as pure and, thus, cannot reflect as much light as previously. So, in years to come, our skies may become duller and less colourful. It makes you appreciate what we have now and realise that we cannot continue harming our environment.

Focus on RNE

Speaking – Task 1 (p. 160)

I am going to talk about mobile phones.

All over the world mobile phones have revolutionised communication, making it easy for us to stay in touch with people wherever we are. They have helped to save lives and reassure worried relatives. Business can be continued even when travelling, saving time and improving business efficiency. These are many of the reasons why mobile phones are beneficial to our everyday lives.

On the other hand, the disadvantages of having a mobile phone are that they can be an invasion of our privacy. We are never able to get away from our business if we are always available on the mobile phone. This can increase our stress levels and lead to ill health. The network of signals and masts necessary to enable this communication technology can also be bad for our health and the health of the planet.

Mobile phones affect how sociable people are in both good and bad ways. They are good because we are able to keep in touch with friends easily and this can make us more sociable. However if we are always communicating on the mobile phone we may be ignoring the people around us and in this way we are being unsociable.

Mobile phones have had a huge impact on the modern world because global communication is so much more convenient.

Writing – Part 2 (p. 160)

With the arrival of mass tourism, foreign travel has become increasingly popular. Many people prefer to go abroad for their holidays in order to experience cultures that are different from their own. Although I understand the appeal of foreign travel, I think that travelling in your own country can be just as exciting and educational.

Foreign holidays are appealing because they offer the chance to do something new and different. People may wish to go abroad to enjoy a relaxing holiday in a warmer climate or to visit places that have historical importance. It is natural for people to want to have new and exciting experiences and to feel that they are escaping the routine of their normal lives. However, travelling long distances can be tiring, stressful and expensive.

People often miss out on visiting places in their own country that are interesting because they prefer to go abroad. Every country has its own unique history, culture and beautiful countryside. When you travel in your own country you can learn a lot about its history and culture as well as discover areas of natural beauty. Furthermore, it's less stressful than travelling abroad as you do not need to know another language and you won't need to travel as far.

To sum up, I would say that it's up to the individual to decide whether they prefer to travel abroad or within their own country but travelling at home can be just as worthwhile as making foreign trips.

Further Writing Practice: Reports/Proposals

Exercise 1 (p. 177)

- 1 Report, proposal
- 2 **Report:** Conservation group volunteer. Writing report on local school for group leader.
Proposal: Business person asking for bank loan to open souvenir shop
- 3 **Report:** Information on waste disposal, water consumption and energy efficiency of the school.
Proposal: Reason for requesting the loan and information on how I propose to spend the money.

Exercise 3 (p. 178)

Passive (is thrown, could be made)
Full verb forms, impersonal tone (the school has, there are signs, groundsman waters)
Formal linkers (However, While, Also)

Exercise 4 (p. 178)

list points – Firstly, secondly, finally
add emphasis – in particular
make concessions – despite the fact that
express an opinion – I think, I believe

make recommendations/suggestions – I suggest, one suggestion would be
express cause and effect – As a result, This would mean
conclude – In conclusion

Exercise 12 (p. 181)

- A**
- | | |
|---------------|-------------|
| 1 For example | 4 wealth |
| 2 therefore | 5 Finally |
| 3 In addition | 6 excellent |
- B**
- 1 The purpose of this report
 - 2 assess
 - 3 the suitability of
- C**
- | | |
|-------------|-------------|
| 1 To sum up | 3 mentioned |
| 2 attract | |

Exercise 13a (p. 181)

type of writing: formal report
topic: Suitability of accommodation in a hotel
reader: coach of sports team

Exercise 13c (p. 181)

Introduction

The purpose of this report is to assess the suitability of the Aqua Hotel as accommodation for the team during the tournament.

In conclusion I would recommend the Aqua Hotel as suitable accommodation for the team. The location and the facilities meet our requirements and the negative points are minor.

Exercise 14b (p. 182)

- 1 As not many teenagers know about the café, one suggestion would be to give out leaflets at schools and colleges to publicise the café.
- 2 The décor is not attractive to teens, therefore I would suggest that bright colours be used and modern fittings added.
- 3 Teens need more than food and drink for entertainment consequently I would recommend that a video game or a pinball machine be installed in addition to playing modern music and showing MTV.
- 4 As teens like international food, I would suggest that more international dishes be offered. For example, pizza, kebabs, hot dogs and tacos.

Exercise 15 (p. 182)

- 1 1 – town council 3 – headmaster
2 – manager 4 – council
- 2 1 – member of the public
2 – tourist office worker
3 – teacher
4 – youth group leader
- 3 1 – To propose a well known local person and suggest ways to celebrate their achievements
2 – To report on public transport information for tourists and suggest improvements
3 – To report on facilities for after-school activities and suggest how to make them more popular
4 – To propose how a building could be used in two ways to improve life for young people in the area
- 4 Formal, impersonal style
- 5 1 Introduction/Purpose, Celebrations, Conclusion
2 Introduction, Available Information, Recommendation
3 Introduction, Popularity of Activities, Facilities, Recommendations
4 Introduction, Gymnasium, Internet Café, Conclusion
- 6 To this end, In this way, To sum up, However, To start with, Firstly, Secondly, What is more, Furthermore, etc.

Exercise 16 (p. 182)

- 1 **To:** The Town Council
From: Robert Canning
Subject: Commemorating local people

Purpose

The purpose of this proposal is to suggest ways in which the achievements of one of our well-known citizens can be celebrated. For this purpose I would like to propose that the council should consider celebrating the achievements of Mary Becket, the remarkable woman who did so much to help the homeless in the town.

Celebrations

Knowing Mary as I did, I am sure she would want any celebration to be focused on the work she did, rather than herself. To this end, I would suggest that the first week in January, a time when the weather is at its most severe, should be called “The Mary Becket Help the Homeless Week” and citizens should be encouraged to help those people who are still, sadly, homeless. In this way, the name of Mary will not be forgotten and the excellent work she started will continue.

Conclusion

I hope the suggestions I have outlined above meet with your approval and will receive your serious consideration.

- 2 **To:** Peter Dobbs, Manager
From: Jenny Bartlett
Subject: Public transport information

Introduction

The purpose of this report is to assess the value of information available to tourists concerning local public transport and to recommend improvements where appropriate.

Available Information

To start with, free maps detailing local bus routes are available both from these offices and other outlets in the city, including the central bus station. These maps clearly show the local tourist attractions and the buses serving these locations are easily identified. However, there have been complaints that the timetable information printed on the back of the maps is inaccurate and confusing.

Recommendation

As bus timetables are subject to change, in future this information should not be printed on the maps. The bus company should be asked to provide a separate document whenever bus schedules are altered. This document could be distributed with the maps so that tourists will be provided with accurate information at all times.

- 3 **To:** Mr Jones, Headmaster
From: Trevor Jones
Subject: After-school activities

Introduction

The purpose of this report is to evaluate the quality of the after-school activities offered to our students, with particular reference to the facilities provided.

Popularity of Activities

The school offers a wide range of activities, and most of these are well-supported by the students. However, there are a small number of activities, particularly the drama and debating societies, that do not attract much interest.

Facilities

In general, the facilities provided for the various groups are adequate and the equipment required for each is maintained in excellent condition. There is one exception to this statement, as the photographic society feels that they lack the appropriate computer software to cope with the growing interest in digital photography.

Recommendations

As it is unlikely that more students can be persuaded to join the debating society, it is recommended that this activity be discontinued. By doing this the money saved could be used to help purchase the software requested by the photographic society.

Furthermore, I suggest that more students would be attracted to the drama society if a wider range of activities were offered.

- 4 **To:** The Council
From: Jack Mills, Youth group leader
Subject: Proposed uses for Midford Manor

Introduction

This proposal describes two possible uses for the disused building known as Midford Manor with a view to improving the lives of local young people.

Gymnasium

There are very few facilities for physical exercise in the town and those that do exist are commercial concerns aimed at older, professional people. It is extremely important that our young people have the right facilities for physical exercise, especially in times when more youngsters are overweight. Therefore a gymnasium designed for young people would be an enormous asset.

Internet Café

A well-supervised Internet café designed for teenagers would be a great attraction and would help to keep bored youngsters off the streets.

Conclusion

To sum up, Midford Manor could provide a fantastic venue for young people to enjoy. The proposals I have outlined above would benefit the community as a whole, by ensuring young people are healthy and happy. I hope that the proposals will receive your approval.

Further Writing Practice: Articles

Exercise 1 (p. 183)

- 1 The article is about someone famous that I would like to change places with. Title B has the name of someone, probably a famous actress, and says she is terrific. You would only want to swap places with someone great, wouldn't you?
- 2 In this article, I need information about what young people in my country are wearing and give advice about clothes. Title D mentions what to wear, but it is not a question, so the article will probably give advice. Title F mentions teen trends which means it is about fashion for young people.

3 This is an article about music. Title A tells the reader that he is going to read about someone's perfect music show and title C is about someone's favourite music, both of which are mentioned in the rubric.

4 The title has the word collection in it and this connects with the topic of collecting that is mentioned in the rubric. The article is also about my personal opinion about why the collection is important, so 'My Collection' is the correct answer.

Exercise 3 (p. 184)

- A **techniques:** offering a general thought or objective statement; addressing the reader directly
- B **techniques:** using a quotation
- C **techniques:** offering a general thought or objective statement; addressing the reader directly
- D **techniques:** offering a general thought or objective statement
- E **techniques:** offering a general thought or objective statement

Exercise 4b (p. 185)

Model 1 – Plan

Introduction

Para 1 introduces the topic

Main Body

Para 2 1st reason why he/she enjoys reading (can be used for learning or for fun)

Para 3 2nd reason why he/she enjoys reading (helps people to develop their own ideas and opinions)

Para 4 recommending books for people his/her own age

Conclusion

Final para final comments

Techniques: offering a general thought or objective statement; addressing the reader directly (intro); using a quotation (conclusion).

Model 2 – Plan

Introduction

Para 1 introduces the topic

Main Body

Para 2 description/details of concert

Para 3 explaining why he/she enjoyed the concert

Para 4 describing what was particularly special about the concert

Conclusion

Final para restating his/her opinion/recommendation

Techniques: offering a general thought or objective statement; (introduction) addressing the reader directly (conclusion).

Model 1**Introduction**

What was the last book that changed the way you looked at the world? For me, every book that I read offers a new perspective and a new challenge. I grew up in a house full of books and couldn't imagine my life without them. Reading is a way of meeting new people, going to new places and living new lives.

Conclusion

Some people say that reading is something that people do alone, but I believe that reading is a shared activity. The writer shares the story with the reader. The reader shares the story with other readers and stories reach out and fill the world.

Model 2**Introduction**

John Lennon once said that, "Music is everyone's possession," and I can't think of anywhere better to experience that sense of shared belonging than at a live concert. Great concerts stay with you forever and I've had some of the best times in my life in the audience at a live concert. One in particular sticks in my memory.

Conclusion

I don't have any photographs of that night, but the memories come flooding back every time I hear the songs. Whenever I'm feeling low, whenever I'm feeling stressed or worried, remembering that concert reminds me that no matter how bad things are, there are always good times in the past, present and future.

Exercise 4c (p. 185)

Model 1: Reading for Pleasure

Model 2: The Concert of a Lifetime; What a Show!

Exercise 5b (p. 186)

express an opinion: 2, 3, 4

make a suggestion: 1, 4

describe an experience: 3

describe a place: 1

give advice: 2

recommend something: 1, 3

Exercise 6a (p. 186)

- 1 Rubric 1 – expressing opinion.
Rubric 2 – describing a person
Rubric 3 – describing an experience
- 2 1 – readers of a newspaper
2 – readers of a magazine
3 – readers of a school magazine
- 3 Plan from p. 230

Exercise 6b (p. 186)**(Model Answers)****1 Going Out**

People don't need to go far to be entertained these days. Take the theatre, cinema or even a concert, everyone has their favourite way of spending the evening.

Seeing live actors on a stage can be an interesting experience, but make sure you are seated close enough to see all the action. These seats though, can be rather expensive and I wouldn't recommend sitting in the 'nose-bleed' section - high up at the back – where you can barely make out the expressions on the performers' faces.

The cinema, on the other hand, provides the audience with a huge screen and tickets are cheap. The special effects and soundtrack add to the excitement of watching a story unfold. However, you could also have a fun night at home watching a DVD on your large-screen TV instead.

Tickets to see well-known bands have sky-rocketed, but I prefer to see new bands before they get big. Nothing compares to the thrill of joining others in listening to live music. Long after a good concert, the music lingers on in your mind.

For me, a concert, rather than a play or film, is the best. Music has the power to touch the soul.

2 Madonna

I don't think there can be anyone in the world that hasn't heard of Madonna. During her career, she has put her hand to various things; singing, acting and writing, all with varying degrees of success. But it can't be denied that she has certainly left her mark.

When she first started out, her unique do-it-yourself fashion sense inspired women everywhere, and preferring to stay one step ahead of everyone else, she changed her style often over the years. Every time she took on a new style, she put the fashion world in a spin.

The amount of success she has had in music is remarkable, considering her voice is not her strongest point. Her popularity is due to the fact that she's a strong woman and a great performer. She pulls in huge crowds whenever she has a concert and her record sales are huge.

There are many who have made significant contributions to modern culture in the last fifty years, but none, it can be argued, more so than Madonna. Her work and determination have led her to become one of the biggest cultural icons in recent times. Her name will surely go down in history.

3 Memorable experience

Imagine large white fluffy snowflakes gently falling on your skin as if tickling you, and everywhere you looked all you would see was crispy white snow. That, for me, was the most memorable day of my life.

Growing up, I always wondered what it would be like to experience snow falling from the sky. Coming from a warm country, this was something I thought I would never see for myself. Our winters are quite drab here; it just gets gloomy and rains quite a bit. My friends all think I am strange because I love watching winter sport competitions on television. I do this because I love to watch the athletes swoosh around on this bright white carpet of crystals.

Now imagine the delight and anticipation I felt when the weatherman announced one cool January morning that we might be experiencing flurries by nightfall. Sure enough, that evening at around ten, the first snowflake came down from the starlit sky like a feather in the wind. I ran outside, without a jacket to feel the sensation.

To many, that may have seemed like a menial moment. I have to say, for me, it was the most wonderful and unforgettable moment in my life.

Further Writing Practice: Reviews

Exercise 1 (p. 187)

- | | |
|-----------------|------------------|
| 1 a school play | 5 a console game |
| 2 a book/film | 6 a concert |
| 3 a film | 7 a festival |
| 4 a CD | |

Exercise 3a (p. 188)

- readers of the school magazine
- past and present tenses
- It is the best book I have read all year and I highly recommend it to lovers of science-fiction

Exercise 3b (p. 188)

The writer recommends the book by giving his opinion and summarising the qualities of the book.

Exercise 5a (p. 189)

Model B seems more appropriate because it uses a semi-formal style and broader vocabulary, including the use of adverbs and adjectives. Model A is far too informal with simple, limited vocabulary and short, repetitive sentences. Model B gives a much more detailed description of the album and has been written using a plan, with introduction, main body and conclusion.

Exercise 6 (p. 189)

Paragraph 1 explains that the CD contains ten main tracks as well as two other bonus tracks. It gives an opinion in relation to the band's previous albums and suggests that they have new musical influences.

Paragraph 2 gives more details of a selection of songs from the album. Also included are descriptions of the songs' narratives and sounds, with suggestions about how they affect the listener's mood.

Paragraph 3 concludes by stating how successful the album has been upon release. A prediction is made for the band's continuing popularity in years to come and, finally, the writer makes a recommendation to the reader to buy the CD.

Alternative recommendation:

The band have developed and evolved their songwriting with each of their albums, and this one is no different. Don't miss out on what is sure to be the epic album of the year!

Exercise 7 (p. 189)

The Editors' latest CD *An End Has a Start* is fantastic. The British edition has 10 tracks on it whereas the one sold in America and Japan has an additional bonus track. This album is quite deep, and reflects on life though it's definitely not depressing. I would say it's alternative music at its best. The best song on the CD is the second track which takes its name from the title, *An End Has a Start*. The tune of this song is quite upbeat and just makes you want to jump up and dance. Their fourth single was released from this CD and is titled, *Push your Head towards the Air*. It was sold out on the Internet before it was even released! I definitely recommend buying this CD.

Exercise 8 (p. 190)

- This paragraph comments on the special features of the film and on the quality of artistic performance.
- This paragraph tells us which film is being reviewed. We are then informed about who the main characters and leading actors of the movie are.
- This paragraph concludes with a recommendation, stating that we have to see this film and that it will be a memorable experience.
- This paragraph describes the setting and plot of the movie as well as suggesting that the story is gripping and thrilling.

Exercise 9a (p. 190)

- Each rubric has asked for a review (1 for a film, 2 for a book) which should include descriptions of the main characters and the plot. (For 2 you must say why you liked the book) Then you must recommend it (or not recommend it for 1).

- 2 Rubric 1 – Readers of the school magazine.
 Rubric 2 – Readers of an English language magazine.
- 3 Plan from p. 234.
- 4 Rubric 1 – This film is a must see. It will make you laugh out loud. Don't miss it.
 Rubric 2 – This book is for anyone who loves fantasy. It is sure to be a best seller.

Exercise 9b (p. 190)

- 1 *Mamma Mia!* is the latest film taken from a hit Broadway musical. It is about a girl named Sophie who is about to get married. Sophie decides she wants to find and invite her father, whom she has never met. So, she invites three men, one of which she thinks must be her father, to the wedding. As you can imagine, the story gets to be quite complicated as she hasn't told her mother about the invitations.

The storyline all takes place on a beautiful Greek island. It's no wonder this film has become such a smash hit; it has an amazing star cast! Meryl Streep, Pierce Brosnan, and Colin Firth will delight you with their amazing talent as they sing some of ABBA's famous songs.

Mamma Mia! is great for the whole family. It is a light comedy dotted with some of music's greatest hits. There is never a dull moment and you will be given the opportunity to see some of Greece's magical settings in this film.

Mamma Mia! is a must see. It will have you singing out loud and dancing in your chair!

2 **Jose Saramago's *Blindness***

Some people read to escape, some people read to relax, others read because they have to, but in my opinion a good book should make the reader think. One book that I have read recently opened my eyes to what the world would be like if we were to lose one of our senses and that book is the Portuguese writer Jose Saramago's *Blindness*.

It's a simple story in that a plague of blindness sweeps through a country leaving all but one person totally blind. The story follows the first victim, waiting in his car at the traffic lights, through to all the people he comes into contact with. The disease spreads and the authorities find themselves unable to cope in a country of the blind. Little do they know that one woman still has her sight.

It is mainly through this character that the story is told. She is the wife of an optician and to save herself she claims that she too has gone blind. Throughout the tale, we see the terrible events through her eyes and feel her pain as society crumbles around her.

The novel is powerful and disturbing and will make any reader value his sight and the world he or she lives in even more. This is not an easy book to read, but once read will stay with you forever.

Interlocutor Card 1

Unit 1.8 – Student A – Task 2 (p. 20)

You are discussing what leaving gift to give a popular teacher who is retiring. These are your ideas about each option:

	+	–
A silver watch	<ul style="list-style-type: none"> – The teacher will be able to wear it. – It's a traditional retirement gift. 	<ul style="list-style-type: none"> – A good watch would be rather expensive.
A framed photograph of the school	<ul style="list-style-type: none"> – It would be something the teacher could see at home to remember us by. 	<ul style="list-style-type: none"> – It's not very personal. – A teacher must have lots of photos of the school already.
A set of leather bound books of literature classics	<ul style="list-style-type: none"> – He will have plenty of time for reading. – Everyone loves the classics. 	<ul style="list-style-type: none"> – It is difficult to choose books that someone will really enjoy. – He may prefer science books.
A camera	<ul style="list-style-type: none"> – This is special and useful as well. – Taking photographs is a great hobby. 	<ul style="list-style-type: none"> – It could be expensive. – He might not be interested in photography.

Interlocutor Card 2

Unit 1.8 – Student B – Task 2 (p. 21)

You are discussing what event to organise in order to celebrate the 100th anniversary of your school. These are your ideas about each option:

	+	–
A lecture about the school's history	<ul style="list-style-type: none"> – It would make pupils even prouder of the school. – I would be very interesting. 	<ul style="list-style-type: none"> – Some people may find it boring. – It's not a lively way to celebrate an anniversary.
An exhibition of photographs of the history of the school	<ul style="list-style-type: none"> – People can look at the photos and talk about them. – Good way to learn more about the history of the school. 	<ul style="list-style-type: none"> – Old photos may be delicate and get damaged. – It would need a professional exhibition organiser which is expensive.
A reunion party with former pupils and staff	<ul style="list-style-type: none"> – Former pupils and teachers could meet up with old friends. – It would be fun. 	<ul style="list-style-type: none"> – We would need to contact a lot of people.
An evening of music performances by pupils	<ul style="list-style-type: none"> – These are always popular. – We could ask past pupils to come and play. 	<ul style="list-style-type: none"> – The school orchestra would have to do all the work. – It could be difficult for past pupils to give up their time.

Interlocutor Card 3

Unit 2.8 – Student A – Task 2 (p. 52)

You are discussing what activity to choose for an adventure weekend being organised by your school. These are your ideas about each option:

	+	–
Camping	<ul style="list-style-type: none"> – It's relaxing. – It isn't difficult to do. – It doesn't require specific skills. 	<ul style="list-style-type: none"> – Sleeping in a tent is uncomfortable. – You need special equipment (e.g. tent, sleeping bag, etc).
Hiking	<ul style="list-style-type: none"> – No equipment needed. – Walking in nature is enjoyable. – It develops cooperation. 	<ul style="list-style-type: none"> – It is too physically challenging. – There is a danger of getting lost.
Canoeing	<ul style="list-style-type: none"> – It is something different and unusual i.e. to be doing an activity on the water. 	<ul style="list-style-type: none"> – Some people may be afraid of water. – It could be expensive to hire all the equipment.
Mountain bike riding	<ul style="list-style-type: none"> – This is a good way to exercise. – It sounds exciting. – Hiring bikes is not expensive. 	<ul style="list-style-type: none"> – Not everyone has a bike. – If the weather is hot it will be very uncomfortable.

Interlocutor Card 4

Unit 2.8 – Student B – Task 2 (p. 53)

You are discussing what event to choose for an open day at the school for school leavers. These are your ideas about each option:

	+	–
A workshop on writing CVs and applications	<ul style="list-style-type: none"> – These are very important skills when you looking for a job. 	<ul style="list-style-type: none"> – These skills take much longer than half a day to master.
A seminar on educational and training choices	<ul style="list-style-type: none"> – It would help students a lot because it is confusing to choose the best courses. 	<ul style="list-style-type: none"> – It could be difficult to find a suitable speaker who has such wide knowledge.
A talk on how to present yourself at interviews	<ul style="list-style-type: none"> – A professional careers advisor can give excellent advice. – Sometimes it's fun hearing about mistakes people make. 	<ul style="list-style-type: none"> – Of all the topics this seems the least important for school leavers.
A lecture on the benefits of University	<ul style="list-style-type: none"> – Anyone who is still undecided about this will find it very helpful. 	<ul style="list-style-type: none"> – By now students have already considered these and made their choices.

Interlocutor Card 5

Focus on RNE – Speaking Task 2 (p. 68)

You are discussing what film to choose to be shown at the local, summer film festival. These are your ideas about each option:

	+	–
A documentary	<ul style="list-style-type: none"> – There are excellent quality and informative. – Good for all ages. 	<ul style="list-style-type: none"> – Too serious.
A comedy	<ul style="list-style-type: none"> – Entertaining for everyone. 	<ul style="list-style-type: none"> – Humour is a very subjective thing. Not everyone finds the same things funny.
A thriller	<ul style="list-style-type: none"> – Creates an atmosphere of suspense. 	<ul style="list-style-type: none"> – They can be frightening. – May not be suitable for children.
An adventure	<ul style="list-style-type: none"> – The storylines are engrossing. 	<ul style="list-style-type: none"> – Most people have seen the good ones.

Interlocutor Card 6

Unit 3.8 – Student A – Task 2 (p. 84)

You are discussing what event to choose for Safety Week at your school. These are your ideas about each option:

	+	–
A talk about safety in the home	<ul style="list-style-type: none"> – As most accidents happen in the home it is extremely practical information and could save lives. 	<ul style="list-style-type: none"> – People don't realise the dangers that are present in their homes and may not have much interest.
Designing a poster on road safety	<ul style="list-style-type: none"> – Everyone will want to join in as it sounds enjoyable. – A fun way to remind students about road safety. 	<ul style="list-style-type: none"> – Not everyone is artistic and some people may feel rather embarrassed by the activity.
A practical workshop on cycling safety	<ul style="list-style-type: none"> – Cycling is dangerous if you don't know the rules. 	<ul style="list-style-type: none"> – Only a limited number of students will be able to participate. – There isn't enough room for bikes in school.
A lecture from a fire officer	<ul style="list-style-type: none"> – Fire officers are well respected by everyone, old and young alike. 	<ul style="list-style-type: none"> – Students may not like the idea of a lecture and think it will be boring.

Interlocutor Card 7

Unit 3.8 – Student B – Task 2 (p. 85)

You are discussing what event to choose for **Technology Week** at your school. These are your ideas about each option:

	+	–
A workshop on computer technology	<ul style="list-style-type: none"> – Students would enjoy this as everyone always needs to know more about how computers work. – A hands-on activity. 	<ul style="list-style-type: none"> – We would need a lot of computers for it to be a practical exercise.
A visit to a high-tech factory	<ul style="list-style-type: none"> – Fascinating and educational. – Give students an insight into a possible career. – Students like going on trips. 	<ul style="list-style-type: none"> – A brief visit to a factory will not have much educational value.
A lecture on the latest developments in technology	<ul style="list-style-type: none"> – This is important for students. They will have to keep up to date with technology for their careers. 	<ul style="list-style-type: none"> – Students avoid lectures because they are too much like lessons.
A debate on the pros and cons of technology in the modern world	<ul style="list-style-type: none"> – A debate will give students plenty to think about. – Students will be mentally involved. 	<ul style="list-style-type: none"> – This only has intellectual value.

Interlocutor Card 8

Unit 4.8 – Student A – Task 2 (p. 114)

You are discussing what event to choose for **Space Exploration Week** at your school. These are your ideas about each option:

	+	–
A visit to the Pulkovo Astronomical Observatory	<ul style="list-style-type: none"> – This would be exciting. – It would be educational. 	<ul style="list-style-type: none"> – It might be expensive. – It will require a lot of organisation.
A lecture on space from a professor of astronomy	<ul style="list-style-type: none"> – The subject is very interesting. 	<ul style="list-style-type: none"> – Students find lectures dull. – It would be better to have something interactive.
A talk by a cosmonaut on space travel	<ul style="list-style-type: none"> – Students will be able to ask questions. – It is about a real life experience. 	<ul style="list-style-type: none"> – It might be difficult to find a cosmonaut who is available.
A workshop on star watching	<ul style="list-style-type: none"> – Students can learn to recognise stars and how the night sky changes throughout the year. 	<ul style="list-style-type: none"> – Students would need a telescope to benefit from it.

Interlocutor Card 9

Unit 4.8 – Student B – Task 2 (p. 115)

You are discussing what event to choose for **Community Improvement Week** at your school. These are your ideas about each option:

	+	–
A tree planting day	<ul style="list-style-type: none"> – This is an enjoyable activity. – Tree planting is doing something positive for the community. – It helps students build a sense of pride in their community. 	<ul style="list-style-type: none"> – Money has to be raised to buy the trees for planting.
An afternoon cleaning up graffiti	<ul style="list-style-type: none"> – This would make a big difference to the appearance of public places. – It would teach students that graffiti is wrong. 	<ul style="list-style-type: none"> – We would have to buy cleaning materials. – Students wouldn't enjoy it because it's hard work.
A morning clearing rubbish from the local park	<ul style="list-style-type: none"> – It would encourage students to take pride in having clean public spaces. 	<ul style="list-style-type: none"> – It could be dangerous because students could cut themselves on broken glass.
Designing a poster to encourage recycling	<ul style="list-style-type: none"> – Students enjoy doing creative activities. – It would encourage a good community spirit. 	<ul style="list-style-type: none"> – It wouldn't actually in itself improve the local environment.

Interlocutor Card 10

Focus on RNE – Speaking Task 2 (p. 130)

You are discussing what to organise for the senior year's school leaving trip. These are your ideas about each option:

	+	–
Camping in a pine forest	<ul style="list-style-type: none"> – It would be very relaxing. 	<ul style="list-style-type: none"> – It can be uncomfortable. – Some people are nervous at night.
White-water rafting	<ul style="list-style-type: none"> – It is exciting. – It would provide a challenge. 	<ul style="list-style-type: none"> – People who aren't good swimmers may not like this. – Some people are afraid of extreme sports.
Mountain trekking	<ul style="list-style-type: none"> – The mountain air would be very healthy. 	<ul style="list-style-type: none"> – Trekking can be very tiring.
Sailing on a lake	<ul style="list-style-type: none"> – A lake provides a calm protected area to sail in. 	<ul style="list-style-type: none"> – It depends on the wind. – May be difficult for beginners.

Interlocutor Card 11

Unit 5.8 – Student A – Task 2 (p. 146)

You are discussing what event to choose for your school open day. These are your ideas about each option:

	+	–
A presentation about the school	<ul style="list-style-type: none"> – Visitors can hear about the history of the school. – Students will enjoy hearing about the achievement of former pupils. 	<ul style="list-style-type: none"> – It doesn't sound very lively. – It would need to be very well organised.
A concert by a school band	<ul style="list-style-type: none"> – Everyone loves listening to music. – The school has one of the best bands in the country. 	<ul style="list-style-type: none"> – The band played a concert last month.
An exhibition of students' artwork	<ul style="list-style-type: none"> – The art department produces excellent work. – It would show what students have achieved. 	<ul style="list-style-type: none"> – It would be a lot of work for the art department. – There may not be enough artwork for a large exhibition.
A friendly football match between teachers and students	<ul style="list-style-type: none"> – Sport is always popular to watch. – A good chance for some enjoyable rivalry. 	<ul style="list-style-type: none"> – A lot of people wouldn't be at all interested.

Interlocutor Card 12

Unit 5.8 – Student B – Task 2 (p. 147)

You are discussing how a sum of money that has been given to your school would be best spent for improvement to your school. These are your ideas about each option:

	+	–
An Information Technology Centre	<ul style="list-style-type: none"> – Teachers and students will be able to use it. – I'm sure this would be popular. – It would be the most used facility. – We need to develop IT skills and keep up to date with what's new in IT. 	<ul style="list-style-type: none"> – We are becoming too dependant on computers. – New technology develops so fast it would need constant updating.
A new library	<ul style="list-style-type: none"> – Students need more areas for private study. – The present library is too small. 	<ul style="list-style-type: none"> – Students use computers more than books now.
A cafeteria	<ul style="list-style-type: none"> – Students need somewhere to relax and socialise. – The present dining hall is very old. 	<ul style="list-style-type: none"> – Money would be better spent for an educational purpose. – It's the least necessary new facility.
New outdoor sports facilities	<ul style="list-style-type: none"> – It would encourage students to keep fit and healthy. – It would enable students to do outdoor winter and summer sports e.g. football and athletics. 	<ul style="list-style-type: none"> – Some people prefer using the gym and indoor facilities.

MODULE 1

Unit 1.5

Exercise 3 (p. 14)

Speaker 1

I have to say that I wasn't looking forward to the evening. I've never really seen the attraction. But my girlfriend is a huge fan, I think she had some lessons when she was younger, and because it was her birthday I promised to take her. It came as a total surprise, but by the end of the evening, I was completely hooked. The orchestra was fantastic and the music incredibly moving. And the way the performers were able to show their emotions and tell a story through movement was so impressive. I actually found it very exciting and I'll certainly go again.

Speaker 2

Look, you just can't beat the experience. I went to a festival last weekend. I know the tickets can be expensive these days, but you'd pay the same if you went to a good restaurant, wouldn't you? My friends and I try to go every month, but it really depends on who's touring and if they're playing anywhere near. For me, the real joy is being in a crowd of people. The atmosphere is so important. That's what makes it so different from playing the CD at home.

Speaker 3

One performer on an empty stage. That's how it started and I remember wondering how he was going to fill the time on stage. But as the act progressed, I realised that he didn't need any props, he didn't even need any words. With just a few simple movements and a different facial expression he pulled the audience into his world. We believed in the situations he created, we saw things that weren't there and shared his emotions. I laughed when it was funny and cried when it was sad. It was a great evening.

Unit 1.7

Exercise 1 (p. 18)

Interviewer: In the studio today, I'm pleased to say that we have Hannah Evans of Popular People Magazine. Welcome, Hannah. So, you're going to tell us all about what it is that makes the perfect party, right?

Hannah: Indeed I am, and this certainly is the season for parties. I simply love parties, the decorations, the lights, and all that wonderful food!

Interviewer: Me too. Now. First things first. How do you decide who to invite?

Hannah: I always say be courageous with who you put on your guest list. Invite people from different backgrounds. Don't invite people that all have the same jobs or family situations. You'd be surprised how exciting

things can get when people have to work a bit to find something that they have in common. It makes a nice change from a bunch of people standing around talking shop all night. Also, always invite more people than you really want because some people always back out at the last minute.

Interviewer: Great. What about the invitations?

Hannah: Well, as a rule of thumb, you should send out the invitations about two to three weeks before the actual party. Stress on the invitation that you would appreciate a reply. Personally, I always give an e-mail or fax address so that people have no excuse to say they couldn't get back to me. If you're having your party in a place that is hard to find, it's a good idea to include a map as well as the address and you might even want to supply details about where guests can find parking. Oh, and include the start and finish times of your party so that everybody can think about how they will get home.

Interviewer: Some very good ideas, Hannah. So, let's go on to the party!

Hannah: Right. Rule number one. It is essential that you answer the door yourself and greet your guests personally. When people come as couples, separate them and introduce them to other groups. Help them along with a little prompt like, 'Martha, this is Sue. She likes gardening too.'

Interviewer: Just to break the ice?

Hannah: Exactly. Now, when the party really gets going you can expect that you're not going to have a moment to yourself. If you and someone else are holding the party, you should get the other person to deal with the drinks and food. If you're on your own, ask someone in advance if they'll help out with the serving. I usually choose a shy person because I find it gets them more involved if they have something to do. Something else to remember. Don't get stuck in the kitchen all night. While your guests might be interested in what they're going to eat, they came to the party to see you. Don't let the food preparation keep you away from all the fun. Stay relaxed, nobody wants a stressed-out host. Remember, you're with friends.

Interviewer: Is there anything we should know about sit-down meals?

Hannah: Yes. As a matter of fact, I was just getting to that. I've always found that having a seating plan practically guarantees a great party. I don't know, I just think that when you think out who's going to sit next to who, you can arrange it in such a way that everyone will be more comfortable during the meal. It also seems just a little bit more glamorous. I can't abide watching guests scrambling for a seat when you let them seat themselves. Reminds me of that children's game, musical chairs, somehow.

Interviewer: Well, I think we've covered just about everything Hannah.

Hannah: One last thing I did want to mention. It's about gifts. If someone brings you a present, try to open it in front of them and thank them on-the-spot. It's just so much nicer. If they've brought you chocolates, I think it's pleasant if you serve them with coffee at the end of the meal. Frankly, I think it's horrid when hosts keep all the goodies ...

Exercise 2 (p. 19)

Speaker 1

I'm what people call a white-collar professional. You know, the suits, the ties, the big office with a view. I must say it was quite tough getting to the top and now that I'm here it's pretty stressful. A lot of my colleagues play golf or squash when they want to let off steam after a hard day. I was never interested in that kind of thing. My wife is from the country so she's always had an avid interest in gardening. A few months ago, I was watching her plant some roses. She asked me for some help and for the first time in my life I actually got my hands dirty. It was amazing. I can honestly say I'm hooked. I've come to realise that there is nothing more soothing or satisfying than planting something and watching it grow.

Speaker 2

I've always been a perfectionist. If I can't do something perfectly, then I don't want to do it at all. I studied hard all through school and university and I always got top marks. On graduating, I got a fantastic job offer from a very reputable company. I worked my way up the ladder and anybody at the firm will tell you that I always got results. That is until management changed. The new boss is the type that likes to come in and shake things up. Well, he just has a different way of thinking than I do. I can't work the way he wants me to. That's why I decided to take up my brother-in-law's offer. OK, so it's a totally different kind of thing to what I have been used to, but I'm enjoying it and I'm doing things the way I want to.

Speaker 3

My husband and I got married very young and I worked in a supermarket so that he could finish his university degree. Our kids came along very quickly and by the time little Joey, our youngest, had started school I was still only twenty-five. I was bored being at home alone all day. I mean, there are only so many hours you can fill playing tennis or doing crafts. My husband, Bill, knew I wasn't happy so when he heard about the Sociology courses being offered at the local college he thought it would be a good idea for me to look into them. Well, the people at the college were very enthusiastic about my secondary school grades and thought that I would do very well on their programme. They were right! Last week I got my diploma. I don't know who was more proud, me or my husband Bill.

Speaker 4

I was born and raised on a large farm. We had cows, a lot of cows, and it was my responsibility to feed them every morning. To me, these animals were just something you raised and then sold for their meat, and, of course, at my house we ate a lot of meat. After I had grown up and moved to the big city, I saw no reason to change the way I ate. At least three times a week I was still cooking and consuming steaks and roasts and so on. Then I began having health problems. My doctor put it down to lack of exercise and the way I ate. His diagnosis really frightened me and since then I've not touched a piece of beef. At first it was quite difficult, but now, two years later, I find I don't miss it at all.

Speaker 5

After I had been married for five years, I got a great promotion at the bank and we decided we could now finally buy our first house. It wasn't anything fancy, mind you. It was old and needed a lot of renovations. Now, I've always been good with my hands so I decided I would do most of the work myself. I built shelves and cupboards, put in a new kitchen and, of course, painted the house upstairs and down. Visitors always went on and on about what a beautiful home it was. It was after at least five people asked me who had done the work on the house that I started to think about renovating houses on the side. Of course, with my regular job at the bank and now the work I do at the weekends, I rarely have a moment to myself, but I love doing it, and the extra cash is nothing to complain about either!

Speaker 6

The city has many advantages. It was fun to begin with and there were lots of job opportunities and things to do. But we began to miss the simple things in life, like a walk on the beach and feeling more in tune with nature. We were both brought up in the country, so we took the plunge and moved here. Our city friends are amazed that we grow all our own fruit and vegetables and all the excess we trade with others for goods and services. Now, when I want my hair cut, my hairdresser accepts apples or potatoes instead of money.

Exercise 3 (p. 19)

My name is Scott Ogilvy and I am a psychiatrist who works primarily with withdrawn children. Because of their incredible shyness, these children have problems socialising and communicating with others. I have been involved in my profession for over a decade now, and I can say with all confidence that animals have a key role to play when it comes to therapy, but I'm not the first person to have realised this. Back in the 1960's, the renowned American child psychiatrist, Boris Levinson, began using animals in his therapy sessions with young disturbed patients. It all came about when he noticed

that having his pet dog in his office during sessions seemed to make patients more comfortable, and as a result, more willing to open up and talk about their problems.

Since the days Levinson first wrote about what he had discovered, 'pet therapy' has been used widely by health professionals around the globe and not only in situations involving children. Many experts in the mental health field now regularly use animals to aid them in their work with patients. They have seen time and time again that animals can boost a troubled person's self-esteem and confidence, as well as improve their quality of life.

In 1977, two psychiatrists, Sam and Elizabeth Corson set up a programme at a psychiatric hospital in Ohio. Fifty patients took part in the programme which allowed each of the patients to choose a dog from a local kennel. At certain times of every day, the patients could play with their new pet. The psychiatrists were amazed, and very pleased, with the results. After only a very short period of time, the vast majority of patients reported that they felt more independent and happier than they had before taking part in the pet therapy programme and that their relationship with the members of staff had improved as well.

Another study, which took place in Melbourne, Australia in 1981, aimed to measure the effect that pets had on the self-esteem and happiness of elderly people living in nursing homes. The main participant in the study was a former guide dog named Honey. Honey, a golden retriever, spent six months at the nursing home, interacting with the people who lived there. At the end of the study, it was found that all of the sixty residents of another nursing home who did not have an animal living with them were shown to be much more anxious and less interested in others than the nursing home residents who had been involved with Honey.

Similar results were produced over and over again. Patients in hospitals who were depressed and anxious became much less so. Indeed, they said that the animals not only decreased their sense of hopelessness but brought great happiness into their daily lives. They also reported that there changes in their outlook on life were long lasting and most of the patients were able to reduce the medication they were using.

Of course, as all pet-lovers know, you certainly don't have to be ill, elderly or confined to a place to benefit from having a dog, cat or other animal as part of your life. Most professionals agree that simply having an animal in the home can be incredibly calming for the pet-owner. Generally speaking, it seems that people who are fond of animals and care for their pets are, perhaps unsurprisingly, more likely to be more caring and sociable in their relationships with other human beings too.

Unit 1.8

Speaking Task 1 (p. 20)

Model Answer – Student A

Obviously, there are many benefits to public transport. Firstly, without public transport most people would not be able to get to work and the roads would be very congested with private cars. So public transport is a much more efficient way to travel than a private vehicle. But one of the drawbacks of using public transport is that it is often very crowded and not as comfortable to travel with as your own car. It can be very uncomfortable especially during the morning and evening rush hours when buses are packed and this is made worse if there is a lot of congestion on the roads as well.

Although travelling in your own vehicle is more comfortable, private transport causes a lot of problems on the roads in towns and cities. Sometimes you see a car with only one person in it. This is very selfish as it contributes to traffic congestion. It is much better to use public transport where you have one vehicle carrying lots of people. Another problem is that there is not enough parking space for all the cars and roads can become blocked when there are too many cars parked along them.

Public transport works out much cheaper than having your own vehicle. Having a car is very expensive because you pay a lot of money to buy it and then you also have to pay a lot for things like maintenance, insurance, tax and petrol. If you use public transport regularly, you can buy a travel card each month and this is cheaper than buying a ticket every day.

I don't have a car because they cause a lot of pollution. My personal opinion is that people should use public transport for travel or ride a bike or even walk. People would be healthier and have more money if they stopped using their cars.

Speaking Task 2 (p. 20)

Model Answer – Student A

- A:** Let's talk about the first option, the silver watch.
- B:** It seems like a really good idea to me because it's something our teacher will be able to keep forever as a souvenir of the school and also it's a traditional gift to give someone when they are retiring.
- A:** Yes, you're right. It's a really special gift to give someone and I'm sure our teacher would be very pleased with it. The only disadvantage I can think of is that it's quite an expensive gift to buy so we would need a lot of money to buy a good watch. Well what about the framed photograph? It's a nice idea because our teacher would have something in his home that would always remind him of us, but it's not the best gift idea, is it?

B: No, I'm not keen on it at all. It doesn't seem very personal and I'm sure he must have lots of photographs of the school anyway. I think we should rule this idea out.

A: OK. Would it be better if we got the set of books? I rather like this because it's a special present that he can keep and he'll have plenty of time to enjoy reading now that he's retiring. I think books always make a lovely present.

B: I'm not sure I agree with that completely because although books are a nice present to get someone, I think you need to be sure that you get them the right kind of books that they will really enjoy reading.

A: But everyone loves reading the classics, don't they?

B: Not necessarily. Perhaps he prefers to read science books or history books. We'd have to be sure he likes reading literature or it would just be a waste if he never read them.

A: I suppose you have a point there. So, what about the camera, then? This would be a very good gift because not only is it a special gift, it's also a useful one, too.

B: Yes, it definitely is. I think this would make a great gift because it's fun to take pictures and it's also a really good hobby if you're interested in photography. These days, cameras are very hi-tech but they are also very easy to use and take great photographs.

A: That's true. The only thing is that it might be a bit expensive but I think it would be worth spending money on something useful. So, are we agreed that the camera is the best gift?

B: Yes, that's the one we'll choose.

Speaking Task 1 (p. 21)

Model Answer – Student B

Many people say that travel broadens the mind because you can learn about the people and cultures of other parts of the world. But I would say that this depends on the person who is travelling. Some people just go to another country to lie on a beach and don't even want to try the local food. If the person who travels abroad is interested in learning about the place they are visiting, then foreign travel can be educational.

It's fair to say that in the past it was very difficult for ordinary people to travel abroad and that nowadays there are many more opportunities for foreign travel. Mass tourism and package holidays are quite cheap these days so travelling abroad is no longer something that only wealthy people can do. I think it's great that most people can have the chance to visit other countries if they want to.

One thing that should be mentioned, though, is that mass tourism can cause many environmental problems. Many beautiful places in the world have been ruined because lots of hotels and restaurants have been built in them. This is the real disadvantage of foreign travel these days.

Many people forget that it can be enjoyable to travel in your own country. Every country has beautiful countryside and interesting historical sites. Even your own! When you travel in your own country you learn more about your own culture and history. Also, it is good for the local economy because you are spending your money in your own country. I believe more people should consider taking holidays in their own country.

Speaking Task 2 (p. 21)

Model Answer – Student B

B: Well, I'd just like to say that the first option sounds like a brilliant idea. It would be very interesting to find out about the school's history. I believe it would make pupils even prouder of the school. Do you agree with me that it would be popular?

A: Possibly, but I'm not sure that everyone would enjoy a lecture. They might find it boring just listening to somebody talking for a long time. It's not a very lively way to celebrate the anniversary, is it?

B: Yes, I see what you mean. How about the photography exhibition then? That would be a bit livelier because people can look at the pictures and talk about them. It's also a good way to learn more about the history of the school and what life was like here in the past.

A: I'm not too sure about this either. It's more interesting than the lecture, but many of the old photographs might be very delicate and it would be a shame if any of them got damaged in the exhibition. We'd need someone professional to organise the exhibition and it could be expensive.

B: I suppose you're right. I hadn't thought about that. OK, then. What about having a reunion party because the pupils today would get to meet people who had been at the school in the past and former pupils and teachers would get to meet old friends again.

A: Mmm. That sounds good. It would be popular because it'll be fun to have a party and lots of people will be able to tell each other all their stories about the past at the school. The only thing is that it will need to be well organised because we would have to get in contact with lots of people.

B: So what about the last option then? Some people might not be too keen on that because we often have concerts at the school so it wouldn't be anything special for many people. Do you agree with me?

A: Yes I do. And I'm not sure the school orchestra would have time to practice enough before the concert and it would be a shame if the concert wasn't up to standard.

B: Are we decided on the reunion party then?

A: Yes I think that's definitely the best option.

Unit 1.12

Exercise 2 (p. 28)

Jane: Where've you been, Mark? I haven't seen you for ages.

Mark: I've been at university in Liverpool.

Jane: Liverpool, eh? I've been there. Did you have problems understanding the locals? They have a very strong accent, don't they?

Mark: I couldn't understand some things at first, but after a while I got used to it and now it's no problem whatsoever. It's not just the way they pronounce the words, either. They actually speak their own dialect, called Scouse.

Jane: How do you mean?

Mark: I mean they have their own words for some things. Instead of food they say 'scran'. Thank you is 'ta'. They don't say lots of, they say 'bags of'. When I first went out with some friends from Liverpool, I needed a dictionary to understand what they were saying.

Jane: But the grammar's the same, isn't it?

Mark: Not always. Instead of 'we were playing', they might say 'we was playin'.

Jane: So what are you studying at university?

Mark: English!

Unit 1.13

Exercise 6 (p. 31)

After a while, with the parrot's help, the Doctor learnt the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether. Old ladies began to bring him their pet dogs who had eaten too much cake; and farmers came many miles to show him cows which had the flu, and sheep with broken bones.

One day a plough-horse was brought to him; and the poor thing was terribly glad to find a man who could talk in horse-language. "You know, Doctor," said the horse, "that vet over the hill knows nothing at all. I am going blind in one eye. But that stupid man over the hill never even looked at my eyes. What I need is spectacles."

"Certainly," said the Doctor. And soon it became a common sight to see farm-animals wearing glasses in the country round Puddleby; and from then on there was never a blind horse.

Once an Italian organ-grinder came round with a monkey on a string. The Doctor saw at once that the monkey's collar was too tight and that he was dirty and

unhappy. So he took the monkey away from the Italian, gave the man a shilling and told him to go away.

Focus on RNE

Listening – Part 1 (p. 36)

Speaker 1 (young woman)

I find it hard to eat in the morning before I leave for work at 6.30. The nutritionist at the local health centre tells me that it is the most important meal of the day, but I am never hungry at that time. I have lunch in the staff canteen and I often have dinner there as well because I'm always at the office. My family and I usually manage to have a meal together on Sundays. I know I could have a better diet if I spent less time at work but that is impossible at the moment.

Speaker 2 (young man)

I eat healthy food and usually have fruit if I want a snack. I like cooking and cook for my friends once or twice a month. What is astonishing is that the younger generation don't know how to cook, not even a simple dish of pasta. These days as both parents work, the parents haven't got the time to teach their children to cook properly. Learning to cook properly is very important if you want to be healthy.

Speaker 3 (young lady)

My family's eating habits are changing. It is easier to buy ready-made food in bulk than to cook from scratch. I use lack of time as an excuse. Sadly, we have slowly exchanged traditional dishes for hotdogs, burgers, and chips. I usually have my lunch at a fast food restaurant. I do worry about my unhealthy lifestyle and hope that supermarkets will start to offer more natural foods for sale so that I can select what I buy.

Speaker 4 (teenage girl)

I come from a Malaysian family and as you may know, food is very important in our culture. We are always inviting friends and relations to eat with us. As life is always hectic, my family come together on Sundays, and my mother usually cooks several dishes, mainly with coconut milk. Coconut milk is not very healthy and I realise I must be more careful about what I eat and take more exercise. That's the plan, anyway!

Speaker 5 (teenage boy)

Food is extremely important in my family. In fact, the kitchen is the centre of my home life and the family generally tend to meet here for breakfast and dinner and talk about the day. Dinner at home is around seven in the evening and I usually help my mother to prepare the food. I love watching her cook and hope to be a chef someday. We eat healthily at home and I think eating problems arise when people don't have a balanced diet.

Speaker 6 (teenage girl)

I love food, absolutely adore it. I also love exercise and cycle to and from school, which is a ten-kilometre round trip. It is cereal for breakfast and salad with pasta for lunch at school. I always eat dinner with my parents at home around at seven and as they are vegetarians, so am I. I think that being healthy is easy; it is simply a choice that you have to make.

Listening – Part 2 (p. 36)

Nicola: So are you still planning to travel once the exams are over?

David: Yes, for sure. I've wanted to go travelling for so long, it will be the perfect reward after all this hard work. Just two more exams and I'm off.

Nicola: So you're leaving straight after the History exam?

David: No, a week later. I need some time to prepare and pack ... and recover a little bit from exam stress!

Nicola: You must be excited, though! Where are you going to go first?

David: I'll catch the ferry to France first of all, and spend two or three weeks in Paris before heading for the south of France. After that I plan to travel around Europe for a couple of months and end up in the Greek islands. By the time I get there, I think I will be feeling more like my old self!

Nicola: Yeah, I know what you mean, this year has been really tough. I'm thinking about going away too, but not to travel around, just to lie on a beach somewhere and relax. That just sounds perfect right now.

David: Any ideas where you'll go? If you're hoping to go somewhere hot, Mexico is great at this time of year.

Nicola: Yes, so I hear. I'm not really sure though, I'll take some time to search for a bargain before booking my holiday. My parents often wait for a last minute deal and it always turns out okay, so I'll try that.

David: Good plan. So are you ready for the Maths exam on Tuesday?

Nicola: Well, revision is going okay but module four is very difficult. I'm going to see Mrs. Clarke after lunch about it. She told me to come to see her if I had any problems. How are you finding it?

David: Okay I suppose. I've been mainly concentrating on the final module, so I'm afraid I can't really help you with module four. If it is really as difficult as you say I might have to go and see Mrs Clarke myself!

MODULE 2**Unit 2.2****Exercise 7a (p. 41)**

The circus coming to town used to be the highlight of my year, but that was before I found out how those poor animals are treated. Do you know they often live in poor conditions and cramped cages? That's just

unacceptable. How would we feel if we were kept in tiny spaces and only allowed out when it's time to perform? It's not surprising the animals are stressed and exhausted. It's not an appropriate home for a wild animal. It seems a real shame to me that they constantly have to travel from one town to the next. Wild animals should be in their natural habitats and living behind bars clearly won't do. In my opinion, it's a disgrace!

Unit 2.4**Exercises 11 (p. 45)**

Rosa: It was unbelievably frightening. I went out into the street and people were just running about, shouting and screaming in the rain. Some pipes must have burst because the street was flooded. I tried to get as many people as I could away from the building as it might have collapsed at any moment. But as I was doing that, there was an aftershock and everyone panicked. It was a long time before the authorities said it was safe to go back inside.

Liam: You just don't expect something like that when you're on holiday, do you? At the hotel, everyone was talking about a weather system coming in from the south. I've never seen anything like it. It all happened so suddenly. The roof was shaking like it was going to come off. Trees were blowing over and all the pool furniture was flying around in the pouring rain. We spent the rest of the holiday helping the locals tidy up.

May: It was the noise that was worst of all. I mean, you might have seen it happen on TV but really being there is something else entirely. It was like thunder but it just carries on and gets louder and louder as it gets closer. From the hotel we could see it. It looks like a huge white cloud, but don't let it fool you. That's a solid wall of snow and you don't want to get caught up in that, I can tell you!

Unit 2.6**Exercise 10 (p. 49)**

Ann: I don't see what all the fuss is about Ben. It seems to me that extreme sports involve a lot of showing off. Most of the people who do them are young men so I think they like to think of themselves as action heroes or something.

Ben: You may have a point, Ann, but you get to test your limits with extreme sports in a way that nothing else comes close to especially as many people these days have boring sedate jobs in offices. I need the thrill and adventure that extreme sports offer.

Ann: If you're talking about windsurfing and snowboarding then I will agree but sports like base jumping, sky diving and mountain climbing are just too dangerous. You are risking your life more than testing your agility.

Ben: No, sorry. I can't agree with you Ann. There is an element of danger involved, that's true, but most people aren't so crazy that they will jump out of an aeroplane or climb a mountain without the proper equipment and the proper training.

Ann: They may get the training to start with but then once they've been doing it a while they start to take more and more risks. They need to be more daring to get the same thrill as before. It's like they get addicted to the danger and so they need to do more dangerous things to feel an adrenaline rush.

Ben: Hmm. I suppose that's possibly true for some people – but not for me.

Ann: We'll see. Time will tell I suppose.

Unit 2.7

Exercise 1 (p. 50)

Interviewer: Anyone who has ever worked in a big company, or any company for that matter, knows how important it is for members of staff to pull together to get the job done. Unfortunately, there are occasions where co-workers have problems co-operating. With us in the studio today we have Jed Kramer, an expert on how to get people working as a team. Jed, thanks for coming today.

Jed: My pleasure, Sue.

Interviewer: So, to begin with, why don't you tell our audience a bit about what you do?

Jed: That sounds like a good place to start! Well, what I do is motivate people in such a way so that they give one hundred percent to whatever business or company they are employed by. Of course, it goes without saying, that in order to do that one has to be able to work with others as a team.

Interviewer: I'm in full agreement on that one, Jed. And how exactly do you go about building this 'team spirit' you mentioned?

Jed: Well, believe it or not, it is much easier than you may think. Essentially, what I do is get people together and put them into situations where their strongest characteristics are revealed. For example, I've seen people, when put to the challenge, suddenly finding within themselves the abilities to be great leaders, amazing organisers or even top-notch negotiators. All it takes is the proper setting and people will show themselves for what they really are.

Interviewer: And where is this 'proper setting' that you mentioned?

Jed: It's a camp. Well, a kind of camp. We like to call it a team building camp. The camp is organised in such a way,

through scheduled events and seminars so that our clients are forced, if I may use the term, to interact so that only by working as a team can they complete the tasks that we set for them.

Interviewer: Very interesting. Sounds rather like the basis for a reality TV show Jed. (laugh)

Jed: (laugh) Not at all, Sue. Let me tell you about the events that we organise and you'll see more clearly what I'm getting at. What we do at the camp is offer a wide range of activities that can only be accomplished through teamwork, or team spirit. Clients can participate in things like canoeing, raft building, rock climbing or, what we have discovered is in very high demand, paintballing. All of these activities have one thing in common and that is that they require teamwork. And as the activities proceed, each member of the team realises where their skills and talents best come into play. What happens time and time again is that you see a client who views himself as something of a follower in the workplace suddenly come to the realisation that in actual fact he is a natural born leader.

Interviewer: Really? I'm intrigued.

Jed: I think what happens is that when we are at work, we accept the roles that we are given and just go about fulfilling them. But the sad thing is many times we are delegated tasks that are simply not suited to our personalities. When this happens both the employee and the employer are being cheated. Our goal at the camp is to reveal what an employee really has within himself that would make him a valuable asset to his company.

Interviewer: What a great concept. Jed, can you tell us what it is like at one of your weekend retreats?

Jed: Certainly. When our clients first arrive they are shown around the camp and given the opportunity to get themselves settled. Then, we all gather for a sort of 'welcome session'. Here, clients are given the opportunity to talk about themselves and to say where they believe their weakness and strengths lie. That takes up most of the morning and then we break for lunch. After the break, the fun starts. People are divided into teams and spend the next four hours being instructed and participating in whatever type of activity they have opted for. Directly after that, we get together again to discuss how we think we did. It is very interesting to hear the results, believe me!

Interviewer: What do you mean exactly?

Jed: Well, time and time again, we have discovered that many of the people who have said that they are happier in the more secondary roles end up being the ones who take on the primary roles in their chosen event. It's simply a case of people underestimating themselves and failing to recognise what they really have in them.

Interviewer: Sadly, Jed, we are running out of time. Can you tell us briefly about accommodation?

Jed: Sure. At our camp it is all-important to us that our clients really get to know their colleagues. That is the

major theme of the camp and we take it very seriously. With that in mind, accommodation is shared. Clients are put up in ranch-style buildings, each building can accommodate between four and ten people. The buildings are quite luxurious and everything from linens to room service is provided. As an added bonus, a full English breakfast is part of the fee. It's a shame we don't have time ... (fade)

Exercise 2 (p. 50)

Speaker 1

When I was fifteen, I heard a song on the radio that contained lyrics that I thought were absolutely amazing. I could not understand how anyone had had the genius to use those particular words and then set them to music. It really made me want to be a songwriter. Well, after attending university I entered the banking industry and became very wealthy. But was I happy? No. I had never been married or had children, and the only person I had to worry about was me. So, last year I threw in the towel on my banking job, moved to the country and started songwriting. I know I'm not going to make a mint but at least I'm doing what I always wanted to do.

Speaker 2

I was never what you could call a couch potato. For years, I played squash a couple of times a week with the boys from the office and there wasn't a Saturday that went by that didn't see me out kicking a ball around with my son, George. Then I had a heart attack. Thank goodness it wasn't a major one, but it certainly got me thinking about what kind of condition I was in. I got involved with the British Heart Foundation and changed my diet and my exercise programme. I decided I wanted to participate in their run to raise money for research into heart disease. I trained hard, I got frustrated, and then I trained harder. The day I completed the 20 kilometre run, was one of the proudest days of my life.

Speaker 3

When I first walked through the doors, I felt like I wanted to wither and die. All those strange faces, intimidating rooms and unknown corridors made my knees knock. I really thought I was going to faint. All I could think was that this was all my dad's fault. Why did he have to accept that promotion? Why did we have to leave the town where I had been born and raised for twelve years? Then, I started to feel selfish. I knew the answers to both questions. My father wanted to make a better life for me and my mum. I stopped feeling sorry for myself, straightened my shoulders and made a silent promise to myself to make the best of it.

Speaker 4

Kim and I had been best mates from the day we could walk. At least that's what our mums tell us. She and I went through everything together: first day of school, first crushes, and first heartbreaks. When the time came, we even chose to go to the same university. As the years went by, both of us married and settled down. Kim had twins and I had one child, Matthew. Hard to believe that we had our first and only falling out about how to bring up kids, isn't it? She made a comment that I sheltered Matt too much, which I did, I responded that her house was like a zoo, and things went downhill from there. Two years went by and we didn't exchange a word. It was only after coming across a hilarious photo of the two of us that I came to see what an idiot I had been. I will never forget the joy in her voice when she realised it was me on the other end of the phone.

Speaker 5

I developed asthma as a very young child. As a result, things that were routine for most of my friends, playing chase, swimming in the river or going hiking were taboo for me. My mum, being a concerned mother, tried to protect me as much as she could. At the time I held it against her but, of course, she was only doing what she had to. Thankfully, I grew out of my asthma, and was no longer known as the kid 'who couldn't breathe right'. After an athletics coach took me under his wing, my confidence began to grow. With his support, I began to feel I could accomplish anything I wanted and I was no longer scared.

Speaker 6

I've been working for the same company for about fifteen years. I've got quite a good position and the job is interesting. A couple of years ago, I was offered a promotion and to everyone's surprise I turned it down. The pay would have been better, of course, and that was quite tempting. But in the end, I realised I just didn't want the extra responsibility. It would have meant travelling on business trips, too, and I didn't want to be away from my family either.

Exercise 3 (p. 51)

Interviewer: For most of us, it is a big enough challenge to meet the demands of a regular full-time job, never mind take on extra duties like rescue work. Since 1999 Steve Johnson has been working as a volunteer mountain rescuer. Steve, thanks for finding a spare moment to share your experiences with us.

Steve: You're welcome.

Interviewer: Can anyone do rescue work?

Steve: People from all walks of life can attend classes part-time at special search and rescue academies. Many have a love of the outdoors and are experienced climbers. One thing they all share is enthusiasm and

dedication. They receive a mixture of classroom-based instruction and hands on field training to become entry-level searchers. But, training is on-going, with many training weekends throughout the year for people to sharpen their skills. Often a past search mission is recreated. While fictional, this gives us the opportunity to test skills like tracking down lost individuals, extracting a trapped victim or rescuing an injured hiker from the face of a cliff.

Interviewer: It can't compare with real rescue missions, surely?

Steve: When you're out there for real it's an emotional roller-coaster. You feel proud to be out there helping but you can get so frustrated and even angry at times. Some people don't appear to use any judgement whatsoever. They set off in normal clothing and a little rucksack – no ropes, helmet, or experience. They have no idea of the basic guidelines, the 'Ten Essentials.'

Interviewer: The 'Ten Essentials'? Can you tell us more?

Steve: In the 1930s, a club in America came up with a list of ten items they considered essential to carry with you when you go up in the mountains.

Interviewer: Such as ...?

Steve: Things to help you find your way, protect you from the weather and things to help you in emergencies. The list has changed over the years as technology has advanced.

Interviewer: Do you recommend using a Global Positioning System?

Steve: A GPS device can give you a very precise indication of your position alright, but it isn't much use to you if the batteries go flat! No, I am not all that keen on these modern systems because they can so easily fail you just when you need them most. In fact, the only electrical item on my list of essentials is a good waterproof torch – with extra bulbs and batteries – you might find yourself caught out after dark.

Interviewer: And it's also a good tool for signalling for help – to show your position in the dark.

Steve: Exactly. Of course, there's always the chance you might have to spend the night in the open in which case you need to be able to start a fire. Some people include waterproof matches in their essential items, but these days you can get good, cheap lighters which are easier to use.

Interviewer: I guess water is on the list too, right?

Steve: You should always carry enough water with you. It depends on the time of year, but generally speaking, you cannot rely on collecting rainwater in an emergency. And you need to make sure that any water you get from streams is safe to drink.

Interviewer: Has your attitude to the job changed over the years?

Steve: Since becoming team leader I have taken on far more responsibility, but it's a great honour for me to do the job. Rescue is all about problem solving skills and communication. You have to select people you know can

get the job done. You need to communicate the plan to everyone involved – the big picture and the individual tasks – and you need teams that can get it done effectively in good time. You always have to think one step ahead.

Interviewer: What advice do you have to keep mountaineers from becoming rescue candidates?

Steve: Mountaineering is a serious sport. That means, you can't just go out and do really hard routes with no real knowledge. The key components to safe climbing are good equipment, good experience, and good judgement. You can't prevent 100 percent of accidents, but many are avoidable. Climbing can be very safe if you go into it knowing the risks, knowing your limits and acting accordingly.

Unit 2.8

Speaking Task 1 (p. 52)

Model Answer – Student A

Basically, in my opinion, the key to being successful when someone has set themselves a challenge, is to be well-prepared. It doesn't matter if the challenge is a mental challenge or a physical one, preparation is the key. If it's a mental challenge, like sitting an important exam or taking part in a quiz, then it is a good idea to study hard for it. In the case of an important exam, I believe that you have to start revising long before the exam, not just at the last minute.

When it comes to a physical challenge, such as climbing a mountain, or taking part in an athletics competition, it is very important to train for it so that you are in peak condition. Top athletes have to train for years in order to be fit enough to compete in events like the Olympic Games. But even ordinary people who just want to do something different, such as running a marathon, have to have the same dedication as a professional athlete and they have to give up a lot of their spare time to train.

As far as I'm concerned, preparing for any kind of challenge can bring people a lot of benefits. You need a lot of determination to succeed, but success can bring a strong sense of achievement and give you more confidence in your abilities. I think that if you believe in yourself then you can do anything you want to.

As for myself, I enjoy both mental and physical challenges because I think it's important to have both a healthy mind and a healthy body. I love playing football. I have to work hard to keep my place in the school team and to help the team do well in competitions, but it's good fun as well. The same goes for my school work. I want to do well in my exams and get good marks. This means I have to study hard, but I don't mind because I enjoy doing well and I know it will be good for me and my future.

Speaking Task 2 (p. 52)**Model Answer – Student A**

A: So, let's get started then. Camping sounds like a lot of fun to me. It's a really relaxing activity and it isn't challenging or difficult to do. I think this could be a popular activity because it doesn't require any effort at all.

B: I'm not really sure this is the best choice for the weekend. Camping can be fun, I agree. But some people really don't like sleeping in a tent because it can be a bit uncomfortable, for one thing. Another problem is that everyone would need to have a tent and other equipment too.

A: I think you're right about that. Well let's look at the next choice then, hiking. It doesn't need a lot of equipment, just a map and a compass. It's quite a challenging activity because it can be hard work walking in the countryside all day. But you get the chance to feel close to nature and it's an activity that encourages cooperation between the participants. What do you think?

B: Yes, I think this is a good activity too. It can be quite challenging to go hiking and we would need to make sure it was properly organised so that nobody gets lost. I think we should consider this as a possible choice for an activity.

A: Ok, we've got two more choices to look at first. Next on the list is canoeing. This is a very thrilling activity and I think it would be popular with a lot of people because it's so adventurous and very different from other activities.

B: It does sound like a lot of fun doesn't it? But would it be popular with everybody? I think it depends on the type of person you are. Some people might think it's a bit too adventurous and that it could be dangerous.

A: I don't really agree with that because it is supposed to be an adventure weekend, after all. What about the final choice – riding mountain bikes in the countryside? It sounds great to me and it's a good form of exercise too. We can hire mountain bikes for the day and it's not expensive. How does it sound to you?

B: It sounds exciting, without being too dangerous or too difficult. You do need to be fit though. It might be strenuous for some people. I like this idea but I can't decide if this or the hiking would be a better choice.

A: You're right that riding bikes can be very challenging, especially if it's a hot day. Hiking is the best idea because it means everyone can enjoy the countryside and doing something challenging without having to be really fit.

B: OK, let's choose the hiking activity. I think it will be a great adventure activity.

A: Me too.

Speaking Task 1 (p. 53)**Model Answer – Student B**

There is no doubt in my mind that it is very important for young people to have a high standard of education, if they are going to do well in the future and get a good job. Firstly, the education they get should help them to gain knowledge, and develop their skills and talents as well. This will help them to get the qualifications that are appropriate for the kind of work they want to do. That is why it is important that the standard of teaching in schools is high and a wide range of subjects are taught.

I don't think it is necessary to go to university to get a good job because it depends on the kind of work you want to do. Obviously, though, anyone who wants to have a career as a doctor or lawyer for example, will need to get a degree. Another thing I'd like to point out is that having a degree can help you improve your prospects and get a better paid job because it shows that you have a high level of education. But going to university isn't the only way to make sure of getting a decent job.

Another way is to go for vocational training at a college. Here, you can learn about a job if you want to work as something like an electrician or a computer engineer. Training schemes are a very good way of getting a qualification that employers can trust. I also think that practical experience in the job you want to do can be very helpful too. So, apart from taking courses to train for a job, it's a great idea to get as much hands-on experience as you can.

I believe that my education is very important for my future career as I would like to work as a scientist. At the moment, I am working very hard to make sure I get good grades at school and pass all my exams so that I can get a place at a first-rate university. Of course, being well-educated is only the beginning because it's up to me to make sure that I make the most of the career opportunities available to me. I think that the best way to get what you want out of life is to know what you want and to work hard for it.

Speaking Task 2 (p. 53)**Model Answer – Student B**

B: Shall I start? Our first choice is a workshop on writing letters of application and how to write a good CV. This would be quite a useful activity to do because they are very important skills to have when you are trying to find a suitable job. Do you agree?

A: I agree that these are good skills to have but I don't think you can learn to do them properly in just one afternoon. These are skills that need to be taught in the classroom, I think. Another thing is that it might be a bit dull just sitting writing letters and organising a CV all afternoon. I'm not too keen on this idea.

- B:** OK. The next choice is a seminar on the educational and training opportunities available for school leavers. This sounds like a great idea. You can learn a lot in an afternoon and I think this could be popular because it can be very confusing trying to work out which are the best courses to do without some helpful advice.
- A:** Yes, this kind of seminar could be helpful, I agree. The only thing I'm wondering about is if we can find someone who knows enough about all the courses available because there are so many and I'm sure students would have lots of questions to ask.
- B:** Well let's keep that idea in mind while we look at the other remaining choices we have. What do you think about a careers consultant giving tips on how to do well at job interviews? This would be a very practical activity for the students because they can get professional advice about all the things they should and shouldn't do in an interview.
- A:** Yes, I like this idea even more than the seminar on education and training. I think this will be interesting for the students and it could be fun, too, talking about all the silly mistakes people make at job interviews. As long as the speaker knows how to make the talk interesting, I think this is a very good choice.
- B:** So, onto the last choice. A lecture about the benefits of going to university. This could be quite good if students get some useful information about what life at university is really like and what to expect when you get there. But most students already know a lot about the benefits of going to university so they might not find it that interesting or helpful.
- A:** And we should remember that a lot of the school leavers won't be going to university anyway. Some will be doing other forms of training or looking for work straight away. I don't think this will appeal to all the students. I still think the best choice is the talk on doing well at interviews.
- B:** That's settled then because I agree that everyone will find it interesting. Even people who are going to go into further education now will need job interview skills eventually.
- A:** I agree.

Unit 2.13

Exercise 6b (p. 63)

Even though it is normal to think that a drought is a natural disaster, the drought in *The Burning World* is caused by man. Normally, seawater evaporates and forms clouds. These clouds are a collection of water, and when it rains the water is released. In *The Burning World* there is no rain because this normal process has been interrupted. The problem in the novel began when

pollution and industrial waste was deposited into the ocean. Over many years the sea developed a thin layer of chemicals on its surface because of the pollution. This layer stopped seawater being evaporated by the sun, which meant no clouds, and so no rain.

Focus on RNE

Listening – Part 3 (p. 68)

I only started going to the after-school drama club for a bit of a laugh. All my friends used to go and so there was no-one to hang out with after school. I wasn't really that bothered about drama. It always seemed a bit silly to me, wearing black and prancing around a stage, but I thought I'd check it out. Well, the first time I went I couldn't stop laughing! Everyone seemed to take it so seriously. They were all competing for the main part in the play and trying to impress the drama teacher. But not me, I would have been happy enough to sit in the wings and just watch. Anyway, we all had to read a script and I was given one for an old beggar woman, so hunching over and putting on an elderly voice I started. When I finished, the drama teacher asked if I had ever acted before because I seemed very natural. I was really surprised, and before I knew it, I'd been given the main part! Well, once I got used to the idea I really began to enjoy myself. I started looking forward to getting up on stage at the rehearsals after school. We rehearsed for weeks before the final show. And what a show it was! The school hall was packed full of parents, relatives and members of the local community. I was pretty shocked when I saw the crowd and I started to get butterflies. But, I needn't have worried as it was a fantastic evening! I got a great response from the audience but I was so tired afterwards that I slept for twelve hours. After the final performance everything went back to normal. I went to lessons, met my friends after school and rode my bike to the park – everything I used to do before the play. Then one day, when I got home from school, my mum was waiting for me by the door. She had a letter in her hand addressed to me. I hardly ever get mail so it was quite strange. Anyway I opened it as my mum and little brother crowded round. I couldn't believe what I was reading! It was a letter from a drama college in the nearby city. One of the school's directors had been to see the school play and had been impressed by my acting. The letter said that he thought I had great potential and they were inviting me to attend an open day and to take part in a drama workshop at the college. I was so excited! Well, I spent hours finding a part from a play that I could present in the workshop. My drama teacher at school helped me rehearse and I even performed my piece in front of my auntie and uncle. Then the big day came! My dad dropped me off at the drama college and I went in. It was really exciting to get the chance to spend a day doing drama with some of the

best teachers in the country. In the workshop we learnt about stage craft, movement and how to use your voice properly. I was really disappointed when the day came to an end. But I knew then that what I really wanted to do was go to drama school and I decided to apply for an audition to get a place at the school.

Well, that was two months ago. Yesterday I received a letter offering me a place on the drama course to start in October. Not bad for someone who only went to drama club for a laugh hey?

MODULE 3

Unit 3.2

Exercise 8 (p. 73)

- A:** Could you please tell me in your own words exactly what happened?
B: Certainly, officer. It was about ten past one and two men with motorcycle helmets came in and told everyone to stay calm and get on the floor.
A: Where were you?
B: I was in the queue waiting to be served over there.
A: I see. Could you tell me what happened next?
B: Well, I got on the floor and so did everyone else. One of the men stayed by the door and the other one held up the teller and told her to hand over all the cash. As soon as she did they just left and I didn't see anything else.
A: Thank you. We may have some more questions for you later. Could I have your name and address, please?
B: Certainly. It's John Smith, 54 Old Road, Moortown.
A: Thank you.

Unit 3.3

Exercise 1 (p. 74)

Tony: I'm a serious gamer. I play for hours every day. I like role-play games, shooting games, especially old-style arcade games. I also like virtual reality games where you can create your own avatar. They're just so much fun.

Lisa: I just couldn't live without it. It's my social lifeline. I text my friends all the time and I call people whenever I want. It's never out of my hand. I like to take pictures of funny things and MMS them to people, too.

Sophie: Mine is permanently attached to my ear. I've got about 2,000 songs on it and I get lost in my music all the time. It's great for on the train or the bus. I can hide my headphones under my hair anytime I want and shut out the outside world.

Unit 3.4

Exercise 5 (p. 77)

- A:** How can I help you?
B: I'm looking for a new mobile phone.
A: OK. Do you have a specific make or model in mind?
B: I like the new Motorola one that flips open.
A: Do you mean this one?
B: Yes. What colours does it come in?
A: Black, silver or pink.
B: I like the silver one. How much is it?
A: Well, will it be on a contract or 'pay as you go'?
B: Pay as you go.
A: In that case it's £130.
B: OK. Can I pay by credit card?
A: Of course. Follow me.

Unit 3.5

Exercise 3 (p. 78)

Speaker 1

I know there are warnings all over the subway station and security guards on the platforms, but you never really expect it to happen to you. I don't even know where or when it happened. It must have been when I was on the train. We were all crammed in and everyone was squashed up against the person next to them. I didn't feel anything, though, nothing at all. It wasn't until I was in the supermarket buying some milk that I realised that my wallet wasn't there. OK, I didn't lose a lot of money, but I've lost my bank card and my credit card. It's so annoying.

Speaker 2

I still can't believe it. It was over so quickly, I just didn't have time to think. I was walking along, minding my own business when a young man asks me directions to Moore Street. Next thing I knew, he'd grabbed my bag and was running off. I screamed and shouted, but he'd ducked down a side-street and vanished. I found a policeman and told him what had happened, but he said there was little chance of finding him without a proper description and witnesses. I was really upset by the whole thing. And it happened in broad daylight, too!

Speaker 3

We'd been shopping all day and we were just really glad to get back home. I was putting the car in the garage when I heard the kids shouting. The front door was open and you could see that someone had forced their way in. I told the kids to get a neighbour to phone the police. We stayed outside until they came and they made sure there was no-one still inside. They'd taken the TV, the DVD player and some cash that was by the phone. And of course nobody heard or saw a thing. We've now installed an alarm system, so hopefully it won't happen again.

Unit 3.6

Exercise 7 (p. 81)

- A:** It happened one night when Tony and I had gone out to the cinema. We locked the house as we always do and caught the bus into town. We watched a film and grabbed a bite to eat afterwards.
- B:** And that's when you were burgled?
- A:** Yes, looking back on it now I suppose it was good that we didn't come straight home.
- B:** So what happened when you did get home?
- A:** I just couldn't believe my eyes. It was heartbreaking. They'd broken in through a window and completely ransacked the place.
- B:** That must have been awful for you.
- A:** It was terrible – much worse than I thought it would be. All our valuables were taken and the rest of our possessions were smashed and ruined.
- B:** I suppose you called the police?
- A:** Of course, but while we were waiting for them to arrive I kept noticing that more things that were broken or missing and I just couldn't bear it any longer. I had to go outside. It was driving me mad.
- B:** I can understand that, but you were fully insured, weren't you?
- A:** Yes. The insurance company was very efficient and helped us with the process of replacing everything. It was a huge weight off our shoulders that they made it as easy as possible. Although it has to be said that cash value and sentimental value are completely different. I mean, it took me a long time to come to terms with losing my grandmother's ring. That was irreplaceable.
- B:** What a nightmare! At least it's all over now.
- A:** Yes, but I don't think anyone gets over something like that completely.

Unit 3.7

Exercise 1 (p. 82)

- Woman:** Have you seen the new cameras on the High Street? They're trying to cut down on crime and seeing as they can't afford to put more police on the beat, they've put CCTV up instead. It's about time, too.
- Man:** They can't afford more policemen, but they can afford all that new, and no doubt expensive, technology. And I suppose they'll be hiring security guards to watch the pictures the cameras take. Why can't that money go to employ real police officers instead?
- Woman:** I take it you're not in favour of CCTV. It's been proved to reduce crime, you know.
- Man:** It's been proved to reduce crime in the areas that have cameras. What really happens is that the criminals leave the areas with cameras and go and commit crimes in places without cameras – usually the suburbs. That's not reducing crime, it's relocating it!

Woman: I must admit I hadn't thought about that. So what really needs to happen is that cameras should be put up all over town, so the criminals can't commit any crime whatsoever.

Man: No way. I don't want to be watched from the moment I leave my house to the moment I get to work. It's an invasion of privacy and how do I know that the film won't be used elsewhere?

Woman: How do you mean?

Man: Those TV shows that have people doing stupid things that are caught on camera, tripping, falling over, getting hit on the head. You know the type of thing.

Woman: Do you often do stupid things on the way to work?

Man: No. Well, not often, but that's not the point. What we really need is a return to the local policeman, someone you can rely on, someone you know is close to hand, someone who'll help you when you need help.

Woman: I must admit, I haven't seen a policeman in my area for ages. There used to be one who patrolled the area when I was a child, but those days are long gone.

Man: We've lost the human touch. Stopping crime means the police and the public working together, face to face. It builds trust and a feeling of community. CCTV just makes everyone feel like naughty schoolchildren. It's just not right.

Woman: If you really feel that strongly about it, you should become a police officer.

Man: I am a police officer!

Exercise 2 (p. 82)

Speaker 1

I've always found it so annoying having to put sunscreen on several times a day when I'm at the beach. It's so messy and all the sand sticks to it. So that's why I thought I'd try this new brand. You supposedly only need to put on one application and it lasts all day. Well, I was bright red by the time I left the beach! I couldn't believe it – I mean, you just take it for granted that a product is going to do what a manufacturer promises. I don't know, perhaps I didn't put enough on but anyway, that's the last time I take such a claim at face value.

Speaker 2

Our town has had a recycling programme for about two years now. I'd started to feel guilty about not participating, so I asked my friend who lives a few streets away what day pick-up day is, faithfully sorted my rubbish for the next week and put it out in the street ready for collection on Tuesday morning. Anyway, when I got back home on Tuesday the rubbish was still there. The same happened the next week, so I called the council to give them a piece of my mind. You should have seen my face when the council official politely interrupted me to inform me that pick-up on my street was every Monday, not Tuesday.

Speaker 3

I've always been of the opinion that hunting is wrong. So, when I heard that there was going to be a protest meeting against fox hunting in my village I decided to attend. I was seated beside a rather proper-looking gentleman and I was voicing my opinion about what kind of people would participate in such a bloody and cruel sport. I must have ranted on to him for about ten minutes. When I finally stopped to take a breath he looked me straight in the eye and said, 'Actually, I'm here in support of the hunt'.

Speaker 4

I was the secretary of our school science club and every year we would invite a well-known scientist to speak at our annual dinner. Well, this particular year we invited a famous physicist from Cambridge University and as word got around, more and more people started asking for tickets to the dinner. It was obvious that we wouldn't be able to have our dinner in our usual restaurant, so we booked the banqueting room in a hotel. Anyway, on the night everyone arrived early in great excitement – except our guest speaker. At first I just thought he was probably running late, until I put my hand into my pocket and felt the envelope. In all the excitement I had forgotten to send the letter explaining the new arrangements.

Speaker 5

Last month, I received an invitation in the mail for a charity dinner. As the day drew closer, I thought I had better look at the invitation again just to be sure of the date and the venue. It took me some time to find it but in the end, I discovered it at the bottom of my handbag. The dinner was to be held on the 15th, which was two days away. When I pulled into the car park that evening, I couldn't understand why there were no other vehicles there. I knew I couldn't have got the date wrong because I had double-checked it. I suppose I should have double-checked the time, too, as it turned out the dinner started at nine and by my watch it was only just before seven o'clock.

Speaker 6

I can honestly say that when the wood near our town burnt down last year, I was heartbroken. It was such a shame, all those beautiful trees. And, of course, I wasn't the only one who found it sad, everyone did. That's why we thought it was such a good idea to have a Tree Planting Day to, you know, 'reforest' it. Well, I had decided to go with my friend, Julie. Even though she was very busy, she promised she'd come. We set off bright and early on the Sunday, I mean, the Saturday morning. After I'd been planting trees for about two hours, I realised I really should have brought a pair of gloves with me. I had painful blisters all over the palms of my hands, and the day had only just begun!

Exercise 3 (p. 83)

Interviewer: Welcome, listeners! With me today I have Bob Jones, a careers adviser working here in the city centre. Thanks for coming, Bob. Before we get started, out of curiosity, can I ask you how you got into this line of work?

Bob: Sure. I grew up in a part of England that had suffered from unemployment for years and I'd seen families ruined because of it. I have always felt that one of our basic rights is the right to earn a living so after I graduated I made up my mind to choose a career that would allow me to at least try to get people into some sort of employment.

Interviewer: I understand that you feel that further education is an important key to doing this.

Bob: I certainly do. Times are changing and technology is developing in leaps and bounds. This means that people who finished school, say ten years ago, are now at a disadvantage in the job market.

Interviewer: Is this a problem that can be solved?

Bob: By all means. Anybody can get further education. And, of course, this is necessary for those who want to get the knowledge and skills required to freshen up their CVs to get them back in the race for a new job or a better job.

Interviewer: And you feel anybody can return to school?

Bob: Why not? You know, the people who come and see me are in various situations. Some don't like the path their career has taken and want to go into a totally different field. Some feel they are lacking certain qualifications and want to upgrade them to increase their chances of promotion. Finally, some simply want to study a subject that they love that they never had the time or money to study before. Whatever the case may be, I don't know of anything that should prevent someone from becoming a mature student. And you have to bear in mind that the time has never been better for adults to return to education.

Interviewer: Oh, right. Can you explain that a bit further?

Bob: Certainly. These days, you can gain a qualification through long-distance learning, via the Internet, by attending universities or community colleges, or by taking summer courses here in the UK, or even abroad. Even the hours are flexible. According to what route you want to take, you can study part-time or full-time, depending on your present schedule.

Interviewer: Wouldn't a prospective student have to have certain qualifications to get into a college?

Bob: Well, yes and no. Mature students are not treated in the same way as regular students. While some institutions have their own requirements, which means a mature student might need some existing qualifications,

many places offer courses that require no qualifications. Even the institutions which do require certain qualifications will, in most cases, make an exception for mature students.

Interviewer: What do you mean by 'exception'?

Bob: When someone is trying to get a place at a college, their background is taken into consideration. This means that even if they don't have the usual certificates or diplomas, they may be accepted on the basis of their life experience or work history. I get a lot of clients who give up before they even get started because they think they are under-qualified. I always tell them to make sure and ask if their past history counts.

Interviewer: And finally, Bob, isn't it a huge challenge for adults to get back into education once they've been accepted on a course?

Bob: It is indeed. Just think ... if you have a family, you'll have to find suitable childcare for the hours when you're studying. You'll have to find the time to meet assignment deadlines. That can be problematic if you're working full-time. In addition, a lot of people are afraid they won't fit in because usually they will be much older than their classmates. Finally, and most importantly, people considering further education worry about cost.

Interviewer: I'm sure they do. Fees must be a ... (fade)

Unit 3.8

Speaking Task 1 (p. 84)

Model Answer – Student A

I think it goes without saying that everyone needs a loving family and good friends around them. Being part of a close family gives you a sense of security, you feel protected. Life would be very lonely without friends or family to rely on for company. Humans are sociable and it's important to have other people around us. Close relationships are a special bond that makes people happy in life.

We all rely on the help and support of our family and friends. Sometimes their encouragement gives us confidence. At other times, when we are unhappy or depressed, they can make us feel better again. There will always be moments in everyone's life when they will need to turn to someone else for support or guidance. Of course, that doesn't mean that relationships with your family or friends are always perfect. Everyone gets into arguments sometimes, even people who really love and respect each other. It's normal and healthy to have some arguments, as long as they don't get out of control or happen too often.

On the whole, I have a brilliant relationship with my family. My parents are very open and I can talk to them about my problems or ask them for help when I need it. I argue with my sister sometimes, usually when she borrows my things without asking, but nothing serious.

I'm also lucky that I have lots of good friends who are fun to be with but are also there for me when I'm upset or have a problem.

Speaking Task 2 (p. 84)

Model Answer – Student A

A: Let's look at our first choice, which is a talk on safety in the home. I think this sounds quite interesting because most accidents happen in the home and it would be very useful for students to learn about how to make their homes safer. What do you think?

B: Yes, I agree with you that this is quite a good idea. It seems to me that giving students practical advice about how to be safer at home would be very beneficial because I don't think many people realise how dangerous these places can be. I like this idea, but designing a road safety poster sounds like a fun activity. It will teach students about road safety rules too.

A: Yes, this is both creative and practical. It would be great to design some really eye-catching posters and then we could put them up around the school. I think this would be quite a popular choice. Everyone would want to join in with this activity.

B: OK. What about the next activity, though? This is for a practical workshop on cycling safety. Again this sounds like an activity that students would enjoy doing and they would learn something that's very useful. Cycling can be dangerous if you don't know the rules.

A: It's definitely useful for students to know about being safe when out cycling but I'm not entirely sure I agree that this workshop would be a good idea. Only a limited number of students would be able to participate because we don't have enough room for everyone to bring their bike into school to do the workshop.

B: You're right. That's a really good point, actually. So, our final choice to consider is a lecture from a fire officer. Now, this would be useful information but I think that students might not be that interested in attending a lecture.

A: I agree. Students need to do something that's motivating and most of them don't get very excited about lectures even if the subject is important. I think we can rule this choice out. Probably, the best idea is to design a poster because students will really enjoy this activity and it is educational as well. What's your opinion?

B: It's quite a difficult choice but designing a poster will mean that lots of students get involved in the activity so I agree it would make a good choice.

A: Great.

Speaking Task 1 (p. 85)**Model Answer – Student B**

In the past health care was not as good as it is today. For one thing, there have been many advances in medicine in recent times. Another thing is that, in the past, medical care wasn't always available to the whole population. People who lived in rural areas might not have had access to a doctor or would have had to travel a long way to see a doctor or go to a hospital.

These days though, health care is available to everyone whether they live in the countryside or in a city. Also, it doesn't matter whether you're rich or poor, you can still get the treatment you need. The health care system is much fairer nowadays.

The progress in modern medicine is the result of the advances of science and technology in recent decades. Doctors now have lots of hi-tech equipment to help them treat patients. I think that doctors are very well trained these days and because they have such good equipment there has been a big improvement in diagnosis of patients' illnesses. This means that hospitals and clinics are much more efficient.

One other reason why health care has improved so much is because of the effects of health education on the general public. The government runs many health campaigns to inform the public about how to look after their health properly. Consequently, people know more about their bodies and what they can do to prevent health problems. I think it's very important for people to look after their own health.

Speaking Task 2 (p. 85)**Model Answer – Student B**

B: Well let's get started, shall we? My opinion of the first choice is that most students would probably enjoy doing a workshop on computer technology. Everyone uses computers so most people have to know more about how they work.

A: You're absolutely right about that. It's very important these days to know as much as you can about computers. You don't just need to know how to use programs but also about the technology behind computers and how they work. So this is a good choice.

B: Right, so it's a possibility that one then. The next option is a visit to a hi-tech factory, which could be quite popular too. The students would get to see how modern technology has affected industry. It would be quite fascinating and educational too. It's an option worth considering.

A: I'm going to have to disagree with you on that one because I don't think a quick trip to a factory will be much of a learning experience for the students, to be honest. I'm not saying they wouldn't enjoy it. I suppose it could be popular because students like going on trips, but, for me, it doesn't have much educational value.

B: Alright then, what about the next idea, which is a lecture on the latest developments in technology? This would definitely have a lot of educational value but I'm not sure it would be that inspiring for students. They tend to avoid lectures.

A: You're right. Getting students interested in lectures is quite difficult. It would have to be a very lively lecture. It's a shame really because I think the subject is interesting and it's definitely something students need to know as much as possible about.

B: Students might find a debate a bit livelier. The last choice is a debate on the pros and cons of technology in the modern world. This is quite a good idea because students will be actively involved rather than just listening to somebody talking. And it would give them lots to think about, too. Do you agree?

A: To a certain extent, yes. Students like activities where they can join in, but I still think that the workshop would be more popular with students. It's also practical knowledge that they need so I believe it would be the best choice of all as an activity. What are your thoughts?

B: I'm quite happy with it as a choice. I think your right that students will find it both interesting and practical. Yes, let's choose the workshop.

Focus on RNE**Listening – Part 2 (p. 98)**

Claire: It's carnival this weekend. Are you coming to the parade? They say it'll be bigger than last year!

Mike: Yes, I'd like to. Some of my friends are going, but I have a problem...my favourite football team are playing on Saturday night and I'd like to go and see them play. But I love going to the parade so I don't really want to miss it. Oh, I can't decide what to do!

Claire: Well what time does the football start? Could you go to watch it after the carnival parade?

Mike: Maybe. The football starts at eight and it will take me half an hour to get to the stadium. It depends really on when the carnival parade begins, and I definitely want to see the fireworks.

Claire: The main parade actually starts at half past five but I'm going at six to meet some people from school and watch the fireworks. Come with us if you want to and then afterwards you can go to watch the football.

Mike: Yeah, that's a good idea, but what about a costume? People normally dress up for carnival don't they? I can't wear a big costume to the carnival if I'm going to the football straight after!

Claire: Well no, I guess not. I'm going to dress up, but why don't you just wear a mask. That way when you go to the football you can just take it off and put it in your bag.

Mike: Ok, sounds like that's all the problems solved! I'd better go now and get my ticket for the football and I'll meet you to watch the fireworks on Saturday.

Claire: Great, see you then.

MODULE 4

Unit 4.1

Exercise 1 (p. 100)

Host: Today our special guest is Mike Maxwell from *The Really Wild Show* here to tell us all about giant tortoises. Hello Mike and welcome to the show.

Mike: Thanks for having me.

Host: So, Mike what can you tell us about Galapagos giant tortoises?

Mike: Well, Galapagos giant tortoises are one of the most ancient reptiles on Earth. Unfortunately, many species are now extinct as they were hunted as food by sailors for many years. Ironically, they grew to be giants because they didn't have any natural predators to hide from.

Host: How big do they actually get?

Mike: They can grow up to a metre long and weigh up to 250 kilos.

Host: Wow! And don't they live a long time too?

Mike: Yes, what most people know about them, if nothing else, is that they can live to a very old age, at least 100 years old.

Host: I bet they don't do much running around then, being so heavy and old.

Mike: Well, they may not run, but they are active for most of the day. They spend most of it eating large amounts of plants.

Host: Are they vegetarians then?

Mike: Yes. They have a plain diet of plants and water and they can go for some time without water if need be.

Host: What about breeding?

Mike: The breeding season is usually at the end of the hot season. The females lay between 2 and 16 eggs at a time, the size of tennis balls, and the young tortoises hatch after around 130 days.

Host: Well, that was really interesting Mike and now we'll go to the phones so you can answer some questions from our listeners. ... Who's on Line 1? ... (fade)

Unit 4.2

Exercise 3 (p. 102)

A: There are an awful lot of stray dogs roaming the streets lately.

B: I've noticed that too. There are a lot of stray cats, as well. Someone should do something about it.

A: That's not likely to happen on its own. Why don't we do something?

B: Like what?

A: Well, for a start we could write a letter to the local council.

B: Do you think that would work?

A: Perhaps. We could also approach the local animal shelter and any animal charities to see if they are aware of the problem and can do something to help.

B: That's a good idea. We could also volunteer to help them with whatever action they decide to take.

A: Now, you're talking! I think it's easy to change things for the better if you just put your mind to it.

B: Yes. I feel very positive now. Let's get started.

Unit 4.4

Exercise 8 (p. 107)

Mike: What do you think about space exploration, Sally? Is it worth the cost? I can't help thinking that we should spend more money here on Earth instead of spending it in space.

Sally: Look Mike, the money we spend on space exploration does actually get spent on Earth, you know. Most of it is spent on manufacturing and research and development, which creates jobs, and a lot of the money goes to pay people's salaries and benefits.

Mike: Yes, but I'm talking about solving social problems such as poverty, poor housing and better healthcare. Surely, it's more important to put food in people's mouths, give them affordable healthcare and better places to live, rather than put a man on the moon?

Sally: I see what you're trying to say, Mike, but did you know that the actual amount of money spent on space exploration is tiny compared to government social expenditure? In fact, last year, the money allocated to NASA was 0.5% of the US national budget while the money allocated to social programmes was almost a hundred times that.

Mike: Still, it is in the billions of dollars and I think it could be better spent on feeding the hungry, tending the sick and housing the homeless.

Sally: Americans spend twice as much money on tobacco every year as is spent on space exploration and three times as much on alcohol. Neither of which produce the benefits that space exploration does, such as scientific and technological advances, not to mention the fact that millions of young people are inspired to become scientists or engineers because of the space programme.

Mike: You make some interesting points, Sally, but I think we are going to have to agree to disagree on this issue.

Sally: Yes, I suppose so.

Unit 4.6

Exercise 8 (p. 111)

A: I'm glad we came here. It's really nice.

B: Yes, it's my favourite restaurant and the food is really good.

A: Great, because I'm starving!

B: OK, then. Have you decided what you're going to have?

A: Yes, I'll have the soup to start. How about you? What would you like to start with?

B: I think I'll have a green salad. Would you like to share a pizza for the main course?

A: No, thank you. I think I'll try some pasta.

B: OK. But I don't think I can eat a whole pizza by myself.

A: Never mind. You can always take what you don't eat home with you.

B: That's a good idea. OK, then. What about something to drink?

A: Cola for me.

B: Me, too.

Unit 4.7

Exercise 1 (p. 112)

Interviewer: Now, our next guest, Jane Hargreaves, works at Bradgrove Zoo and organises a volunteer programme there for teenagers each summer. Jane ...?

Jane: Hello, Brian.

Interviewer: So Jane, what exactly do your teen volunteers do?

Jane: Well, the volunteers mainly assist the zoo's education department by doing what we call 'interpreting', which simply means speaking to the visitors of the zoo about conservation.

Interviewer: Don't the teenagers need to be quite well informed in order to do that?

Jane: Indeed, but that's why each volunteer has to attend a training programme at the zoo.

Interviewer: And how long does this training last?

Jane: Well, teens who've been a volunteer before just do a quick course that lasts for three days, but those who are volunteering for the first time attend a two week course. Generally, they spend a week and a half learning about the environment in various fun ways and then the last three days are spent learning games and activities for children.

Interviewer: That sounds great.

Jane: The teens usually really enjoy it. And not only that, but they acquire various new skills, such as communication skills and how to give an interesting presentation.

Interviewer: ... and then, I gather they pass on the information they've learnt ...

Jane: Exactly. The volunteers particularly enjoy teaching young visitors through games that they have learnt during their training. For example, we have created one game to explain recycling to children. It's called 'Toss it in' where the participants are given different items of household rubbish which they have to throw into the correct bins. Oh, and while we're on this topic, I'd also like to mention that local residents are encouraged to use the zoo as a drop-off point for all their used paper, mobile phones, bulbs – oh, and phonebooks, too. But they must always remember to take them out of their plastic bags before putting them in the green box provided.

Interviewer: That's an excellent idea. So, tell me, Jane, is there anything else that the volunteers do?

Jane: Yes, they also actively participate in various conservation projects. Examples of projects are putting up nesting boxes for birds around the zoo and planting trees, flowers and plants.

Interviewer: But the volunteers don't work on the same project all summer, do they?

Jane: Oh no, most certainly not. The teens work in various different teams, which is one of the main reasons why the volunteers find the programme so enjoyable. This, of course, not only enables them to make new friends, but also to develop their team-work skills.

Interviewer: So what should any teenagers listening who aren't sure if they would like to become a volunteer or not do?

Jane: Well, probably the best thing is to take part in one of the zoo's 'volunteer safaris' which are opportunities to visit the zoo for a day and see, first hand, what the volunteers do.

Interviewer: And when will the next one of these take place?

Jane: Well, usually they are organised once or twice from September to January and then about once a month until June. The next one will actually take place next week, but that's fully booked, so the next one after that will be in May.

Interviewer: So any teens interested should book their place really soon?

Jane: Yes, definitely.

Interviewer: And are there any special requirements?

Jane: Yes, applicants must be at least 13 years old by 1st January and not older than 18 by 1st June of the year they will be volunteering. In exceptional cases, we may allow a 12-year-old to join the programme – if they have already had some previous experience working with animals, for example.

Interviewer: Any final comments, Jane?

Jane: Ermm ...well, I'd just like to add that apart from the fact that all volunteers are entitled to free zoo admission, the programme is an incredibly valuable experience. Oh, they also get a discount at the gift shop, too!

Interviewer: Jane, thank you so much for coming.

Exercise 2 (p. 113)

Speaker 1

I don't think it is a good idea. I mean, there would be the expense of keeping and feeding it. And what happens if it gets sick – vets cost a fortune! OK, so it would have a great home and someone to look after it, but what would happen when we wanted to go on holiday? Who would look after it then? Of course, it would be lovely to have a puppy around the place but I really think we should give it a bit more time before coming to a decision.

Speaker 2

The human race should be ashamed of itself for doing this to these animals. I know thousands of acres of natural habitat are disappearing, so we need to do everything we can to help animal species survive, but are these conditions really appropriate? As funds are cut, enclosures are getting smaller and there are very few plants. Visitors buy into the idea of conservation and education, which are good things, but I truly believe that animals belong in the wild.

Speaker 3

My colleagues and I are passionate about our work. We love and respect the variety of creatures in our world and want to protect them for future generations. The natural world is affected by the irresponsible actions of human beings. Air pollution threatens wild habitats and national parkland. The seas are used for the disposal of toxic waste with little thought for sea-life. Also, modern fishing techniques and the destruction of ancient forests, not to mention global warming, mean many of the world's rarer species will soon be extinct. We are working hard to change all these things.

Speaker 4

It is encouraging to report that in many of the world's zoos, breeding programmes are helping the numbers of endangered mammals, birds and reptiles grow. Monitoring habitats also shows that it is possible to successfully reintroduce species into the areas they previously occupied. In Australia, there have been many successes with such re-introduction programmes. In the wild, population sizes often increase if habitats are restored and threats removed. America has also had its successes with endangered species and numbers of many creatures are on the increase, including humpback whales, American bald eagles, grey wolves, peregrine falcons and grizzly bears.

Speaker 5

I couldn't live without Zora. She's my ears. She communicates by putting her paw on me. Once she has my attention, she leads me to wherever the noise is coming from. I remember one Christmas when my youngest son had fallen off his new bicycle. Zora heard him crying for help and she came to get me. She led me straight to him. Fortunately, he wasn't too badly hurt and soon recovered. I was born deaf and Zora has made a world of difference to my life!

Speaker 6

It's not that I've got anything against people keeping animals. Not at all. In fact, we've had our cat for nearly ten years now and she's definitely a part of the family. No, what I object to is keeping wild animals in the home. You hear of all sorts: monkeys, reptiles and other potentially dangerous creatures. As far as I'm concerned it's irresponsible and cruel. Wild animals should either live in their natural habitat or in zoos with professional keepers.

Exercise 3 (p. 113)

Good morning. Today on the show I'm going to be talking about overfishing, a very important global problem that the majority of you are probably already aware of. What is perhaps not fully understood yet, however, is the scale of the problem. You see, fish are one of the planet's last remaining wild food sources, and a source which when managed correctly is renewable. However, when overfishing occurs, too many fish are removed from our seas, oceans, rivers and lakes. This can have very serious consequences, as fish are a vital part of the food chain, so if there are not enough fish, creatures that rely on them for food become endangered. People's livelihoods are also affected.

In 1992, for example, the once thriving cod fishing industry came to a sudden end in Newfoundland, Canada, when no cod appeared at the beginning of the fishing season. Now, many years afterwards, fishermen are still waiting for the cod to return. The only fishermen now making a decent living in this region are the ones fishing for crab, a species once considered to be an annoyance.

So, what causes overfishing? Well, it's very simple. The people who fish have got better and better at what they do. Of course, I'm not talking about the fisherman who goes out on Sunday afternoon with his fishing rod and bait and sits on the shady bank of a river for two or three hours. What I'm talking about are the huge companies that use fast boats and high technology to find large schools of fish and then catch them. It is these large, greedy companies that are mainly responsible for the frightening reduction of fish in our waters.

Another related worry is something that is known as bycatch. Bycatch describes the creatures that are caught unintentionally by fisheries. Let's say a fishing boat is out trying to catch tuna. While they may catch many tuna in their nets, they may also catch dolphins, turtles, crabs or shrimps. As sad as it may seem, these creatures that are caught accidentally and unnecessarily, an astonishing 7.3 million tonnes worth, usually die immediately or are so severely injured that they die shortly after being thrown back into the sea. This terrible waste of nature's gifts, along with overfishing, is known as unsustainable fishing, and it must be stopped and replaced by sustainable fishing.

Sustainable fishing means that fisheries must follow the 'golden rule' of fishing, so that the number of fish increases again and there will be fish to catch year after year, generation after generation. This rule simply states that fisheries must stop catching fish that are too young. Instead, they must only catch fish that are old enough to have had the chance to breed. To ensure that fisheries around the globe obey this regulation, an independent charity, the Marine Stewardship Council, MSC, has been set up.

The MSC does primarily two tasks. First, they have dedicated themselves to finding workable solutions to the global crisis that overfishing has created. Second, they have established an environmental standard to measure and reward fisheries that practise sustainable fishing. What I mean by reward is this: once a fishery has passed a test that shows they are meeting the MSC's very strict standards they are allowed to display the MSC's eco-label on all their products. This then assures consumers that this fishery is not contributing to the environmental problem of overfishing. In September 2007 there were already 857 products being sold with this label in 35 countries worldwide. The hope, therefore, is that as consumers become more and more insistent on buying environmentally friendly products, the fisheries will benefit as their products will be the ones that concerned consumers choose to buy at the fishmongers, in the supermarkets and in restaurants. It appears that in the end, it will be the consumer who ...
(fade)

Unit 4.8

Speaking Task 1 (p. 114)

Model Answer – Student A

The most important work zoos can do is to help endangered species. All good zoos should establish breeding programmes to help increase the numbers of endangered species and prevent them from becoming extinct. Some of the Chinese zoos have been very good at this and have saved the Panda from extinction. But there are many more animals that will disappear forever if something isn't done soon.

Another important aspect of zoos is the work they can do to teach young people about wildlife and nature. I think it is very important for young people to learn about animals from a very young age. I'm pretty sure that seeing wildlife in a zoo will inspire an interest in nature and the environment in young people and encourage them to want to protect endangered species around the world.

Many people feel that keeping animals in zoos is cruel because it is not their natural habitat and wild animals should be able to roam free. It is probably true that some zoos do not have suitable living spaces for the animals and they live in cramped cages. But these days I think most zoos are very well designed and the animals live in good conditions. However, I think that any zoos that are cruel to the animals should be closed down.

As far as I'm concerned zoos are fantastic places for people to visit because they are both enjoyable and educational. I find wildlife fascinating and going to the zoo is the only way I would ever get to see some of the animals. I also firmly believe that the work they do in helping to protect animals is very important. Without the research that zoos do we would not know as much about wildlife and this would make it more difficult to protect it. I think zoos are wonderful places.

Speaking Task 2 (p. 114)

Model Answer – Student A

- A:** Well, looking at all the choices, I have to say that they all sound really fascinating, so it's going to be quite difficult to choose between them. But let's start with the Pulkovo Observatory. I think that would be a really exciting place to go and I'm sure students would really enjoy it.
- B:** Yes, I'm sure it would be a popular choice. It would also be a very educational visit to make. My only objection to this idea is that it might be expensive to make the trip and it would require proper organisation.
- A:** Yes, there is that to consider, I suppose. The next choice is a lecture on astronomy. Normally, I'm not too keen on lectures because I think students often find them dull, but I like this idea because the subject is interesting.
- B:** It's definitely very educational and I'm sure a lot of the students would be interested in a lecture from a professor of astronomy but I'm not sure if all the students would be. I think it's better if the students take part in something that is more interactive.
- A:** The next choice is for a cosmonaut to come and give a talk about space travel to the students. I think this is one of the best choices because the students would be able to interact with the speaker by asking questions and I'm sure they will be very keen

to hear someone talk about their real life experiences in space.

- B:** Yes this does sound like a really good choice. It would be really exciting to hear a cosmonaut describe what going into space is like and the fact that students can interact with the speaker means that they will feel involved in the discussion. This is a really good choice.
- A:** The final choice is a workshop on star watching. This would give students the chance to learn about recognising stars and watching the night sky and how it changes throughout the year. I think this would be a fun activity to do and the students would learn a lot.
- B:** I agree with you that this would be a fun activity in many ways, but I'm not sure I would recommend this activity because you need to have your own telescope to be able to do it properly. I think the best choices are either the visit to the observatory or the talk by the cosmonaut.
- A:** Well, you made a very good point earlier about the expense of a trip to the observatory, so, even though I think it's a great idea I think it would be better to choose the talk by the cosmonaut. Do you agree?
- B:** Absolutely. It's a great choice.

Speaking Task 1 (p. 115)

Model Answer – Student B

It seems fair to say that the main reason that most people live in the city is because of the educational and career opportunities that are available there. There isn't as much unemployment in cities and this attracts people to live there. Also, there are lots of other facilities in the city that are not as easy to find in the countryside such as a wider choice of entertainment as well as better healthcare and other services.

Of course, there are some drawbacks to living in the city. The main problems are overcrowding and pollution. In the city everyone lives very close together so you don't have as much space to live in as people in the countryside do. Also, because of the heavy traffic the air is polluted and cities are very noisy too. Another disadvantage is the lack of greenery. All this means that people living in the city could feel very stressed at times.

I think people who live in the countryside are probably happier than people who live in cities because of the beautiful surroundings. You can see the sky, hear the birds singing in the trees and breathe fresh air. So in many ways the quality of life in the countryside is much higher than it is in the city. It is quiet and safe and it is a nice place for children to grow up.

On the other hand though, life in the countryside does have some difficulties. Even if you have a good job people in the countryside aren't as well paid as those in the city. Also, you probably have to travel quite a long way if you need to see a doctor or even do simple things like shopping. People living in the countryside could also feel quite isolated and lonely. There aren't as many places to go out and you have to have a car as the public transport system isn't very good.

Even though cities are noisy and polluted I still like living in one because I'm very energetic and sociable. I wouldn't want a quiet life, really. Perhaps when I get older and have a family of my own, I might prefer to live somewhere peaceful, but at the moment I like the hustle and bustle of city life.

Speaking Task 2 (p. 115)

Model Answer – Student B

- B:** I'd like to start off by talking about organising a tree planting day. I think this is an enjoyable activity and it's also doing something positive for the community. The more greenery we have in public spaces the better.
- A:** I think this would be an excellent choice too. It's the kind of activity that helps students to build a sense of pride about their community because they will feel that they've done something positive. The only thing, of course, is that we'd have to raise money to buy the trees for planting.
- B:** I'm sure it wouldn't be very expensive and we could soon raise the funds if everyone made a small contribution. Another activity is spending an afternoon cleaning up graffiti from walls. Again, we'd have to buy the cleaning materials but I think this is a good idea because it would really make a difference to the appearance of public places if they were free of graffiti.
- A:** I would definitely recommend this one because I think graffiti is really ugly and I think if students see how hard it is to clean up, they'll realise that graffiti is wrong.
- B:** I completely agree with you on that point. So, the graffiti clean up is a definite possibility. But let's not forget to look at the other choices first. Next on our list is to spend a morning clearing rubbish from the local park. Again, this is an activity that'll encourage students to take pride in having public spaces that are clean and pleasant for everyone.
- A:** It's an activity that helps develop community spirit, but I'm a bit concerned that it might be a bit dangerous. We don't want students cutting themselves picking up broken glass or other sharp objects.
- B:** I see what you mean. No, perhaps this one is not such a good idea then. The last choice is to design a poster to encourage people to do more recycling.

The poster could then be put up in the community and around the school. I think this is a good choice, because students enjoy doing creative things and it'll also encourage a better community spirit.

- A:** There's no doubt that students would enjoy this activity, but I'm not sure that it would really do much to improve the community. I still believe the best activity is cleaning up graffiti because this would have benefits that everyone in the community would notice.
- B:** Some of the students might not find cleaning graffiti to be the most enjoyable activity because it'll be hard work, but I think you're right that it's the activity that will have the most benefits for the wider community. So, I agree, let's pick that one.

Focus on RNE

Listening – Part 3 (p. 130)

The weather was glorious and so my friends and I decided to go on a camping trip for the weekend. We loaded up the car with everything we needed, sleeping bags, tent, food and even extra jumpers just in case it got chilly in the evening. We set out at midday on Saturday and by 3 o'clock, we had unloaded the car and pitched our tent in the woods at a local beauty spot.

It was a beautiful place with a stream nearby and not a house for miles around. All we had left to do was gather some wood for a fire and collect some water from the stream and then we could relax. The afternoon passed quickly as we sat in the sun chatting. Everything was just perfect and we were really enjoying ourselves. Later, as the sun began to set, I lit a camp fire and we cooked hamburgers for dinner.

As the night fell and darkness closed in around us, we thought it would be fun to tell ghost stories around the fire, so each of us took turns to tell the most spine-chilling story we could think of. Jack started the evening off with a really spooky tale about an old haunted house and a ghost with rattling chains. After a while I started to feel a bit scared, but I tried to stay calm by thinking about what kind of story I was going to tell when it was my turn.

Then it was Natalie's go. She lowered her voice to just above a whisper as she told the story of the ghost of a hunter who stalked children lost in the forest. She was half-way through her story when we heard a sound. I held my breath and everyone went quiet. It sounded like a bell chiming in the distance, but as it rang it seemed to be getting closer. I looked round at the others and they looked as frightened as I felt. We huddled closer around the fire. The eerie sound was getting louder and my heart began beating very quickly.

The fire was beginning to burn low and I knew we had to put more wood on it, but I was too scared to move. Then we heard twigs snapping as if someone was walking close by in the forest. The sounds were coming from different directions and the sound of the ringing bell was getting louder and louder. I didn't know what to do. I thought maybe I should shout 'Go away' but I couldn't speak. I looked at Paul. He looked absolutely terrified and that made me feel even worse. The sound of twigs breaking underfoot seemed unbearably loud. Whoever, or whatever, it was was now running through the forest and getting closer every second.

Suddenly, I felt hot breath on my neck and a loud voice shouted 'BOO!'. I have never jumped so high in my life. I whirled around to see not a ghost, or a forest monster, but the smirking face of my big brother! After more rustling, his friend appeared from behind the trees. I was really quite angry with them, but mainly I just felt immensely relieved. I had really thought that it was a ghost coming to get us. We all soon started to calm down though, and Jack even started laughing.

Looking back, I suppose it was pretty amusing really, but at the time I was absolutely petrified. My brother and his friend had followed in their car and had waited for the perfect moment to frighten the life out of us. They did a pretty good job, too! In the end, they spent the night with us and we all toasted marshmallows on the fire and we stayed up late chatting and laughing. We even sung songs together, but there were no more ghost stories!

MODULE 5

Unit 5.2

Exercise 3 (p. 134)

- A:** How was your holiday, Lacey?
B: Oh gosh, I don't know if I can call it a holiday.
A: Really? Why? What happened?
B: Well, for a start I didn't get a minute's peace and quiet.
A: But I thought you stayed in a lovely resort.
B: Yes, but I didn't know that it was right next to several night-clubs.
A: Oh, my dear.
B: And on top of that, the food was terrible and Harry spent two days in bed sick.
A: Are you serious?
B: Yes, and I was completely exhausted by the end of the week. I don't know how I'm going to work today.
A: Don't worry. We're not very busy anyway. Now, you go to your desk and I'll get you a coffee.

Unit 5.3

Exercise 1 (p. 136)

John: I have a very busy life. I work in the city in a very stressful job but I always make sure I take 3 weeks every year to go somewhere nice and unwind and get rid of all my pent-up stress from my job. I like to get as far away from the city as I can and take in the sights and enjoy the beautiful scenery. I don't do anything too energetic; just a bit of walking and swimming. I try to visit places that have some history because that's something I'm interested in and I like architecture, too. This year I've booked to go to Thailand.

Lynda: I get away for two weeks every year with my friends. We usually go to a resort and stay in a nice hotel. We sunbathe, swim and go out every night on the town. We always have a fantastic time and spend far too much; but who cares – it's only money, right? We eat out at restaurants and buy funny souvenirs for our families and come back tired from burning the candle at both ends, but it's worth it.

Steve: I go backpacking whenever and wherever I can. It's all about being on the road. I don't really care where I'm going or how I'm going to get there as long as I enjoy getting there. I like to go with the flow and take everything in and make the most of every situation. I'm interested in learning about local traditions and customs of the places I visit and I like to sample the local dishes and delicacies too. I think it makes me a more interesting person and the more places I go to the more I learn.

Marta: I have a list of places that I've always wanted to go to, and one by one, as and when I can, I will go there. So far I've been to Niagara Falls and the Grand Canyon in the USA. In Europe I've been to London and Paris and my next trip is to Barcelona. Other places I want to go to are Uluru in Australia and the Great Wall of China.

Unit 5.4

Exercise 3 (p. 138)

- A:** So have you looked through the brochure? Any ideas where we should go?
- B:** Well, there are a few places I like the look of, but first we should decide what type of holiday we want.
- A:** Yes. I fancy a beach holiday. What do you think about the Costa del Sol in Spain?
- B:** I suppose so, but I'm not that keen on spending the whole holiday on the beach. I want to do some sightseeing too.
- A:** How about Egypt then? It has both hot weather and ancient sites.
- B:** We could go there I suppose. It does sound interesting but I think it might be too hot there.
- A:** Alright then. What do you suggest?

B: Why don't we go to a Greek island? Then we will have it all, beaches, culture and nightlife.

A: OK. Sounds like a plan to me. Let's go to the travel agent's and sort it out.

Unit 5.5

Exercise 1b (p. 140)

Laura: I go every Saturday. It's the best place to find bargains and unusual things that you can't find in the shops. They have new things and second-hand things. I just love finding vintage clothes by top designers for a fraction of the original price. All the stall holders know me by name now so it's a social thing for me too.

Cliff: I absolutely hate shopping. I can't stand all the pushing and shoving during the sales and not being able to find anything any other time. So I get everything I need online. It's so easy and convenient and everything gets delivered to my door. I never miss anyone's birthday now either and I can send the cards and gifts straight to them. I find generally that most stores offer a discount for buying online, too so it's good news all round for me.

Ann: I like to go to the huge shopping centres even if they are out of town. I find it so convenient to have all the shops under one roof and cafes and restaurants right there too for when you need a break. I like to stick with brand names and well-known shops so it makes sense.

Dave: I'm not much of a shopper but I like to help out the local community. I know it's probably a bit more expensive than the supermarket but if I need anything I just pop to the local shop and spend my money there. The shopkeeper is a friendly man and we have a little chat about the weather and so on. I like it. It's more personal than wandering round a huge hypermarket not talking to anyone and being told to 'have a nice day' by someone insincere.

Unit 5.6

Exercise 6 (p. 143)

- Andy:** Can you change the oil as well as give it a wash and a polish, please?
- Bob:** Of course. It'll be ready this afternoon.
- Andy:** That's fine. What time shall I come back?
- Bob:** Around three.
- Andy:** OK. Thanks.
- Ann:** They really suit you.
- Betty:** Do you think so?
- Ann:** Yeah. They look great on you.
- Betty:** Thanks. Shall I buy them, then?
- Ann:** Absolutely.
- Betty:** Oops! I don't think so. They're a bit expensive.
- Ann:** That's a shame!

Unit 5.7

Exercise 1 (p. 144)

Jane: Sam don't forget that this Saturday will be Buy Nothing Day. What are you going to do instead of shopping?

Sam: Actually I don't understand what it's all about. I saw something on the TV last night about it, but I missed the first part, so you can tell me.

Jane: Well the idea is that people should spend one whole day without doing any shopping.

Sam: My dad is always saying that young people these days seem to do nothing but shopping and we are forgetting there is more to life.

Jane: Well basically that's what the Buy Nothing Campaign is about. They say that consumerism has got out of hand and they want people to kick the shopping habit and turn to life instead.

Sam: That sounds a bit much.

Jane: I suppose it's a slogan to catch people's attention and make them think about the issue of commercialism. It's sad really when we come to a point where we think we can only buy happiness. What's more all this consumerism affects the environment.

Sam: You're right. We were discussing environmental issues in school last week. Did you know that the developed countries consume over 80% of the Earth's natural resources, even though they make up only 20% of the world's population?

Jane: That's crazy. I think Buy Nothing Day is a good place to start questioning our buying decisions and remind ourselves that happiness is a priceless commodity.

Sam: What might happen of course, is that people will simply buy twice as much the day before or after now that we have Sunday trading and shops are open 7 days a week.

Jane: I hope not. It would be nice to think that people gave a thought for the environment and developing countries too.

Sam: Oh yes, the effect of transporting products all over the world and the carbon footprint – that was something else that we studied at school.

Jane: I'm looking up 'carbon footprint' on the internet here because I don't understand the term. It says here carbon footprint is a measure of the amount of carbon dioxide and other greenhouse gases emitted by human activity or accumulated over the full life cycle of a product or service.

Sam: Interesting ... I'm glad you didn't ask me to define it for you! Anyway, getting back to Buy Nothing Day, is it only happening in the UK?

Jane: No, it takes place in countries all over the world. If I remember correctly it was started in Canada about twenty years ago and the idea spread.

Sam: Well it's a great idea and in answer to your original question I will leave my credit card and cash at home on Saturday and go and play football. What about you?

Jane: I'm going to help Mum in the garden. We've decided to try growing our own fruit and vegetables. I guess that will help reduce our carbon footprint just a little bit too!

Exercise 2 (p. 144)

Speaker 1

The first day we visited the bazaar, my friend told me that we'd have to bargain with the stall owners to get a reasonable price. After a while, I found this nice little picture and I asked the owner for his 'best price'. His first suggestion sounded crazy, so I laughed and offered him much less. I thought my price was reasonable so I stuck to it, but after a while he got angry and called me a 'cheap tourist'. I was about to get angry too, when luckily my friend came to the rescue and explained the situation. Apparently, in the local currency, I was offering the man not 10 pounds, as I thought, but something more like 10 pence! Boy, did I feel embarrassed!

Speaker 2

I was really looking forward to doing some shopping while visiting my sister in the city. I'm a bit of a shopaholic I guess, and she said that the area was a shopper's paradise. Sadly, everyone else seemed to have the same idea that day, and the streets were absolutely flooded with visitors. The couple of shops I managed to get into were so full that I spent most of my time being stepped on and pushed around. I normally enjoy shopping, but after a couple of hours I was completely exhausted. I think next time I'll forget the shopping and just have a relaxing time with my family instead.

Speaker 3

We were walking home in the afternoon sun when my wife saw this cute little ice cream shop down an alley. The kids were both so tired after exploring the city all day, we decided to take a break. It was an impressive shop – they had all sorts of exotic ice cream and fancy toppings. The children were already pointing at the flavours they wanted when I caught sight of the prices – I just couldn't believe it! Four euros a scoop! I've never seen anything like it. Anyway, by that time the kids were so excited and kept saying 'please, Dad, please' that I couldn't let them down. They were just lucky that I had a little extra cash with me in my wallet that day.

Speaker 4

Just as I got to the airport, I remembered that it was my niece's birthday the very next day. I was already running late, so I started desperately looking around for anything that might be suitable. The only thing I could find was this little doll that you can feed with a bottle and that

starts crying when it's hungry. It looked OK, but when my niece opened her gift the next day, we couldn't find the bottle anywhere! The funny thing is that she still really liked it, but it's the last time I buy expensive toys from the airport.

Speaker 5

On my last day I bought this expensive crystal vase for my mother. It was amazing – really elegant and tall. I wasn't sure if it would fit in my luggage but fortunately it did. I packed it carefully in the middle of my clothes and closed the suitcase. I checked my handbag to make sure I had my travel documents and it was then that I realised I didn't have any more cash – I had spent it all on the vase without thinking. I couldn't get a taxi to the airport but fortunately I did have a one day travelcard so I was able to take the underground. It just meant I had to carry the suitcase to the station and it was heavy with the vase in it!

Speaker 6

I never really understood what the attraction of shopping was. To me it was something you had to do every so often in order to prepare meals or to replace a worn out pair of jeans or shoes. When I met Jenny, the first thing she talked about was shopping and then she suggested meeting up at the weekend at the new shopping mall. It was quite an eye opener for me, I felt as if I was stepping into a whole new world. To my surprise I enjoyed it immensely and I began to understand why people go shopping for recreation. They make the shops look so alluring and you kind of step into this fantasy world and forget all your problems for a while.

Exercise 3 (p. 145)

Int: Now it's time to welcome our next guest, the travel writer, Simon Faria, who's here to talk to us about his career. Good afternoon, Simon. From your books, it is clear that you are passionate about your work. Have you always wanted to be a travel writer?

Simon: No, that came much later. Growing up, I was influenced by my father's passion for photography. I spent my weekends, camera in hand, wandering around the city, looking for pictures. When I was old enough, I got a Saturday job in a camera shop (which was really just an excuse to play with equipment I couldn't afford to buy!). Then, when it was time to leave school, a career in photography seemed the natural choice.

Int: And how did you get from photography into travel writing?

Simon: After leaving school, I worked as a photographer for a local newspaper. Sometimes, when there was no journalist available to do the story, the editor would ask me to write a few words to go with the pictures. I enjoyed the work and, as my writing improved, I was given more to do. Then, one day, I received a call from a friend at a travel magazine. Would I like to do a story on

flamenco dancing in Spain, he wondered? And the rest, as they say, is history.

Int: What do you find most difficult about writing?

Simon: Just writing anything down at all was a real ordeal to begin with. I remember once spending days producing a short piece of text for a magazine that I could now knock up in about an hour. But, even now, I sometimes struggle to make a start on a project. When that happens, I force myself to write something, anything, just to get words down on paper. You can always improve it later.

Int: I imagine that researching a project must also be challenging. Is it hard to come up with ideas?

Simon: Absolutely. Finding a new angle, something fresh, can be extremely difficult. So much travel writing today is unoriginal. Over-worked city-type moves away from his urban comfort-zone to a rural location, suffers culture shock but eventually falls in love with the way of life and the friendly locals. It's been done a thousand times. Readers are after something different now.

Int: What advice would you give an aspiring travel writer?

Simon: Firstly, don't give up the day job. The pay is pretty good but work is hard to come by. Early on, before you have built up a network of contacts, there can be long, uncomfortable periods of unemployment. Secondly, research the publications you want to write for. Each has its own particular style and won't take stories that don't fit. Finally, make sure that you are clear about your brief – and meet it. I have wasted weeks on a story only to find that it wasn't what the editor was looking for.

Int: That must have been tough, but I'm sure the chance to travel kept you going. Of all the places you've seen, which is your favourite?

Simon: I have seen far more exotic places, but I am particularly fond of Seville, where I went for my first story. It has everything I love about southern Spain. Blazing hot sun, Moorish architecture, flamenco, tapas – what more could you ask for? You can travel to the other side of the world, but if you don't try to get a feel for the people and their culture, you may as well have stayed at home.

Int: Finally, how do you see travel writing developing in the future?

Simon: Sometimes I worry that it won't be as popular as it is today, that people will lose interest. But then I read something completely original, or one of the classics like *South*, by Shackleton, and I realise that a great story is just a great story. Maybe the future is in writing travel blogs, where readers can follow the author's adventures as he has them. But I suspect that, whatever happens, there will always be demand for a good book.

Unit 5.8

Speaking Task 1 (p. 146)

Model Answer – Student A

I am going to talk about shopping habits and in particular, advertising and the environmental consequences of shopping.

First of all, people's shopping habits are changing. My parents didn't use to have as much choice as we have now. The choice of goods to buy and the choice of places to buy goods is much wider these days. People spend whole days in shopping malls looking in shops and comparing prices and products. Shopping has become a leisure activity for some people.

Online shopping is the biggest change to shopping habits. Now people can order their groceries from the supermarket online as well as books, music, DVD's and clothes. In fact, just about anything can be bought online these days, on websites such as eBay.

Sunday trading means that people can go shopping seven days a week and many shops are open in the evenings or even 24 hours a day. This is convenient for workers and for families, as it offers greater freedom of choice as to how they spend their weekend. It is also good for the economy when people continue to spend their money seven days a week.

Television advertising is a very powerful force that persuades people to buy goods. Products are shown to improve our lives and we are tempted to try them. When I was young I often wanted toys that I saw on TV advertisements. Magazines also contain a lot of attractive advertisements, making products seem glamorous and desirable. I have been persuaded to try beauty products by such advertisements.

Some people do not see the connection between shopping and the environment. However, shopping might be bad for the environment. One reason is that so many goods are pre-packaged in plastic wrapping. This ends up on our streets and in rubbish dumps and it is not biodegradable, it takes hundreds of years to break down. Fortunately, many people are learning how to be an environmentally friendly shoppers. They are not taking plastic carrier bags in supermarkets and buying products that are not pre-packaged avoids unnecessary waste. We can all help by doing the same.

Speaking Task 2 (p. 146)

Model Answer – Student A

A: Looking at our choices, I see the first one is for a presentation about the school. I think this sounds quite interesting. I think the students would enjoy hearing about the history of the school and the achievements of former pupils, don't you?

B: It's not a bad idea. My only problem is it doesn't sound very lively. Perhaps if there were a slide show

with pictures from the school through the ages, it might be a bit more interesting for students and visitors. I think it would need to be well-organised though, to work well.

A: Yes, I suppose you're right. OK, we'll think about that. Lets have a look at some of our other choices first. How about an exhibition of students artwork. Our art department certainly produces excellent work by the pupils and it would show what the students have achieved.

B: Yes, we certainly have some very creative students at our school. Do you think that we would have enough pieces of artwork to make a large exhibition? Again, this would need to be well-organised and would mean a lot of work for the art department to get it all sorted out.

A: What about our next choice, a concert by the school band? Everyone loves listening to music and we've got one of the best school bands in the country. This would be an excellent choice for an Open Day event.

B: You're right. This is a very good choice. The school band is always very impressive and everyone loves listening to them play. Don't forget, though, that they played a concert at the school last month. So, the only thing that goes against this choice is that they've played at school quite recently.

A: Yes, that is something to consider. Although, I don't think anyone would find it boring to listen to them again. Anyways, we have one more choice to consider, a football match between students and teachers. I think this would be a lot of fun. Everyone enjoys watching sport and it would be a chance for a bit of enjoyable rivalry between students and teachers.

B: Oh, I don't think I like this idea at all. It's not a suitable event for an Open Day. Some people might enjoy it, but I think a lot of people wouldn't be interested at all. As far as I'm concerned the best choices would be either the concert or the art exhibition.

A: In that case I think the best choice would be the concert by the school band because they're such a good band and everyone loves listening to them. They're very popular. Do you agree?

B: I do. I think it's a good choice.

A: Great.

Speaking Task 1 (p. 147)

Model Answer – Student B

I am going to talk about leisure activities for young people.

Leisure activities are the things we do in our free time such as sports or hobbies. They are important because they help to keep us mentally and physically healthy. When we do something we enjoy in our free time, it

helps us to forget our problems. Whether it's playing tennis, listening to music or playing chess, the activity takes our minds off our work or any other problems we have.

My friends and I all enjoy playing hockey and we practice after school 3 days a week. Sometimes we enter inter-school competitions and visit other schools at the weekends for these. Playing hockey is a fabulous way to stay healthy and it makes me feel very happy too. I have been playing hockey since I was ten years old.

As well as playing hockey, I also enjoy reading and watching films. These are relaxing for me. When I was younger I didn't like reading very much. I started reading the Harry Potter books because one of my friends gave me the book as a present. Ever since then, I have read the whole series. I have also seen the films, but I like to have read the book first. Now, I read all kinds of books, but when I really want to lose myself, I read Agatha Christie. I have to keep turning the page to find out who committed the crime and I forget about everything else. Films are the same and the nice thing about films is that you can watch them with your friends and be sociable.

Finding something you enjoy doing in your free time is important and it helps if your school and your parents encourage you to try different activities to help you choose. Some leisure activities can be expensive, such as horse riding - especially if you have your own horse. I'm glad I have found activities that I both enjoy and can afford.

Speaking Task 2 (p. 147)

Model Answer – Student B

- B:** It's wonderful that we have some money to spend on the school for improvements, so we need to discuss which of these four options to choose. I like the sound of new outdoor sports facilities. We could play football and hockey in the winter and do athletics in the summer if we had an athletics track with a sports field in the centre.
- A:** This is certainly a good idea. Keeping fit and healthy is important for students and something we should all get into the habit of doing. I am also in favour of a new library because we need more areas for private study and the present library is too small. Perhaps this should come before sports.
- B:** On the other hand, maybe instead of a new library, what we need is an information technology centre. After all, increasingly, we are using computers for our studies rather than books, aren't we?
- A:** I suppose so, although personally I think nothing can replace a book, however good the internet might be. I'm sure this option would be popular with students and the teachers too. But let's just think about the other option which is a cafeteria. I know this isn't an educational facility but it's still

important to have a relaxing place to sit and chat have a drink and something to eat. The dining hall we have now is very old.

- B:** Yes it is. I'm not sure about this though. Compared to the other choices it seems the least necessary to me. I think it has to be either the sports facilities or the IT centre. Maybe we should decide which is the best by considering which would be used most often.
- A:** On that basis, it has to be the Information Technology centre, both students and teachers would use it for research, for learning new IT skills and for presentation of work.
- B:** I have to agree with you. It would be so nice to have new outdoor sports facilities, but we all need to develop our IT skills and keep up to date with technology.

Unit 5.12

Exercise 6b (p. 155)

After a while, Torres said: "You have a daughter. I like her – and I want to marry her!" Apparently Joam Garral expected anything from a man like Torres, and was as quiet as before.

"And so," Garral said, "the worthy Torres is eager to marry into the family of a murderer and a thief?"

"I am the one to decide what is best for me to do," said Torres. "I wish to be the son-in-law of Joam Garral, and I will."

"You ignore, then, that my daughter is going to marry Manoel Valdez?" Garral said.

"You will break it off with Manoel Valdez!"

"And if my daughter declines?"

"If you tell her everything, I have no doubt she would agree to marry me," was Torres' answer.

"Everything?"

"Everything, if necessary. She would ignore her own feelings for the honour of her family and the life of her father."

"You are a scoundrel, Torres," said Joam quietly, his coolness never leaving him.

"A scoundrel and a murderer were made to understand each other," Torres said.

At these words Joam Garral rose, advanced to the adventurer, and looking him straight in the face, said, "Torres, if you wish to become one of my family, you ought to know that I, Joam Dacosta, was innocent."

"Really!"

"And I add," replied Joam, "that you hold the proof of my innocence, and are keeping it back until you marry my daughter."

"Correct, Joam Garral," answered Torres, lowering his voice, "and when you have heard me out, you will see if you dare refuse me your daughter!"

"I am listening, Torres."

“Well,” said the adventurer, half keeping back his words, as if he was sorry to let them escape from his lips, “I know you are innocent! I know it, for I know the true culprit, and I am in a position to prove your innocence.” “And the unhappy man who committed the crime?” “He is dead,” Torres replied.

Focus on RNE

Listening – Part 1 (p. 160)

Abigail: I can't believe we've finished school for the summer. I know that for the first week of the holidays, at least, I'm just going to relax.

Steven: Yes, me too. I'll probably spend it out in the garden or at the beach. It's been so hot recently that I think I'll be suntanned before I know it. Hey, why don't we go to the beach on Saturday?

Abigail: Ok, I'll make a picnic and we can set off early for the whole day. I'll ask Matt and Karen to come too. They asked if I was going to do something this weekend so we can all go together. Plus they know where a beautiful beach is, not far from here.

Steven: Great. It will be fun with the four of us and I haven't seen Matt since we played football. Wow, that was more than two weeks ago!

Abigail: Yeah time has been going so fast recently. I think the summer holidays will fly by and then we'll be starting college. That's going to be nerve-wracking!

Steven: Nerve-wracking? No it won't. It will be exciting! A chance to meet new people and study subjects that we're really interested in, it will be great.

Abigail: I guess you're right. I just think it will be so different from school and, well, I sometimes get nervous meeting new people.

Steven: Don't worry. I'll still be there, and Matt and Karen are going to that college too. I'm sure you'll be fine. You're very friendly and kind so you'll make lots of friends.

Abigail: Really, do you think so?

Steven: Yes of course! I tell you what, I have some friends that I play tennis with on Mondays, I will ask them to come to the beach too and you can start meeting some new people.

Abigail: Okay, that sounds like fun. Thanks Steven.

Steven: Hey, that's what friends are for.

Workbook Key

Module I – Communication

Reading & Vocabulary (pp. 4-5)

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

2 1 lean 5 inflection 9 head for
 2 imitation 6 saviour 10 pointed
 3 hurtling 7 bank 11 showed
 4 rooted 8 rendered 12 declared

3 1 reached, arrived 4 accent, dialect
 2 complete, entire 5 extends, prolong
 3 last, Later

4

	the train	a goal	my temper	the target	the point	my keys	the chance	my job	hope
miss	✓	✓		✓	✓		✓		
lose			✓			✓		✓	✓

Listening (p. 6)

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

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

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

Speaking (p. 7)

Task 1 (Suggested Answer)

Many people nowadays are learning foreign languages. It's important for anyone who wants to work or study abroad. For example, if you're interested in working in another country, or in having a job that involves working with foreigners, it's necessary to know at least one foreign language. In my country, nearly every university student knows another language. English is the most popular, but it's not the only one people are learning. I have friends who have learned two or more new languages. Most of them study languages at school, but there are other ways to learn. For example, there are free courses on the Internet. You can also learn with CDs and DVDs. And, of course, you can always buy a book and study without a teacher. But learning only from books can be a bit boring, so it's nice sometimes to do some extra things to make learning more enjoyable. For instance, it's fun to watch films from other countries, or to listen to international music and try to learn the song lyrics. And there are many people who improve their

English by making friends on the Internet and staying in touch with them. I speak English and French, and I like them both because you can use them in so many countries. But I'd also like to learn an Asian language. I'm considering Japanese, because I'm interested in travelling in Japan.

Extra Questions (Suggested Answers)

- Yes, it's better to begin learning a foreign language from a young age, because it takes many years to master a language. You are also more likely to speak with a better accent if you begin speaking the language as a child.
- I'd love to take a summer course in a foreign country. It would be an excellent way to improve in a foreign language, and it would also be a wonderful travel experience.
- I can speak English well, but I'd still like to improve. In particular, I'd like to have a larger vocabulary. I also make mistakes in grammar.
- In my opinion, the hardest thing about a new language is the grammar. Even if you know a language well, it's still easy to make mistakes when you are speaking, and it takes many years of practice to avoid those mistakes.

Task 2 (Suggested Answer)

- A:** A one-day excursion would make a nice end-of-year celebration. Students would enjoy it. We could also make it educational.
- B:** Students would like it, but it would be a bit expensive, and maybe some students wouldn't be able to afford it. It would also be difficult to organise an event like that for so many students.
- A:** OK, what about a classroom party, then? It would be cheap and easy to do, and everyone would be able to come.
- B:** You're right. I'm just worried that it would be boring for some students. An end-of-year celebration should be something special.
- A:** I agree, a classroom party might be a little boring. How about spending an evening at a disco? That would be exciting for the students.
- B:** I don't think the parents would like that idea. How about having dinner at a smart restaurant? That would be a fun experience for the students, and parents wouldn't mind. It would be fun for the students to eat together.
- A:** I like that idea, but it's also a bit expensive and difficult to organise. We should choose something that doesn't cost a lot of money. Also, the students prefer to eat fast food when they get together, such as pizza.

B: That's true. Then maybe we should just have a classroom party. We could find ways to make it interesting. We could organise games and contests, for example. We could also order pizza. I don't think it will be boring, if we combine food and activities.

A: Yes, I agree. I think that's the best choice.

Reading & Vocabulary (pp. 8-9)

- 1 a) 1 B 3 A 5 F
 2 G 4 E 6 C

- 2 1 C 2 A 3 B 4 D

- 3 1 learning 4 criminal 7 hotly
 2 office 5 flexible 8 job
 3 driving 6 working

- 4 1 rewarding 7 butter
 2 clients 8 flying
 3 redundant 9 habit
 4 fully-qualified 10 assured
 5 seek 11 challenging
 6 entails

- 5 1 of 3 In 5 with
 2 to 4 with 6 to

6	MAKE	DO
	friends, a decision, the bed, allowances, a mistake, breakfast, a suggestion, a call, an effort, a mess, changes, a copy, bread	exercise, a job, the cooking, your homework, my hair, the garden, an errand

(Suggested Answers)

- At his new school it was difficult for him to **make friends**.
- We should **make a decision** about what we want to eat.
- Every day after school we **do exercises**.
- My mother wants me to **make the bed**.
- You **must make allowances** for her, she's very young.
- Stop talking to her, she's trying to **do her job!**
- Be careful, or you will **make a mistake!**
- Do you want to go out, or should I **make breakfast?**
- My grandmother usually **does the cooking** in our family.
- Let me **make a suggestion** to help you.
- Why didn't you **do your homework?**
- I am looking for a telephone because I need to **make a call**.

- I think everyone should **make an effort** to help the environment in some way.
- Try not to **make a mess** while you're cooking.
- We have **made changes** to our house.
- Can you please **make a copy** of that for me?
- She's the woman who **does my hair**.
- My cousin taught me how to **make bread**.
- She spends all day **doing the garden**.
- We need you to **do an errand** for us.

Reading & Vocabulary (pp. 10-11)

- 1 a) 1 C 3 B 5 F 7 E
 2 A 4 G 6 D

- 2 1 take up 6 threatens
 2 spent 7 are aware
 3 grow up 8 promote
 4 graduate 9 involves
 5 generated 10 explore

- 3 1 vulnerable 5 sampling
 2 extensively 6 effective
 3 hazards 7 effort
 4 substantial 8 risky

- 4 1 in 3 to 5 from 7 on 9 on
 2 in 4 from 6 at /from 8 of

- 5 1 sports 4 volunteer 7 language
 2 strained 5 individual 8 traditional
 3 natural 6 hired

(Suggested Answers)

- 1 Many people are trying **sports tourism**.
- 2 Athletes often suffer from **strained muscles**.
- 3 Because he is so strong he has a **natural advantage**.
- 4 They spent the summer as **volunteer workers** in Africa.
- 5 A good teacher must pay attention to the **individual needs** of the students.
- 6 We did the job without any **hired help**.
- 7 My sister speaks four languages and works as a **language teacher**.
- 8 Technology is improving on **traditional techniques** in farming.

Use of English (pp. 12-13)

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

- 2 1 no point in (his/him) trying
 2 spite of (her) being
 3 what your son looks like

- 4 have the same number of
- 5 is better than
- 6 allow people to use
- 7 have no intention of
- 8 if you do not eat

- 3
- | | |
|---------------------------|------------------|
| 1 waited/had been waiting | 4 placing |
| 2 was asked | 5 Did you notice |
| 3 had left | 6 was waiting |
| | 7 will return |
- 4
- | | | |
|-------------|------------|--------------|
| 1 wonderful | 3 cultural | 5 difficulty |
| 2 decision | 4 firmly | 6 ability |

Writing letters/emails (pp. 14-15)

- I A accepting an invitation – informal
- B complaint – formal
- C application – formal
- D expressing congratulations – informal
- E refusing an invitation – informal
- F request for information – formal

2 (Suggested Answers)

- B opening remarks:** I would greatly appreciate it if you could provide me with some information on the facilities at the Lindsey Sports Centre.
closing remarks: Thank you in advance for your help.
- C opening remarks:** Hi, how's everything going? I've just heard that you passed your driving test. Congratulations!
closing remarks: Well, I'd better go and do some work! Once again, well done!
 Write back soon.
- D opening remarks:** I am writing to draw your attention to the terrible service I received at your restaurant on Friday 12th June.
closing remarks: As you can imagine, I am extremely upset. I hope this matter can be resolved promptly.
- E opening remarks:** Hello, how are you? I'm just writing to invite you to my barbecue party next weekend.
closing remarks: Hope you can make it – it'll be great fun!

3 A formal

- | | |
|----------------------|------------------|
| 1 F to inform you | 7 D opportunity |
| 2 C been accepted | 8 G familiarise |
| 3 H will be provided | 9 B on condition |
| 4 I will be holding | that |
| 5 E such as | 10 J remainder |
| 6 A During | |

B Informal

- | | |
|-------------------|-----------------|
| 1 F let you know | 6 A In |
| 2 C got into | 7 D chance |
| 3 H will give | 8 G get to know |
| 4 I there will be | 9 B only if |
| 5 E like | 10 J rest |
- 4
- | | |
|----------------------|---------------------|
| 1 Hi | 7 By the way |
| 2 Thanks so much for | 8 want to thank you |
| 3 I'm so sorry | 9 lucky |
| 4 writing back to | 10 Write back soon |
| 5 hope | 11 Love |
| 6 say hi from me! | |

- 5
- | | | | | |
|-----|-----|-----|-----|-----|
| 1 B | 3 G | 5 F | 7 E | 9 H |
| 2 J | 4 D | 6 I | 8 C | |

Vocabulary & Grammar Practice I (pp. 16-17)

- I
- | | | | | |
|-----|-----|------|------|------|
| 1 A | 5 C | 9 A | 13 B | 17 B |
| 2 D | 6 A | 10 C | 14 A | 18 D |
| 3 A | 7 B | 11 A | 15 C | 19 B |
| 4 B | 8 D | 12 D | 16 A | 20 C |
- 2
- | | | | | |
|-----|-----|------|------|------|
| 1 D | 5 D | 9 D | 13 B | 17 B |
| 2 B | 6 A | 10 B | 14 C | 18 D |
| 3 A | 7 C | 11 C | 15 A | 19 A |
| 4 C | 8 A | 12 C | 16 C | 20 B |

Module 2 – Challenges

Reading & Vocabulary (pp. 18-19)

- I a)
- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 A | 5 A | 7 B |
| 2 B | 4 B | 6 A | |
- 2
- | | | |
|------------|----------|--------|
| 1 gain | 5 petty | 9 real |
| 2 regular | 6 common | 10 bad |
| 3 fanciful | 7 public | |
| 4 urban | 8 brief | |
- 3
- | | | | |
|-----|-----|-----|------|
| 1 C | 4 D | 7 B | 10 C |
| 2 B | 5 B | 8 A | 11 B |
| 3 C | 6 C | 9 D | 12 A |

4

	a disease	your hand	a rumour	your horizons	a building	a business
spread	✓		✓			
expand				✓		✓
extend		✓			✓	

Listening (p. 20-21)

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

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

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

Speaking (p. 21)**Task 1 (Suggested Answer)**

In my country, there are many popular sports, but football is probably the most popular. Olympic sports are also very popular, and we are famous for winning medals in athletics. Our gymnastics team is very popular. We also have many famous tennis players. For outdoor sports, apart from football, skiing and tennis are very popular. We also have a tradition of ice hockey, which is my personal favourite. I would say that many people in my country follow a healthy lifestyle, but unfortunately there are many who do not. Many of the younger people, particularly in the cities, are spending more time in front of the computer or television, and I think this is having negative effects on their health because they are not exercising enough. Generally, I'd say people lead a healthier lifestyle in the countryside, because they walk more, and spend a lot of time working outdoors. When you work outdoors your lifestyle is more active, and this is better for you, because you don't gain weight as easily. People who are not active usually spend many hours sitting, and this can lead to many health problems later in life.

Extra Questions (Suggested Answers)

- My friends and I love to play football together outside. It's easy to do, because you don't need any special equipment, only a football and the right shoes.
- A person who wants to stay fit should probably exercise at least four times a week. Some people exercise every day, but I don't think it's necessary to exercise so often.
- For me, the most challenging activities are the ones that require a lot of strength. I'm good at football, because I'm fast and can kick well, but I'm not very big, so I've never been good at some of the other sports.
- I'd recommend any team sport, because playing on a team is a great way to get to know new people, and it also teaches you how to work with others. I've made many friends by playing team sports.

Task 2 (Suggested Answer)

- A:** I think a talk on the importance of staying fit would be a good idea for Health Awareness Week. There are many students who don't get enough exercise. Someone could come to the school and talk to them about what habits are better for their health.
- B:** Yes, I agree. Students could also learn about why fast foods are so bad for them. But many students already know that it's important to stay fit, and a talk might be boring for them. I think it would be better to organise an event that would give the students something to do.
- A:** Well, we could organise a fitness day with activities. That would be exciting, and students could be introduced to new activities.
- B:** That's a nice idea, but many students are not very fit and maybe they would find the activities difficult. It wouldn't be fair to them. How about visiting a local gym to see what programmes are offered there? That way students could learn about fitness activities without having to participate.
- A:** That would be difficult to organise, and maybe expensive, too. It might also be difficult to get many students into a gym at one time. Maybe we should have a workshop on how to exercise safely. We could organise talks and activities, and students would be learning something new about what to do when they exercise.
- B:** That's a good idea, but it might be boring for some students. I think the best idea is the fitness day. We could organise many activities so that there would be something for every student to enjoy, even the ones who aren't very fit.
- A:** It would be a lot of work, but I think you're right. OK, let's choose the fitness day.

Reading & Vocabulary (pp. 22-23)

1 a) 1 E 3 A 5 B
2 G 4 F 6 D

2 1 combined 6 insufficient
2 rich 7 residents
3 minor 8 tragedy
4 overdue 9 evacuation
5 light-hearted 10 historic

3 1 evacuate 6 threatened
2 share 7 assume
3 estimated 8 guessed
4 pose 9 claimed
5 rely 10 erupted

- 4 1 attitude 5 risk
 2 solution 6 assumption
 3 population 7 base
 4 relocation 8 guarantee
- 5 a) 1 residents 4 occupants
 2 tenants 5 citizens
 3 locals
- b) 1 shade 2 shadow
- c) 1 cosy 3 convenient
 2 comfortable
- d) 1 miss 5 miss 9 loose
 2 lose 6 loose 10 lose
 3 loose 7 lose
 4 lose 8 miss

Reading & Vocabulary (pp. 24-25)

- 1 a) 1 D 3 A 5 F 7 G
 2 C 4 B 6 H
- 2 1 wind 6 answered
 2 concentrate 7 injured
 3 Searching 8 compete
 4 maintain 9 take
 5 wander 10 shape
- 3 1 mid-air 6 Amateur
 2 hair-raising 7 mad
 3 decidedly 8 unconditional
 4 foolish 9 common
 5 hooked 10 demanding
- 4 1 instructors 4 challenge 7 rally
 2 steep 5 aspects 8 offer
 3 feeling 6 profession 9 characteristics
- 5 golf – clubs – course
 tennis – racquet – court
 bowling – ball & pins – alley
 ice-skating – skates – rink
 boxing – gloves – ring
 football – ball & boots – pitch
 athletics – trainers – track
- 6 2 go 4 do 6 go 8 go 10 play
 3 go 5 play 7 play 9 play

(Suggested Answers)

- 2 I **go swimming** at the pool.
 3 I **go mountain** biking at the weekends.
 4 I **do my best** at school.
 5 I can't **play the piano**.

- 6 My friends and I like to **go skiing** together.
 7 I **played a joke** on my friends.
 8 I love to **go skateboarding**.
 9 On holiday we love to **play games**.
 10 I am learning to **play golf**.

Use of English (pp. 26-27)

- 1 1 C 3 D 5 C 7 C
 2 B 4 A 6 B
- 2 1 will be seeing Jane
 2 are sorry to tell
 3 have not changed since
 4 had no intention of upsetting
 5 blame me for
 6 despite studying
 7 was cut off
 8 has been working as
- 3 1 have finished 5 am pulling
 2 didn't pass 6 don't believe
 3 sighed 7 handing
 4 took
- 4 1 centrally 3 unexpected 5 inconvenience
 2 combination 4 Visitors 6 parking

Writing semi-formal letters, emails (pp. 28-29)

- 1 A invitation – formal
 B expressing thanks – semi-formal
 C application – formal
 D giving information – formal
 E giving news – semi-formal
 F giving information – semi-formal
- 2 1 C requesting information – informal
 2 A requesting information – semi-formal
 3 B giving information – formal
- 3 **A** semi-formal
- 1 for your advice 8 am enthusiastic
 2 my choice of about enrolling
 3 this decision 9 understand
 4 am quite confused 10 concern
 5 disapprove of 11 prefer to follow
 6 would rather see me 12 appreciate your
 7 more respectable advice
- B** Informal
- 1 what you think
 2 choosing
 3 up my mind

- 4 'm so lost
- 5 don't like
- 6 think that I should
- 7 better
- 8 really fancy signing up
- 9 get
- 10 worry
- 11 want to have
- 12 love it if you helped me out

4 (Suggested Answers)

B Opening remarks: Just dropping a line to thank you for the great advice about fencing. I am really looking forward to my first lesson next week!

Closing remarks: Thanks again for all your help. Hope we can practice together sometime soon!

C Opening remarks: I am writing with regards to the editing position.

Closing remarks: Thank you for your time and consideration. I look forward to hearing from you.

D Opening remarks: It is that time of year again for our annual talent show.

Closing remarks: Hope to see you all there!

E Opening remarks: I am writing to apologise for my recent absence at the business meeting.

Closing remarks: Once again, I am sorry for my absence.

F Opening remarks: I am writing in response to the recent editorial in your newspaper. Your story lacked integrity and truth.

Closing remarks: I hope in the future you do a better job of fact-checking before putting the words in print.

G Opening remarks: I am writing to inform you about the arrangements that have been made in preparation for your upcoming visit.

Closing remarks: If you have any questions or concerns, please feel free to contact me. I look forward to your visit.

5 1st extract should be formal because it is written to a school.

- 1 pleased to receive
- 2 of acceptance from
- 3 would be an honour
- 4 fine institution
- 5 However

- 6 few queries
- 7 student accommodation

2nd extract should be informal because it is a letter to a friend.

- 1 I just wanted to tell
- 2 I had the time of my life
- 3 go
- 4 Let me know if you're into it
- 5 Can't wait to hear from you
- 6 Love

3rd extract should be formal because it is a letter of complaint.

- 1 I am writing
- 2 purchased
- 3 on the 22nd March
- 4 was appalled
- 5 when I discovered
- 6 a considerable amount
- 7 attachments
- 8 were unaccounted for

6 a) The letter is to Mr Wilson.
It is from Albert.
Its purpose is to apologise.
It should be written in formal style.

- b)** 1 a 4 a 7 b 10 a
2 b 5 b 8 a
3 a 6 b 9 b

Vocabulary & Grammar Practice II (pp. 30-31)

- 1** 1 D 5 D 9 A 13 C 17 C
2 A 6 C 10 D 14 A 18 B
3 C 7 B 11 C 15 B 19 A
4 B 8 D 12 B 16 B 20 B

- 2** 1 B 5 A 9 C 13 D 17 B
2 C 6 B 10 A 14 B 18 A
3 D 7 D 11 C 15 C 19 D
4 B 8 B 12 D 16 C 20 B

Module 3 – Rights

Reading & Vocabulary (pp. 32-33)

- 1 a)** 1 B 3 D 5 B 7 C
2 B 4 C 6 A

- 2** 1 majority 5 curfew
2 suspects 6 unsupervised
3 innocent 7 offenders
4 prejudice 8 potential

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

- 4 1 prevent 4 treated 7 cut down
2 spotted 5 committed 8 pick on
3 call in 6 set off

- 5 1 underage 5 anti-social 9 social
2 human rights 6 police 10 local
3 film 7 court
4 evening 8 legal

- 1 In most countries, **underage child** means a child under 18 years of age.
- 2 **Human rights activists** hold events against racism and prejudice.
- 3 **Film footage** is quickly becoming a thing of the past as a result of digital filming.
- 4 I love watching old couples, hand in hand, taking their **evening stroll**.
- 5 The town suffers from all kinds of **anti-social behaviour**, from graffiti to vandalism.
- 6 **Police officers** put their lives at risk when chasing armed criminals.
- 7 A **court of law** is where people settle their legal disputes.
- 8 It is wiser to take **legal action** rather than take the law into your own hands.
- 9 Children who are mistreated by their parents are often put into care by **social services**.
- 10 A smaller budget has forced the **local authorities** to cut many important services this year.

Listening (pp. 34-35)

- 1 1 E 3 A 5 B
2 C 4 F 6 G
- 2 1 A 3 B 5 B 7 B
2 C 4 A 6 A
- 3 1 C 3 C 5 B 7 C
2 B 4 C 6 A

Speaking (p. 35)

Task 1 (Suggested Answer)

I think people appreciate different things when they go on holiday. Many people enjoy travelling to learn about new cultures, but most of the people I know just want to relax when they go away, and that's why beach holidays are very popular for people who can afford them. Some people enjoy more challenging activities, such as camping or extreme sports, but most of the people I know like to stay in hotels. When I go on holiday, I prefer seeing new places rather than visiting the same places every time. I

especially love exploring cities I've never been to before. It isn't necessary for me to spend a lot of money when I'm on holiday to have a good time, and I like to travel with my friends. Some people love to do extreme activities. One of my friends spent several days climbing a mountain during his summer holiday. He told me that he loves the challenge, and he also likes to keep active. But I wouldn't want to do something so dangerous. I'm not very athletic, and I prefer sightseeing holidays.

Extra Questions (Suggested Answers)

- My dream holiday would be two months of backpacking in South America. I've always wanted to go there because the South American countries are so different from my own country, and I know I would see many exotic and fascinating things there.
- Yes, I would, because I believe it's important to help protect the environment. It's very irresponsible of tourists to visit a place without respecting the nature there.
- We have many extreme activities. Ski jumping is popular, and other activities and sports which involve cold weather and snow.
- My country has a rich history, and I think this appeals to many of the tourists. They like to visit museums and enjoy the architecture of the big cities.

Task 2 (Suggested Answer)

- A:** A beach clean-up day would be a fun event for Tourism & Human Rights Week. Students would enjoy being at the beach, and they would learn something about responsible tourism.
- B:** Yes, it's a nice idea, but it hasn't got anything to do with human rights. I think it would be a lot of fun for the students but not educational enough, and we really want them to learn about responsible tourism and human rights. How about a lecture on responsible tourism?
- A:** It's not a good idea, because most students don't get to choose where they go on holiday, or what they do when they're on holiday, so it wouldn't be very practical. We could try a presentation on the negative effects of tourism. That way students could learn something they'll remember when they're old enough to choose their own holidays.
- B:** You have a point, but I think that a presentation would be a little boring. Maybe we should try something with pictures so that the students will be more interested. We could set up a gallery display of pictures and posters showing the negative influence of tourism on human rights. Students would like it, and it would be informative.
- A:** I agree. The only problem is that it would be difficult to find so many pictures.

B: Yes, it would, but we could use the Internet and the library to help us with the research.

A: Yes, you're right. OK, so the gallery display is the best option.

Reading & Vocabulary (pp. 36-37)

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

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

3 1 up to 5 emphasised
2 option 6 society
3 vital 7 contact
4 backgrounds 8 connected

4 1 provides 5 account for
2 wandering 6 motivated
3 went through 7 deserves
4 pointed out 8 reunited

5 1 worker 4 training 7 homeless
2 on 5 hall 8 off
3 atmosphere 6 line

(Suggested Answers)

- A **social worker** would have an excellent chance of getting a job with Second Chance.
- Staff at Second Chance must be **on call** 24 hours a day, seven days a week.
- It is important that a homeless shelter provide a **friendly atmosphere**.
- Homeless people should be put in **training programmes** to help them learn some skills.
- There is a **direct line** to the hospital in the **entrance hall** of Second Chance.
- The purpose of **homeless shelters** is to eventually get the homeless **off the streets** and into permanent homes.

Reading & Vocabulary (pp. 38-39)

1 a) 1 H 3 F 5 E 7 B
2 G 4 A 6 D

2 1 wilderness 5 joined 9 popular
2 adopt 6 hooks 10 benefits
3 mission 7 vegetation
4 bank 8 suitable

3 1 communicating 5 exchange
2 concentrate 6 gives
3 made 7 lay
4 appreciate 8 set up

4 1 mouse 4 memory 7 keyboard
2 software 5 modem 8 disk drive
3 monitor 6 cable

5 1 travel 5 water 9 halls
2 personal 6 look 10 course
3 connection 7 modern
4 timeless 8 financial

(Suggested Answers)

- 1 **Space travel** has provided scientists with valuable information about our solar system.
- 2 PC stands for **personal computer**.
- 3 My telephone company provides me with an **Internet connection**.
- 4 My grandmother taught us the **timeless tradition** of making our own quilts.
- 5 Many campsites today offer bathrooms with **running water**.
- 6 They decorated the room with old furniture to give it a **rustic look**.
- 7 **Modern technology** has changed the way we communicate with each other.
- 8 **Financial difficulties** caused the company to close.
- 9 My son is staying in the university's **halls of residence**.
- 10 An **online course** is a course you do over the Internet.

Use of English (pp. 40-41)

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

2 (Suggested Answers)

- 1 only student who wasn't
- 2 hardly ate her
- 3 as long as you are
- 4 had no idea about/of
- 5 had better go to
- 6 to cut down on
- 7 cost anything to enter
- 8 be bought in advance

3 1 was standing 5 are involved
2 had called 6 have already spent
3 gives 7 becoming
4 doesn't act

4 1 democratic 4 understanding
2 suggestions 5 statement
3 arguments 6 responsibilities

Writing letters/emails based on notes (pp. 42-43)

1 You are interested in taking an intensive summer course to improve your English. You have found this advertisement about studying English in England for the summer. Read the advertisement and the notes you have made. Then, write a letter to the school requesting information in an appropriate style, using all your notes.

- 1 An English school in Bath.
- 2 Formal, because we do not know the reader.
- 3 To request information related to the advertisement.
- 4 B
- 5 A, B, D, E, G, I, J, K
- 6 2 B 3 A 4 A
- 7 **(Suggested Answer)**

Beginning

Dear Sir/Madam,
I am writing to you because I am interested in applying for your summer course and would like to request some information.

Ending

I would appreciate it if you could inform me on these matters as soon as possible. I look forward to hearing from you.
Yours faithfully,
(name)

- 2 3 (D) I would like to know if you offer any weekend specials.
- 4 (I) Are the exams written or oral?
- 5 (D) I am interested in finding out if there are any overnight stays on these excursions.
- 6 (D) – I would like to know if I have to bring my own cooking utensils.
- 7 (I) Do you have any part-time positions available?
- 8 (I) Exactly how many students are there in each class?

3 a) (Suggested Answers)

- 2 How old?
- 3 Shared or private accommodations?
- 4 How many hours per week?
- 5 Which evenings?
- 6 How much?
- 7 What exactly?

b) (Suggested Answers)

- 2 I would appreciate it if you could tell me the ages of the students./Could you please tell me the ages of the students?

- 3 I would like to know about the accommodations./ What are the accommodations like?
- 4 I would appreciate it if you could let me know what the hours of the job are./What are the hours I would have to work?
- 5 I would like to know which evenings are free./Which evenings are free?
- 6 I was hoping you could tell me how much money I would be paid./Could you please tell me what the salary is?
- 7 I would like to know about special benefits you advertise./What exactly are the special benefits you mention in the advertisement?

c) (Suggested Answer)

Dear Sir/Madam,
I am writing to you because I am interested in applying for the position of English teacher you have advertised, and would like to request some information about the job.
Your advertisement states that the position is for English tutors abroad. I would appreciate it if you could inform me which countries are included in the program. I would also like to know the ages of the students. You mention free accommodation. What is it like?
With regard to the salary and hours, could you please tell me how much money I would be paid, and exactly what the benefits are? I would also like to know what the working hours are, and which evenings are free.
Please inform me on these matters as soon as possible. I look forward to hearing from you.
Yours faithfully,
(name)

Vocabulary & Grammar Practice III (pp. 44-45)

- | | | | | | |
|----------|-----|-----|------|------|------|
| 1 | 1 A | 5 B | 9 B | 13 B | 17 D |
| | 2 D | 6 A | 10 B | 14 D | 18 D |
| | 3 B | 7 C | 11 C | 15 A | 19 B |
| | 4 D | 8 D | 12 A | 16 C | 20 B |
| 2 | 1 B | 5 A | 9 D | 13 A | 17 C |
| | 2 C | 6 A | 10 B | 14 B | 18 B |
| | 3 A | 7 D | 11 C | 15 D | 19 A |
| | 4 C | 8 D | 12 D | 16 B | 20 D |

Module 4 – Survival

Reading & Vocabulary (pp. 46-47)

- 1 a) 1 A 3 B 5 B 7 D
 2 C 4 C 6 A
- 2 1 C 3 C 5 C 7 D 9 A
 2 A 4 B 6 A 8 C 10 B
- 3 1 came round 5 part
 2 former 6 belonged
 3 discussion 7 eager
 4 advised 8 Initially

Listening (pp. 48-49)

- 1 1 B 3 G 5 C
 2 F 4 A 6 D
- 2 1 B 3 C 5 B 7 A
 2 A 4 A 6 C
- 3 1 B 3 A 5 C 7 C
 2 C 4 B 6 B

Speaking (p. 49)

Task 1 (Suggested Answer)

There are many jobs that involve working with animals. Farmers work with animals, and so do the people who work at zoos and wildlife parks. Veterinarians and some scientists work with animals every day. There are also many jobs with environmental organisations which protect endangered species. The most important quality all of these jobs require is a love of animals. It is also important to be knowledgeable. A veterinarian, for example, must study for many years, because there is a lot you must know if you want to practice animal medicine. I imagine that working with animals is fun and rewarding, but it can probably be very challenging, too. In addition to having knowledge and experience, you need to be very responsible, because animals need to be fed and cared for just as humans do. And there are also dangers involved in working with some animals, so you must be cautious and aware at all times. Personally, although I like some animals, I would not like to work with them because I have other interests in my life right now, and a permanent job with animals would be too much of a commitment.

Extra Questions (Suggested Answers)

- It's not wrong to keep animals in zoos, as long as they are cared for properly. Some zoos work to protect endangered animals, or animals that wouldn't be able to survive on their own.

- Many birds are facing extinction, and so are whales. In particular, animals that have been hunted for many years are endangered.
- I don't know very much about animals, but I'm interested in helping the environment, and volunteering to protect animals would be a good way to do that. It would also be a great travel opportunity.
- In my city, we have a problem with homeless dogs and cats. I don't know too much about what is being done, but I do know that there are organisations that work to help them.

Task 2 (Suggested Answer)

- A:** I think a trip to an animal shelter would be a great idea for Animal Welfare Week. Students would learn about caring for animals. Most students like animals, and I think they would enjoy spending time with them.
- B:** I agree, but it sounds difficult to organise. In my opinion, it would be better to do something to help animals in our community. What do you think about having a fundraiser to help the homeless animals in the area?
- A:** Maybe students aren't very interested in helping local animals. And it would be difficult to raise a lot of money.
- B:** I disagree. There are many activities that we could organise. A car wash, for example. Many people in the community will be happy to help if we tell them what the money is for. And I think we could make it fun for the students, too.
- A:** You're right. We could make it fun, and I agree that local people would like to help. But what about a photo exhibit about endangered animals? It might encourage students to adopt animals. That would be another way for students to help.
- B:** I think it would be popular, but it's difficult for students to adopt animals on their own. It's more important to educate the students on animal welfare.
- A:** Well, then, how about a talk by an expert on how to care for pets responsibly?
- B:** No, because not all of the students have pets, and many of them already know how to care for their pets. In my opinion, the best choice is the fundraiser. It would be fun for most of the students and would help animals in our community.
- A:** Yes, that is the best idea. It would also raise awareness about animal welfare. OK, let's choose the fundraiser.

Reading & Vocabulary (pp. 50-51)

- 1 a) 1 D 3 F 5 C
 2 A 4 B 6 G

- 2 1 track 5 climate 9 prices
 2 trees 6 polar 10 areas
 3 golden 7 life
 4 level 8 high

(Suggested Answers)

- 1 Tuvalu is **off the beaten track**.
- 2 There are beautiful **palm trees** on the islands.
- 3 Everyone enjoys relaxing on the **golden beaches**.
- 4 The **sea level** has been rising each year.
- 5 The **climate change** is causing serious problems for the islands.
- 6 As the **polar ice caps** continue to melt, more of the island is being washed away.
- 7 Floods continue to threaten the natives' **way of life**.
- 8 **High tides** bring the water all the way to people's doorsteps.
- 9 Flooded areas cause **house prices** to drop.
- 10 The sea floods the **low-lying areas** first.

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

- 4 1 ashore 5 grazing 9 unusable
 2 remote 6 nation 10 cutting
 3 calculations 7 intended
 4 effect 8 based on

- 5 a) 1 coast 3 soil
 2 land 4 coastline

- b) 1 habit 3 custom
 2 tradition

Reading & Vocabulary (pp. 52-53)

- 1 a) 1 D 3 B 5 E 7 H
 2 A 4 G 6 F

- 2 1 applied for 5 repairing
 2 respect 6 looking forward to
 3 prevent 7 attend
 4 settling down 8 put me up

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

- 4 1 irrigation 4 retirement 7 treatment
 2 reward 5 lifetime 8 blindness
 3 species 6 time-wasting

- 5 1 remote 5 blue 9 life
 2 health 6 volunteer 10 rare
 3 thatched 7 post
 4 crack 8 doctors

(Suggested Answers)

- 1 They live in a **remote village** in the rainforest far away from civilisation.
- 2 There are hundreds of doctors and nurses that have volunteered for the **health project** in Asia.
- 3 He lives in a **thatched hut** with no running water.
- 4 We had to wake up at the **crack of dawn** so we could have time to get ready for our flight.
- 5 He showed up **out of the blue** to volunteer his time.
- 6 I am going away on a **volunteer project** to aid the survivors of the earthquake.
- 7 My cousin has just accepted a **teaching post** in a very needy area of Africa.
- 8 Many remote areas need **eye doctors** to help treat and inform villagers.
- 9 There are some people who like living a **simple life** in the countryside
- 10 On **rare occasions** volunteers in remote areas decide to stay there and live.

Use of English (pp. 54-55)

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

- 2 1 me a hand moving
 2 too worried to
 3 on purpose, or was
 4 object if I closed/object to my/me closing
 5 put up with
 6 take advantage of
 7 despite the band('s) starting
 8 pay (careful) attention to

- 3 1 stared 5 have saved
 2 had been looking 6 wouldn't/won't have
 3 spending 7 will we get
 4 Didn't you say

- 4 1 dangerous 4 ensure
 2 decision 5 users
 3 impatient 6 responsibility

Writing skills – Argumentative (pp. 56-57)

- I • beginnings: 2, 3, 4
- endings: 1, 5, 6
- advantages & disadvantages: 1, 4, 6
- opinion: 2, 3, 6
- solution: 2, 5
- start with an objective statement: 2, 3
- make reference to a strange scene/situation: 4
- address the reader directly: 4
- include a quotation/a rhetorical question: 3
- state a problem that needs a solution: 2, 3
- give your opinion on the topic: 1, 6
- give the reader something to consider: 5
- include a quotation or rhetorical question: 5, 6

2 a) A 2 B 4 C 1 D 3

b)

For	Against
improved health, towns & cities would become more pleasant; dramatic reduction in traffic accidents	public transport may become unpleasant; travel would be limited by timetables and routes

- 3 **A** Firstly → To begin with, First of all
 Secondly → Additionally, Also, Moreover
 Finally → Additionally, Also, Moreover
- B** All in all → In conclusion
- D** On the other hand → However
 In the first place → To begin with, First of all
 For example → For instance
 In addition → Additionally, Also, Moreover
- 4 a) **A** *There would certainly be plenty of advantages of totally replacing cars with public transport.* → There are definitely a number of advantages to substituting public transport for cars.
- D** *On the other hand, totally replacing car travel with public transport is not without its disadvantages.* → However, there are some drawbacks to the sole use of public transport instead of cars.

b) (Suggested Answers)

I **On the one hand there are several advantages of camping holidays.** For example, costs are kept down since renting space to pitch your tent or park your

caravan is far less costly than hotel accommodation, and so, you can enjoy a reasonable holiday for a fraction of the price you would otherwise pay.

Secondly, camping holidays allow you to be close to nature and enable you to appreciate things that you may not have the chance to try if you are confined in a hotel such as the outdoors, fresh air and rustic living.

Finally, campsites often have entertainment or activities available where campers have the opportunity to engage in numerous activities such as hiking, fishing, bird-watching, or for the less energetic, simply relaxing.

2 However there are some disadvantages to not having a TV at all.

The main one is not being kept informed of events happening around the world. Something very important may occur, perhaps even affecting you or someone you know in some way, and you would not hear about it till much later.

Furthermore, on a social level, not being able to discuss last night's episode of a popular soap or series may be seen as a disadvantage by some. Moreover, not being able to contribute in such a conversation could lead to feelings of exclusion.

Lastly, not all TV programmes are a waste of time. There are plenty of quality documentaries and other shows broadcast on TV that inform, educate and entertain. Not being able to watch these programmes means that a valuable source of information and entertainment is wasted.

5 a)

Viewpoints	Reasons
– close friend may not always be there	– move house or change school
– family accepts you as you are	– put up with your bad moods
– close friend provides what we need	– enjoy each other's company

b) To begin with, no matter how good a friend someone is, there will be times they will not be available for you.

In addition, you can almost always count on your family to be there for you.

Nevertheless, sometimes there is no substitute for a close friend.

6 Beginning

- starts with an objective statement
- expresses personal opinion

Ending

- repeats personal opinion
- includes a popular saying/quote

Suitable alternatives

to begin essay: offering a general thought

Suggested answer: Can you imagine what it would be like to suddenly have no friends to spend time with or confide in?

to end essay: quotation

Suggested answer: After all, where would we be without family?

7 a)

Suggestions	Results
<ul style="list-style-type: none"> – handle stress (do sth relaxing each day) – stay healthy (get enough sleep, exercise and eat regular, nutritious meals) 	<ul style="list-style-type: none"> – cope better with pressures – stronger bodies will fight off negative effects of stress

b) phrases to underline: One effective way, They could, such as, Another important way, Teens should,

phrases to circle: By doing this, In this way

8 (Suggested Answer)

1 Nowadays, technology has made it possible for students to do research for school projects without even leaving their homes. It has even been said that because the Internet is such a valuable resource, students no longer need to visit libraries. But school libraries continue to be valuable for research and study in a variety of ways, and students are missing out if they do not make use of them. What can a school do to encourage students to make better use of the school library?

One way would be for schools to help students organise study groups. If students are encouraged to meet and study together, they will see that their school library is an excellent environment in which to study and have fun at the same time.

Another way would be for school librarians to assist students in finding materials they need for school-related projects. They can show students that there are many resources on hand in a library which are not available online, or which are only available by payment. In this way, students will come to understand a school library is still a useful place to quickly find valuable information for free.

All in all, there are several ways in which students can be encouraged to make better use of their school libraries. While the Internet will continue to be an important part of students' lives, it is not necessary for them to miss out on a wealth of resources available at their schools.

2 It is clear that more and more young people are not being prepared well enough for their adult lives. Although they spend many years in school, they very often graduate feeling unprepared for their jobs, or undecided about what they want to do. What can be done to help young people to be better prepared for the future?

To start with, schools could help students to begin thinking about their careers from an earlier age. For example, schools could organise career fairs that would introduce young people to a variety of possible jobs for the future. In this way, when it comes time for students to make important decisions about their lives, they will be better informed and will have spent more time thinking about what they might like to do in the future.

In addition to this, parents should offer support to children who would like to try out new skills and activities. If young people are encouraged from a young age to try different hobbies and jobs, there is a better chance that they will develop a wider range of skills and interests. By doing this, they will find themselves better prepared later in life to cope with a wider range of situations.

All things considered, there are many ways to help young people to prepare for their lives. It is important to remember that, with the wide range of options available, young people must be made aware of the possibilities and be encouraged to try as many of them as possible.

Vocabulary & Grammar Practice IV (pp. 58-59)

- | | | | | | | | | | | |
|---|---|---|---|---|----|---|----|---|----|---|
| I | 1 | C | 5 | C | 9 | B | 13 | B | 17 | C |
| | 2 | A | 6 | B | 10 | C | 14 | D | 18 | C |
| | 3 | B | 7 | C | 11 | D | 15 | A | 19 | B |
| | 4 | D | 8 | A | 12 | C | 16 | B | 20 | B |

- 2 1 A 5 C 9 D 13 A 17 B
 2 B 6 D 10 B 14 A 18 B
 3 C 7 A 11 D 15 D 19 D
 4 B 8 D 12 C 16 A 20 D

Module 5 – Spoilt for choice

Reading & Vocabulary (pp. 60-61)

- 1 a) 1 D 3 B 5 B 7 D
 2 A 4 A 6 C
- 2 1 crawl 5 spotted 9 serves
 2 hobbled 6 meant 10 landed
 3 chase away 7 examined
 4 stowed 8 struck
- 3 1 opportunity 5 wrong
 2 congratulated 6 refreshed
 3 spot 7 uneven
 4 set up 8 seasoned
- 4 1 glorious 4 tinned 7 false
 2 frightening 5 nature 8 light
 3 will 6 bad

(Suggested Answers)

- On this **glorious morning** the birds are singing and the sun is shining.
- I am stranded but try not to have any **frightening thoughts**.
- My **will power** won't allow me to give up.
- I pack some **tinned food** and water for my camping trip.
- I spend so much time in the forest that people call me a **nature lover**.
- I catch a **bad break** and rain leaks into my tent.
- If I take one **false step** I will slide down the mountain.
- A **light rain** makes the trail slippery.

Listening (pp. 62-63)

- 1 1 F 3 A 5 C
 2 G 4 D 6 B
- 2 1 B 3 B 5 A 7 C
 2 A 4 C 6 B
- 3 1 A 3 A 5 A 7 B
 2 B 4 B 6 C

Speaking (p. 63)

Task 1 (Suggested Answer)

Young children need many things. I think the most important of all is a supportive, caring family. Everything

that young children learn they learn from their parents, so parents must set a good example for their children. But as children grow, their needs change. They become more independent, and it's important for parents to understand this, and to give their children room to grow. One good way parents can support their children is to encourage them to take up new activities, such as playing a sport or learning a musical instrument. Sometimes young children need special support, such as when there is a tragedy in the family, or when a child or parent is ill. In these cases, it is especially important for family members to be there for the child. When I was young, my father was an excellent role model for me. He is a very hard-working person, and also very honest and patient, and I hope that some of his qualities have passed on to me. He was always there for his children, and even when he was too busy to spend much time with us, we always knew that we had his support and encouragement.

Extra Questions (Suggested Answers)

- Nowadays, there are many working mothers, and I think that for this reason many children don't spend enough time with their mothers. Another problem is that children are becoming less interested in family activities.
- If children don't get enough support from their parents it can lead to psychological or emotional problems later in life. Some people are always looking for attention, even as adults, and maybe those people didn't have good family relations when they were young.
- To work with children you must be very patient, above all. It's important to treat them kindly and respectfully. If you work with children professionally – as a teacher, for example – you must be well-trained and knowledgeable in your field.
- Yes, I spend a lot of time with my family. We take holidays together every year, we usually eat together in the evening. We spend time together because we enjoy it.

Task 2 (Suggested Answer)

A: I think the best option for Career Day would be to organise a workshop on choosing a career. It would be easy to organise at the school. It would also be very helpful to the students.

B: I agree, but the students are still too young to choose a career. It would be better to do something to make them aware about their options for the future. What do you think about having a job exhibit with representatives from different professions? That way, students could learn about different career possibilities without feeling any pressure to choose one.

A: I agree that it would be helpful, but the students probably won't be very interested in talking for long with the representatives. It would also be difficult getting so many representatives to come on the same day. I like the idea of having interview training sessions in small groups. That way the students could talk with each other. They would have more fun than they would at an exhibit, but they would still be learning something useful.

B: I agree. The only problem is that students won't need job interview skills for a few more years. It would be better to give them some information they can use now. If we have a video presentation of local job opportunities, some students would be encouraged to get a part-time job.

A: Yes, but it would be better to inform students about their options for the future. I still think that a career workshop is the best option. We could find ways of making it interesting for everyone. We could organise activities, for example.

B: Yes, I think you're right. The career workshop is the best option.

Reading & Vocabulary (pp. 64-65)

1 a) 1 E 3 B 5 A
2 G 4 C 6 F

2 1 occurred 6 brought about
2 befell 7 baffled
3 were required 8 died down
4 draw 9 disputed
5 introduced 10 suggest

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

4 1 dotted 4 flaws 7 dramatic
2 symbol 5 inhabitants 8 wrecked
3 evidence 6 timber

5 1 sheer 4 widely 7 ecological
2 human 5 modern 8 tropical
3 huge 6 coastal

(Suggested Answers)

- It is from **sheer ignorance** that many people waste natural resources.
- Slowly, the forest recovered after the fires without any **human intervention**.
- Four **huge statues** of Rameses II sit at the entrance of the Great Temple at Abu Simbel.
- It is now **widely accepted** that Troy really did exist.
- Life in the **modern world** is more difficult than many had hoped.

- Rising sea levels have put several **coastal sites** at risk of flooding.
- The destruction of the Amazon rainforest is expected to cause an **ecological catastrophe**.
- Many people dream of taking a holiday on a **tropical island**.

Reading & Vocabulary (pp. 66-67)

1 a) 1 F 3 D 5 A 7 B
2 C 4 G 6 H

2 1 converted 5 recycle 9 reuses
2 consume 6 reduce 10 recommend
3 refused 7 rejects
4 get rid 8 emails

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

4 1 downshift 3 financial 5 converted
2 exchanges 4 item 6 profits

5 1 landfill 4 energy 7 hard
2 rise 5 garden 8 relaxing
3 false 6 constant

(Suggested Answers)

- In my town we try to recycle instead of using **landfill sites**.
- She asked her boss for a **pay rise**.
- Susan rejects what she believes is a **false economy**, and has begun growing and selling her own fruits and vegetables.
- Too much **energy consumption** can lead to environmental problems.
- We all sat outside on the **garden furniture**.
- My job is stressful, with **constant deadlines**.
- A boss must make many **hard decisions**.
- Gardening is a **relaxing hobby**.

Use of English (pp. 68-69)

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

- 1 I'd rather not play
2 should have her kitchen
3 had no intention of insulting
4 to (my/me) opening
5 have my hair cut by
6 made me do
7 aren't allowed to leave
8 managed to finish

- 3 1 was helping 4 will chat
 2 had studied/
 had been studying 6 smiling
 3 to do 7 Are
- 4 1 luxurious 3 publicity 5 legendary
 2 Originally 4 unexpected 6 generations

Writing reviews/articles (pp. 70-71)

- 1 a) A 3 B 1 C 4 D 2

b) **plot:** weak, highly entertaining
performances: energetic
film: fast-paced, must-see

- 2 1 The script was completely **imaginative** and **new**.
 2 The script was **well-written**.
 3 The plot was completely **original**.
 4 The actor portrayed a **good** character.
 5 The gameplay was **clear** and **structured**.
 6 The plot of the book was **strong** and very **suspenseful**.

- 3 **positive review:** 3, 4, 5
negative review: 1, 2, 6

4 (Suggested Answer)

My favourite book is *Zorba the Greek*, although many people will be more familiar with the film starring Anthony Quinn. It is a story about two very different men. The first is a writer, who spends much of his time reading and writing and thinking. The second is Zorba, a character so full of energy that you cannot help but warm to him. His philosophy is that life is precious and should be lived, not thought about and thrown away. Over the course of the story, Zorba tries to convince his friend to change his ways. But what I like most about the book is that it feels as though Zorba is speaking directly to you, the reader, and you can't help but be changed by him too.

My favourite music CD is from the soundtrack of the Italian film *Il Postino* (The Postman). It is composed by Luis Enrique Bacalov and won an Academy Award for Best Original Dramatic Score. The first half of the CD is paired with the poetry of Pablo Neruda. The poems are read by people you probably know, such as Sting, Samuel L. Jackson, Madonna, Andy Garcia and Julia Roberts, to name a few. I recommend this CD to anyone who enjoys magical melodies and inspiring literature.

- 5 1 B 2 A 3 C

1 offering a general thought

- 2 addressing the reader directly, asking a rhetorical question
 3 addressing the reader directly using a quotation

- A addressing the reader directly, asking a rhetorical question
 B using a quotation, asking a rhetorical question
 C asking a rhetorical question, using a quotation

- 6 1 narrative techniques
 2 descriptive techniques

- 7 a) 1 to describe something
 2 to give advice
 3 to narrate an experience

b) (Suggested Answer)

Book review

Reading *The Wind in the Willows* as a child, I was thrilled by the adventures of Mole and Rat, and shocked by the pride and arrogance of Toad. And sometimes, such as when poor Mole was lost in the Wild Wood, I was so frightened that I could hardly bear to read on.

The Wind in the Willows was published by Kenneth Grahame in 1908, but it began as stories that the author had told to his son. The characters in the story are talking animals who live near a river. The animal characters display a variety of good and bad traits, but throughout the story remind us of people we might actually know. In this way, the story is as much about people as it is about animals. Perhaps this is why the story has remained popular for more than a hundred years. The story begins with Mole leaving his home to discover the world outside. He makes his way to the river, where he meets Ratty. A series of adventures begins, and many other fascinating characters are introduced.

Ultimately, I loved the book because it reminded me of my childhood and of summer days spent in the English countryside. Coming to it again as an adult, I now see that it is simply a tale about friendship, and more importantly, about being a good friend.

Favourite sport

There is something magical about cycling that I find hard to describe. I used to be heavily into running, but as soon as I got my first racing bike I was hooked. Like running, it's an endurance sport, and there are races all year round. But cycling comes with something extra: freedom. On a good day, you can cover 150-200 km.

When you travel that far from home, who knows where you might end up?

If you are a beginner cyclist, you should consider your goals: are you interested mainly in exercise, or in recreation? Bicycling is a wonderful way to stay in shape, but it is also a relaxing pastime. Another piece of advice I would give to a beginner is to invest in good equipment from the start. It is not necessary to buy a very expensive bicycle, but the cheaper ones can be unsafe. A strong helmet is also very important. Bicycling injuries are common, but the risk involved can be greatly reduced if the rider wears a helmet.

So, yes, it's important to have a good bicycle. But what's vital is that you have a love for the sport. Every year I can't wait for the Tour de France to start. I sit down in front of the television, but I don't think that I have ever watched an entire stage. Long before the riders have reached the finish line, I have jumped on my bike and headed for the open road.

Best meal

Over the years, I have eaten in wonderful restaurants all round the world: London, Paris, New York, Rome. But by far the best meal I have ever had was at the top of a mountain in Chile.

While I was a student, my best friend and I backpacked across Chile and Argentina. We walked and travelled by bus, stopping in remote villages. Nearly everywhere we went, we were impressed by the hospitality and friendliness of the locals, and while the food was usually far from luxurious, it was always wholesome and tasty. One winter morning, we started walking from one mountain village to another. It began to snow, however, and within an hour we were lost.

Luckily, we found a small village the next morning. Since there was no restaurant in the village, we asked a local man if there was somewhere we could eat. He signalled to us to come inside his home and sit down. He brought out two large bowls of porridge and a pitcher of water. The porridge was simple, but wonderful. Because I had not eaten for so long, I felt at that moment as if I had never before tasted anything so delicious.

There is no doubt that the Ritz in Paris is a fabulous way to celebrate a special occasion and you will have an exquisite and memorable meal, but when you are lost, cold and haven't eaten for over a day, nothing beats a slightly warm bowl of porridge.

Vocabulary & Grammar Practice V (pp. 72-73)

1	1 D	5 D	9 D	13 C	17 C
	2 B	6 A	10 C	14 B	18 B
	3 C	7 C	11 A	15 D	19 B
	4 D	8 C	12 D	16 A	20 D
2	1 C	5 A	9 A	13 A	17 C
	2 B	6 D	10 A	14 D	18 C
	3 D	7 B	11 B	15 A	19 A
	4 B	8 C	12 D	16 B	20 B

Further Practice Section

Key Word Transformations (pp. 74-83)

- A**
- 1 must not be used
 - 2 is not old enough to
 - 3 would like to
 - 4 is no chance of
 - 5 is not far from
 - 6 is not hot enough
 - 7 not many tickets left for
 - 8 you would only
 - 9 I would rather not buy
 - 10 will take place
 - 11 feel like going
 - 12 wish I could come
 - 13 is said to be
 - 14 been in touch with them
 - 15 a small amount of
 - 16 spent four years learning
 - 17 to have a waiter's job
 - 18 prefer not to travel
 - 19 wish I hadn't upset
 - 20 am responsible for providing
 - 21 anyone interested in helping
 - 22 said to have been built
 - 23 would not have been delayed
 - 24 is not far from
 - 25 only one who did not
 - 26 accused Sue of having destroyed
 - 27 the last time you went
 - 28 was the only person who
 - 29 too busy to attend
 - 30 one of the fastest
 - 31 even though she behaves
 - 32 is hardly anything
 - 33 to find a solution to
 - 34 to have the roof repaired
 - 35 have not visited Beth for
 - 36 will only be accepted if
 - 37 good if you got
 - 38 subject I liked best/most
 - 39 was the first time
 - 40 did nothing but talk
 - 41 would like to know
 - 42 there are
 - 43 pays attention to
 - 44 had run out of
 - 45 no doubt he will win
 - 46 suggested (that) we go
 - 47 was Harry's first visit
 - 48 is unlikely that it will
 - 49 mistook me for
 - 50 being unable to play
 - 51 if we hadn't called
 - 52 have been married since
 - 53 good at drawing
 - 54 had a discussion on/about
 - 55 put up with his/him
 - 56 didn't let us stay up
 - 57 in case it's cold
 - 58 been ages since Gloria was
 - 59 had better not stay up
 - 60 was too difficult for
 - 61 do not belong to me
 - 62 more fluently than anyone
 - 63 found (that) he couldn't control
 - 64 was not deep enough
 - 65 in order not to
 - 66 succeeded in finding
 - 67 were prevented from reaching
 - 68 advised Ann to call
 - 69 put me through to
 - 70 (just) in time to catch
 - 71 no point in me/my taking
 - 72 is impossible for me to
 - 73 Ann hadn't helped
 - 74 has had no success
 - 75 does not let visitors use
 - 76 if I (had) invited Nancy
 - 77 was put off because
 - 78 to lend him/if she would lend him
 - 79 guest had fun
 - 80 will no doubt become/will without a doubt become
 - 81 was too slow to win
 - 82 would rather listen to/hear jazz
 - 83 too excited to
 - 84 apart from John, was
 - 85 took to her teacher as
 - 86 expected to pass
 - 87 hasn't changed since
 - 88 in the habit of cutting
 - 89 was not as expensive
 - 90 got on well
 - 91 short on funds (money),
 - 92 had no intention of insulting
 - 93 made me go out
 - 94 behind bars doesn't always
 - 95 in case it starts/is
 - 96 put out a book
 - 97 will take place
 - 98 is too expensive for
 - 99 hardly spends any
 - 100 take advantage of
 - 101 the only one who had
 - 102 I would not have shouted
 - 103 has had no luck
 - 104 to have a job
 - 105 is too old to
 - 106 were completely surprised by
 - 107 it is rare to see
 - 108 apologised for being/having been
 - 109 had run out of

- 110 will be given out
 111 should not have trusted
 112 one of the best laptops
 113 is too busy to go
 114 were hardly any guests (left)
 115 is making little effort to
 116 has been a sharp rise
 117 caught the virus apart from
 118 being pulled down
 119 being spoken to rudely
 120 despite the fact that he
 121 there was no point in
 122 type any faster than
 123 didn't deserve to be
 124 last time Emily ate
 125 is included in
 126 did not appear to have
 127 want anyone else to come
 128 were cancelled due to
 129 in case your car is
 130 too expensive for Jane to
 131 is unusual for Jack to
 132 as long as he was
 133 was better than
 134 gets on (well) with / gets along with
 135 doesn't feel like eating
 136 be a better job than
 137 twice as long
 138 no point in trying
 139 is the same size as
 140 not like her to be
 141 had a discussion about what
 142 can't still be
 143 are responsible for keeping
 144 in case it is
 145 are not allowed/permitted to take
 146 does this shoe belong to
 147 is a faster runner
 148 is expected to get
 149 is not easy for Sophie
 150 is worth trying
 151 is supposed to be
 152 is unlikely that there will
 153 possible for us to go
 154 made a note of his
 155 have not seen Lucy for
 156 only a few
 157 one piece is / one of the pieces is
 158 can't tell the difference
 159 has a tendency to be
 160 gave a detailed description
 161 no doubt (that) he will
 162 in order to
 163 until she had painted
 164 was having my hair done
 165 did not succeed in convincing
 166 ended the concert with
 167 has been a/one month since / was a/one month ago that
 168 following his appearance
 169 how much it cost(s)
 170 did not have to do
 171 dressed in such
 172 number of visitors
 173 succeeded in finishing
 174 cut down on the number
 175 still waiting for
 176 the second time I
 177 was anything else
 178 take a look at
 179 wish I had gone
 180 have been married for
 181 refused to let her pay
 182 only student who didn't
 183 how rude Donald was
 184 is used to looking after
 185 took place even though
 186 have been many changes in
 187 we would not have celebrated
 188 is not far from the
 189 been good at dealing
 190 why she hadn't seen
 191 accused Daniel of copying/having copied
 192 which is why he never
 193 in total agreement with
 194 has been reduced by
 195 it will be impossible for
 196 to have his portrait painted
 197 has not travelled abroad
 198 if she had not helped
 199 was the first time that
 200 himself to be
 201 did nothing but
 202 would like to learn
 203 if I had seen
 204 was called off
 205 pays (any) attention to
 206 if she would lend him
 207 despite (his) not being
 208 very efficient about recycling
 209 took my scarf, didn't
 210 never seen such a big / never seen so big a
 211 both Mike and John are
 212 rather you shut
 213 in spite of (his) being
 214 made a good impression on
 215 apologised for not calling
 216 advised him to see a
 217 suggested going to a restaurant
 218 can run as fast as / runs as fast as
 219 We had gone to see
 220 is said to have developed

221 I were you, I would
 222 apologised for having to
 223 high time you had
 224 taking care of
 225 has given up playing
 226 have not changed since
 227 provided it's not
 228 had no intention of forgetting
 229 he was sorry for having/he was sorry to (have)
 230 will not be present at
 231 unless he ran he would
 232 know the cost
 233 (that) Tom could be
 234 so that he can buy
 235 reputation does the school have/has the school got
 236 until he had finished all
 237 are not allowed to use
 238 has no intention of changing
 239 should take advantage of
 240 the length of this pool
 241 match instead of the
 242 cancelled as a result of
 243 admitted to having broken
 244 have the ability to
 245 I were you I would
 246 costs nothing to travel
 247 losing her temper
 248 not used to meeting
 249 accused him of taking
 250 turned out/up for
 251 had her wedding pictures taken
 252 spends hardly any / hardly spends any
 253 give a full description of
 254 had her bag stolen
 255 was called off because
 256 so that he would not
 257 had no idea that
 258 he would rather not drive
 259 to get in touch with
 260 is no difference between
 261 had our house broken into
 262 was/is no milk left
 263 are for sale
 264 said to be more than
 265 good at playing
 266 possible for us to go
 267 no comparison between/of
 268 take care of
 269 is said to be
 270 were prevented from leaving
 271 have been investigated by
 272 give me a hand
 273 blamed Ellie for losing/having lost
 274 there is nothing wrong with
 275 wishes (that) he had caught

276 there was none/nothing left
 277 like the idea of going
 278 is expected to come
 279 even though they have/had
 280 have made a better
 281 the intention of never coming
 282 had as much luck as
 283 always been good at
 284 was bleached using
 285 could lend him

Multiple Choice (pp. 84-89)

B	1	B	34	B	67	D	100	D	133	D
	2	C	35	A	68	C	101	B	134	D
	3	A	36	B	69	A	102	A	135	A
	4	D	37	C	70	C	103	D	136	C
	5	D	38	D	71	D	104	A	137	A
	6	C	39	A	72	C	105	B	138	A
	7	C	40	C	73	C	106	A	139	A
	8	D	41	C	74	A	107	D	140	C
	9	A	42	B	75	A	108	B	141	B
	10	D	43	A	76	C	109	C	142	A
	11	D	44	D	77	C	110	D	143	D
	12	A	45	B	78	B	111	C	144	A
	13	D	46	A	79	A	112	C	145	C
	14	D	47	B	80	B	113	A	146	D
	15	B	48	C	81	D	114	D	147	B
	16	A	49	A	82	A	115	C	148	C
	17	C	50	C	83	C	116	A	149	B
	18	D	51	B	84	C	117	B	150	D
	19	A	52	D	85	B	118	A	151	A
	20	C	53	C	86	B	119	D	152	A
	21	B	54	D	87	D	120	A	153	D
	22	C	55	B	88	C	121	B	154	D
	23	B	56	B	89	B	122	B	155	D
	24	D	57	C	90	B	123	B	156	D
	25	C	58	B	91	A	124	C	157	D
	26	A	59	A	92	C	125	A	158	B
	27	C	60	D	93	D	126	C	159	D
	28	A	61	D	94	D	127	C	160	A
	29	D	62	D	95	B	128	C	161	C
	30	B	63	A	96	A	129	A	162	C
	31	B	64	D	97	C	130	C	163	C
	32	B	65	B	98	C	131	D	164	B
	33	B	66	B	99	C	132	A	165	A

Open Cloze Sentences (pp. 90-92)

- | | | |
|----------------|-------------|--------------|
| C 1 was | 55 except | 108 about |
| 2 have | 56 though | 109 nothing |
| 3 be | 57 between | 110 to |
| 4 than | 58 takes | 111 at |
| 5 are | 59 which | 112 between |
| 6 much | 60 long | 113 in |
| 7 by | 61 of | 114 which |
| 8 beginning | 62 in | 115 asleep |
| 9 to | 63 far/many | 116 few |
| 10 not | 64 up | 117 This |
| 11 at | 65 before | 118 needs |
| 12 apart | 66 in | 119 nor |
| 13 able | 67 a | 120 on |
| 14 have | 68 on | 121 since |
| 15 on | 69 of | 122 fact |
| 16 to | 70 its | 123 as |
| 17 one | 71 to | 124 least |
| 18 long | 72 of | 125 of |
| 19 a | 73 Apart | 126 to |
| 20 on | 74 so | 127 before |
| 21 of | 75 though | 128 the |
| 22 take | 76 while | 129 great |
| 23 many | 77 it | 130 short |
| 24 ago | 78 without | 131 takes |
| 25 whose | 79 While | 132 one |
| 26 for | 80 between | 133 than |
| 27 one | 81 as | 134 let |
| 28 up | 82 By | 135 to |
| 29 all | 83 how | 136 no |
| 30 if | 84 at | 137 least |
| 31 how | 85 with | 138 in |
| 32 like | 86 to | 139 far |
| 33 On | 87 become | 140 of |
| 34 take | 88 spent | 141 takes |
| 35 most | 89 a | 142 per |
| 36 rest | 90 of | 143 although |
| 37 to | 91 as | |
| 38 make | 92 among | |
| 39 than | 93 reason | |
| 40 any/every | 94 sight | |
| 41 so | 95 about | |
| 42 enough | 96 out | |
| 43 takes | 97 from | |
| 44 in | 98 what | |
| 45 until | 99 out | |
| 46 where | 100 tried | |
| 47 for | 101 all | |
| 48 by | 102 another | |
| 49 at | 103 by | |
| 50 in | 104 so | |
| 51 from | 105 On | |
| 52 way | 106 got | |
| 53 with | 107 used | |
| 54 than | 108 about | |

Word Formation (pp. 93-97)

D	1 effective	55 action	109 variety	164 specialises
	2 carefully	56 unclear	110 illness	165 colourful
	3 organisations	57 relationship	111 inexpensive	166 characteristics
	4 majority	58 countless	112 reservation	167 choice
	5 cultural	59 puzzling	113 attractions	168 arrangement
	6 knowledge	60 harmful	114 increasingly	169 sale(s)
	7 teenagers	61 agreement	115 carefully	170 lover
	8 correspondence	62 choice	116 particularly	171 childhood
	9 obligation	63 designer	117 factual	172 effective
	10 entertainment	64 qualification	118 economical	173 importance
	11 broaden	65 valuable	119 dangerous	174 growth
	12 closing	66 delivery	120 straightened	175 third
	13 unemployment	67 freedom	121 traditional	176 requirements
	14 construction	68 decorations	122 behaviour	177 strength
	15 shortly	69 especially	123 frequently	178 additional
	16 announcement	70 customers	124 natural	179 energetic
	17 advertising	71 arrangements	125 luxurious	180 unexpected
	18 qualified	72 unexpected	126 preparation	
	19 intention	73 meeting	127 successfully	
	20 recently	74 variety	128 happily	
	21 enthusiastic	75 director	129 costly	
	22 wealthy	76 inhabitants	130 extremely	
	23 latest	77 growth	131 severely	
	24 solution	78 loss	132 adventurous	
	25 growing	79 inability	133 sights	
	26 encouragement	80 advisable	134 profitable	
	27 normally	81 preparations	135 suspected	
	28 appearance	82 nervous	136 punishment	
	29 uncomfortable	83 easily	137 stressful	
	30 hopelessly	84 useful	138 residents	
	31 importance	85 generally	139 exceptional	
	32 extremely	86 additional	140 resistant	
	33 lonely	87 better	141 valuable	
	34 ambitiously	88 tendency	142 variety	
	35 journalist	89 information	143 responsibility	
	36 decision	90 helpless	144 selfish	
	37 highly	91 existence	145 enjoyable	
	38 incredibly	92 development	146 invitations	
	39 amusement	93 Amazingly	147 spectacular	
	40 Luckily	94 relatively	148 illegal	
	41 happily	95 distance	149 inventions	
	42 ability	96 observation	150 improvements	
	43 concerned	97 truth	151 (un)comfortable	
	44 disgusting	98 measurements	152 cyclists	
	45 approval	99 unbelievably	153 seventeenth	
	46 thought	100 reference	154 popularity	
	47 European	101 enormously	155 unlike	
	48 unsuitable	102 uncertain	156 appearance	
	49 singers	103 discovery	157 completely	
	50 selfishly	104 unexplored	158 production	
	51 performance	105 investigation	159 exciting	
	52 judgement	106 differences	160 challenging	
	53 healthy	107 daily	161 basically	
	54 confusion	108 Friendship	162 central	
			163 neighbourhood	

Prepositions (pp. 98-99)

- | | | | | |
|----------|----|---------|-----|---------|
| E | 1 | to | 55 | in |
| | 2 | on | 56 | on |
| | 3 | at | 57 | in |
| | 4 | to | 58 | on |
| | 5 | in | 59 | by |
| | 6 | to | 60 | under |
| | 7 | to | 61 | out |
| | 8 | of | 62 | off |
| | 9 | on | 63 | to |
| | 10 | in | 64 | on |
| | 11 | on | 65 | to |
| | 12 | of | 66 | among |
| | 13 | to | 67 | to |
| | 14 | to | 68 | to |
| | 15 | to | 69 | to |
| | 16 | to | 70 | in |
| | 17 | in | 71 | of |
| | 18 | in | 72 | for |
| | 19 | of | 73 | to |
| | 20 | in | 74 | against |
| | 21 | into | 75 | on |
| | 22 | in | 76 | to |
| | 23 | of | 77 | to |
| | 24 | at | 78 | against |
| | 25 | of | 79 | for |
| | 26 | to | 80 | to |
| | 27 | on | 81 | of |
| | 28 | in | 82 | in |
| | 29 | in | 83 | on |
| | 30 | against | 84 | in |
| | 31 | in | 85 | for |
| | 32 | in | 86 | by |
| | 33 | to | 87 | between |
| | 34 | in | 88 | as |
| | 35 | to | 89 | of |
| | 36 | to | 90 | as |
| | 37 | to | 91 | in |
| | 38 | in | 92 | on |
| | 39 | to | 93 | to |
| | 40 | on | 94 | in |
| | 41 | in | 95 | as |
| | 42 | for | 96 | at |
| | 43 | of | 97 | by |
| | 44 | to | 98 | for |
| | 45 | to | 99 | in |
| | 46 | into | 100 | under |
| | 47 | of | | |
| | 48 | of | | |
| | 49 | at | | |
| | 50 | on | | |
| | 51 | against | | |
| | 52 | at | | |
| | 53 | at/for | | |
| | 54 | for | | |

Phrasal Verbs (pp. 100-101)

- | | | | | |
|----------|----|-----------|-----|------------|
| F | 1 | for | 54 | back on |
| | 2 | for | 55 | behind in |
| | 3 | in | 56 | for |
| | 4 | off | 57 | for |
| | 5 | up | 58 | out with |
| | 6 | after | 59 | apart |
| | 7 | against | 60 | along |
| | 8 | away | 61 | away |
| | 9 | down with | 62 | back |
| | 10 | up | 63 | back at |
| | 11 | up | 64 | by on |
| | 12 | down | 65 | back to |
| | 13 | down | 66 | in |
| | 14 | in | 67 | off |
| | 15 | into | 68 | over |
| | 16 | off | 69 | away |
| | 17 | out | 70 | in |
| | 18 | up | 71 | out |
| | 19 | of | 72 | to |
| | 20 | down | 73 | off |
| | 21 | out | 74 | up |
| | 22 | to | 75 | after |
| | 23 | over | 76 | by |
| | 24 | up | 77 | down with |
| | 25 | for | 78 | after |
| | 26 | for | 79 | over |
| | 27 | off | 80 | over to |
| | 28 | on | 81 | without |
| | 29 | off | 82 | just |
| | 30 | out | 83 | away |
| | 31 | out | 84 | off |
| | 32 | with | 85 | down |
| | 33 | round | 86 | up with |
| | 34 | back | 87 | off |
| | 35 | to | 88 | down |
| | 36 | by | 89 | through |
| | 37 | down with | 90 | on |
| | 38 | into | 91 | through |
| | 39 | out | 92 | up to |
| | 40 | to | 93 | to |
| | 41 | up | 94 | back on |
| | 42 | against | 95 | down on |
| | 43 | up with | 96 | for |
| | 44 | on | 97 | forward to |
| | 45 | down | 98 | into |
| | 46 | down on | 99 | out |
| | 47 | off | 100 | over |
| | 48 | off from | 101 | at |
| | 49 | up | 102 | up |
| | 50 | away with | 103 | up to |
| | 51 | with | 104 | out |
| | 52 | without | | |
| | 53 | down | | |

MODULE 1

Exercise 1 (p. 6)

Speaker 1

I've been driving for over ten years now and I consider myself a good driver. I'll never forget the advice my driving instructor gave me way back then. She told me that driving was like life in that you always had to plan what you were going to do next, one step ahead of time. And I agree. She also emphasised that when behind the wheel, you had to keep a level head, no matter what. But you know, some drivers out there are just so rude. This man cut in front of me and even smiled at me as he went by. Well, I'm ashamed to say it, but I gave him a good long blast of my horn. I couldn't help it, I was so angry.

Speaker 2

Ever since I got my driver's licence three years ago, I have wanted a vehicle of my own. I'm not saying it hasn't been generous of my parents to let me have their car whenever I needed it, but I'm fairly independent and I really wanted a car of my own. My dad suggested I got a used car as it would be cheaper and the insurance wouldn't cost so much and I agreed. Actually, he and I went to the used car dealer together. I must admit I am rather impulsive, often doing things before thinking them through. Well, I fell in love with the first car I saw and I wanted it no matter what. Big mistake. So far, I've spent over £2,000 on repairs. That's almost twice what I paid for the thing in the first place!

Speaker 3

Let's just say I'm the kind of person that tends to put off doing things. I always get things done, but usually in my own time. Slowly but surely, I'm beginning to realise that this characteristic of mine has to change. Take the other day for example. I was driving in the city centre when suddenly I got a puncture. Well, as the car rolled to a stop, all I could think of was my husband asking me if I had had the spare tyre repaired. I remember telling him that it had totally slipped my mind but that I would take it to the garage as soon as I could. Unfortunately, I hadn't got round to it, so I ended up waiting two hours before someone could come and help me out.

Speaker 4

I'm usually the organised one in my family. I never forget anyone's birthday and I always make sure I pay the bills on time. Anyway, it was the strangest thing – the insurance company I deal with always contacts me to let me know when my car insurance is about to expire. This year, though, for some reason they didn't, and I hadn't marked it on my calendar. I must admit I was rather red-faced when a policewoman pulled me over for a routine check and I discovered my insurance was three weeks out of date!

Speaker 5

There's nothing I like better than going for a long leisurely Sunday drive. I never put much thought into where I'm going to go, though. I just get in my car and off I go. It's like an adventure of sorts. Well, my mate, Angus, is one of those people that has to have everything mapped out before doing anything. It drives him mad that I never have a set route for my Sunday excursions. He has told me time and time again that one day I would regret not being more organised. I hate to say it, but he was right. Last Sunday I got caught up in road works and spent the next six hours trying to get back home.

Speaker 6

I've always had a good sense of direction and I learnt how to read maps at quite an early age, so I never dreamed that it could be a problem for anyone to get from A to B. If I was going on a long journey alone to a place I have never been to before, I simply noted down the main stages of the journey and set off – no problem. Then, when I got married, my wife and I decided to spend our honeymoon touring around France in our little sports car. She didn't have a driving licence at the time so I suggested she do the navigating. She kept pretty quiet about the idea and it was only when we got off the ferry in France and I asked her for directions out of town that I realised that she had no idea of how to read a map. She was holding it upside down.

Exercise 2 (p. 6)

I don't really know what gave me the idea, but from an early age I was determined to be a lighthouse keeper. You know, a lot of boys my age used to say that they wanted to be engine drivers, but that never crossed my mind. I suppose that I must have seen some photographs of lighthouses somewhere, or perhaps my parents took me to visit one, I just can't remember.

Of course, like a lot of children's dreams, mine gradually faded and my life followed a more conventional pattern. It was only after I had married and had children of my own that I began thinking about it again. At the time, I was teaching biology in a good secondary school and we were living in a pleasant three-bedroom house in a smart neighbourhood – the sort of home that most people would be content with in fact. The problem was, I was just not satisfied.

I had never mentioned my boyhood dream to Susan, my wife, and it took me some time to summon the courage to raise the subject with her. I was afraid that she would laugh at me and tell me I was being foolish, but to my surprise she listened sympathetically. She went so far as to admit that she too found suburban life a bit dull.

We started researching the possibilities together. At first, I was disappointed to discover that becoming a lighthouse keeper was not going to be as easy as I had imagined. I hadn't paid attention to the advances in

technology which means that most lighthouses no longer have keepers in residence. They are automatically operated from control centres many miles away and receive only occasional visits from engineers for maintenance purposes. I was sure that my dream had been shattered.

But Susan is made of sterner stuff than me. She would not give up and kept making enquiries. It was while she was surfing the Net that she came across an article about Lundy Island in one of the on-line newspapers. Now, Lundy is a small island about twelve miles off the coast of Devon in south-west England and I had thought it was completely uninhabited. In fact, roughly 30 people live there on a fairly permanent basis. Some of these are volunteers, but at the time Susan found the article, the Trust, which runs the island, were looking for staff to help manage the tourist accommodation on the island. The salaries on offer were not brilliant, but free accommodation was included in the old lighthouse keeper's cottage!

We talked it over with our two children, twins who were about to leave home and start their university studies, and they told us not to think twice about it. That very same night we sent off our letter of application and began the agonised wait to see what would happen. Well, you can imagine the relief we felt when we were invited for an interview but, knowing we still had a long way to go, we did not celebrate too much. We set about learning every detail we could about Lundy so that we would, hopefully, impress the interview board and I must say that the more we learnt, the more excited we became about the prospect of living there.

We have been living on the island for four years now and we have never looked back. We still own our house on the mainland, but I doubt whether we will ever live there again because life here is wonderful and we both get great satisfaction from our jobs. Susan has always been a good administrator and organiser and for me it is like being on one long field trip as I help tourists discover the rich wildlife of the island. It just goes to show that childhood dreams can sometimes lead to great happiness as long as you don't give up on them.

Exercise 3 (p. 7)

Interviewer: I'm pleased to say that we have Tom Williams with us in our studio today. Now, Tom Williams has built himself a very interesting home and he's here to tell us all about it. Tom, thanks so much for coming.

Tom: My pleasure.

Interviewer: Well, first I suppose we should tell our listeners what is so unique about your house.

Tom: I must admit, my house is unique. I just love inviting people to come and see it. I always make a point of being at the front of the house when they arrive. The look on their faces never fails to amuse me.

Interviewer: You mean because they are amazed at how attractive the house is?

Tom: In part, I suppose. I mean, it is lovely, but that's not what amazes them the most. What they really can't believe is that the house is made of straw, but it looks so sturdy and well-built.

Interviewer: I see. So the house is very strong, but it was very economical to build, wasn't it?

Tom: Yes, it was. And to tell you the truth, if I ever build another one, it will be even less expensive. The one I have just completed cost me about £4,000 altogether. Through talking to friends, and now that I've had some experience, I realise I could have saved about £1,000 if I had cut my own wood for the frame of the house. I didn't think of doing that at the time, so I had the wood cut by professionals at the local sawmill.

Interviewer: Right. So ... going back to the strength of the house ... how strong can a house made of straw actually be?

Tom: Well, it's all in the way it's constructed. First things first, it's very important to have a really good foundation, or base. I built mine with rocks. If you take time to fit the rocks together well, you won't need to use any mortar to stick them together. You'll find that once the bales of straw are placed on top of the foundation, they'll be heavy enough to hold the rocks in place.

Interviewer: And then you build the walls?

Tom: No actually, not yet. Next you construct your floor. You won't believe how easy it is. I used old wood to make a wooden frame and then nailed boards to that. Once the floor was completed, it was time to build the roof so that it was ready to put on as soon as the walls were finished. A friend cut some planks for me from a couple of fallen trees that we found in a near-by forest. Of course, I had to get permission to do that.

Interviewer: So what about the straw? Tell me about that.

Tom: Well, I used rectangular bales of straw – 200 altogether. If you can believe it, each bale only cost me one pound. Then, after the bales were in place, I covered them in plastic sheeting. It's very important that the straw stays dry. If moisture gets in, the straw will eventually rot.

Interviewer: So, Tom. We're about to run out of time. So tell us ... apart from having a great place to live, what do you get out of all this?

Tom: Good question. You know, I do care about what effect I have on the world. Also, I am very concerned about how much people are spending on mortgages, rent etc. But most of all, I'm just proud of the fact that I've built something on my own. I feel so content sitting there in my straw house in the middle of winter. The snow is falling outside, and yet, I'm inside where it is quiet and warm and I can't help but think, 'Yes, this is what it's all about.'

Interviewer: Well, thank you Tom for being with us today. You really have accomplished something incredible. Just one last question, though. Is there any way our listeners can contact you if they would like to find out more about building a house of straw?

Tom: Sure. You can email me via my website at www.tomsstrawhouse.com with any questions you have. It might take me a little while to write back because I'm getting a lot of enquiries these days, but I will write back eventually!

Interviewer: OK, once again, thank you very much for being on the show, Tom.

Tom: You're welcome!

MODULE 2

Exercise 1 (p. 20)

Speaker 1

I was trapped for over a day in the ruins of a tall block of flats after a devastating earthquake struck in Golcuk, Turkey. I knew from a television programme that I would be able to survive for three days without food or water, so at least I stopped worrying about that. I had also learnt that I should lie still to save my energy. I tried to keep calm and about 10 hours later I heard my name being called and was able to reply. The scramble to free me began. It took the rescuers 18 hours to find a route through the rubble. I was finally pulled clear with only minor injuries.

Speaker 2

It was late September, and we were climbing in the Kumaun region of the Indian Himalayas. Temperatures had dropped to below zero, and heavy clouds were dumping more than 10 cm of snow per hour. We'd taken shelter by chiselling our tents inside a crevasse that sloped downward into a seemingly bottomless pit. An avalanche hit at midnight. Our tents collapsed, and we awoke to snow squeezing us in the darkness. As the snow pushed us farther into the crevasse, I fought to keep an air space in front of my mouth while pulling up frantically. Pete and I dug a 15-foot-long tunnel through the snow and poked our heads out into a raging storm. There was no way we could have survived out there. Four days later the storm stopped. We tunnelled out and started climbing down the mountain to safety.

Speaker 3

I was 17 and it was the first day of the holidays. I was lying on my bodyboard on Kauai's Brennecke Beach, feet dangling in the water, when something bit my leg and pulled me under. When I realised it was a shark, I started punching it on the nose. But it didn't care and began thrashing me around like a mad dog with a stuffed animal. It let go for a second but grabbed a hold of me again and took me down feet first, while I kept punching

it as hard as I could. Eventually, the shark flipped away and let me go. I climbed on top of my board and paddled to shore. The shark had bitten me right below the knee. The doctors told me later that I'd lost so much blood I was lucky to have survived.

Speaker 4

I was in my car on the Wooten Bridge when suddenly, I saw the tarmac break in front of me and felt the bridge shake. I thought I had just survived the earthquake when the bridge started falling. I plummeted headfirst, still gripping the steering wheel. My car landed on a large concrete slab, but the back end was slipping into the river. Water was rushing into the car. I tried to open the door, but it was jammed. I started to panic, but tried the door again and it opened. I swam to the big slab of concrete and I had just climbed up onto it, when I saw a man screaming and floating in the river. I found a piece of wood and held it out to him, guiding him through the water and onto my slab. It must have been about half an hour before a rescue boat found us.

Speaker 5

Just after I had finished university, a friend, Enrique, and I went backpacking in South America. One particular day, we decided to try hiking from one village to the next in a beautiful mountainous area of Argentina. When we mentioned our idea to the owner of the hostel we were staying in, however, he warned us that since it was very easy to get lost in the area and the weather could be very unpredictable at that time of year, it would be better to hire a guide for the day. After discussing it for a while, however, we decided that we would risk it alone. We weren't going that far, after all. Anyway, needless to say, we ended up in a great deal of trouble. We were found by a local mountain rescue team forty-eight hours later and taken to a hospital, exhausted and seriously dehydrated.

Speaker 6

I've been mountain boarding since I was twelve. It is an adrenaline sport that combines the best aspects of snowboarding, but on many different terrains during the off-season – long after the snow has melted. It's a great sport but it is also very dangerous. One day I was preparing to go down a particularly steep run when I spotted this young kid getting ready to go down too. I went up to him and asked him if he was an experienced mountain boarder. He hummed and hawed and then admitted that this would be his first attempt. I told him that he should try easier runs first so that he doesn't hurt himself. In the beginning, I thought he was going to do the run anyway but his commonsense prevailed and he went off to an easier hill. I am certain he would have broken something if he had done what he had so foolishly planned to do.

Exercise 2 (p. 20)

Interviewer: Now, for those of you who are interested in art, especially art that's a little out-of-the-ordinary, Recycle Art Festival is celebrating its tenth year at the Palmerton Cultural Centre at the end of this month. Participants in the show range from artists, craftsmen and furniture makers to fashion designers. A unique part of the festival every year is the Fashioned from Rubbish Show and contest. I am pleased to have with me on today's programme the organiser of the show, Carol Fullerton. Welcome to the show, Carol.

Carol: Thanks. It's great to be here.

Interviewer: Tell us a bit about the show.

Carol: Well, every year many of our local designers, artists or anyone else with a burning desire to create interesting, fun and sometimes even outrageous fashions made from rubbish, enter their creations into our show and take part in the contest. The whole point of the show is to focus on how, with a little imagination, we can use our waste to create something functional.

Interviewer: What are some of the fashions made of?

Carol: Well, for example, in last year's show we had a fur coat – a fake one, of course – which was constructed out of little loops of cassette and video tape. Another one of our prize winning designs was an evening gown glittering with thousands of fragments of polished recycled glass; it was very beautiful. We even had a dress made from shapes cut out of pieces of aluminium cans.

Interviewer: So who is the contest open to and how does it work?

Carol: As I said, a lot of local designers enter the contest but actually anyone is allowed to enter. All you need is a fashion item made from rubbish or recycled materials. It could be absolutely anything really, from, let's say, a hat woven from electrical rubber wire to a complete outfit made from old phonebook paper; just to give you some wild ideas! The contest entries are judged by a panel consisting of local businessmen and environmental group leaders. The scoring is based on three things: originality regarding use of the rubbish, practicality, or in other words how wearable the item is, and lastly the overall image of the fashion item. Everyone who enters the contest participates in the fashion show, which is usually attended by hundreds of people.

Interviewer: What do the winners receive?

Carol: Good question. There are three categories in the competition: evening and formal wear, accessories and, finally, casual wear. So we have three winners and they each receive gift certificates from local shops as well as having their creations on display on the festival's website.

Interviewer: For our listeners who are interested in entering or just going to see the fashions, can you give us some information about this year's show?

Carol: Of course. The contest and the show will take place on the 27th of July. If you would like to enter a design, an application form can be found online.

Remember though that the deadline for entries is July the 20th. Tickets for the show are available throughout the city until the day before the festival, so that's the 26th of July, at festival booths and participating retailers. The cost of a ticket is £4.

Interviewer: Well that seems very reasonable.

Carol: It is indeed. And bear in mind that all proceeds will be given to various charities to support the main aim of the festival – to help people become more aware of environmental issues.

Interviewer: Well, thanks for joining us today, Carol. I wish you the best of luck with the show and hope all our listeners will check it out. I know I plan to.

Carol: Oh, thank you! I hope everyone will support the festival and the Fashion from Rubbish Show as it's a great cause and a lot of fun. Remember the environment is always in fashion!

Exercise 3 (p. 21)

Interviewer: What's the wildest or most interesting party or event you have ever attended? Have you ever wondered how these great parties and events are organised? Well, on today's show we will have an inside look at the world of glamorous parties and events with our guest David Tintera, party and event planner. Welcome, David. So, your official job title is event consultant. Can you tell us exactly what this means?

David: Sure. A big part of most people's life is the time they spend enjoying themselves during their free time. So, my firm offers an event production and design service that recognises this and helps clients to organise this side of their lives, particularly by helping them to organise very special events and parties.

Interviewer: And how did you get started with all this?

David: Well, really I owe it all to my grandfather. He felt I was not only creative and artistic, but a visionary when it came to inspiring other people. Basically, he encouraged me to follow my dreams, so at age 19, with his support, I started my own event planning business. It grew quickly and I now even contribute to various TV programmes and magazines about lifestyle and entertaining.

Interviewer: Oh, really? You mean you are interviewed by the media – on TV programmes or for magazine articles, for example?

David: Oh no, no. I simply give a little bit of guidance. If someone has written an article or is producing a TV show about organising parties, for example, I'll check the details and just be available for consultation at any time.

Interviewer: Interesting. So I understand that you have a long list of celebrity and other high profile clients...

David: Sure. I do a lot of celebrity weddings and of course company openings and well-known product launches. I enjoy all the events I organise, because they are all very different, but what I enjoy the most about these kinds of high profile events is probably not what you would expect. Yes, it's exciting to have TV cameras everywhere and to

meet lots of interesting celebrities, but can you imagine how much money is available to plan these kinds of events? No expense is spared, of course, which means that you have every possible resource available to you to come up with something really imaginative, exciting and unique.

Interviewer: I can imagine. So, tell us about the actual process of event planning. What exactly does it involve?

David: Well, first of all, the space has to be examined so that it can be properly utilised. Then I start working with the client on a concept. Basically, we try to come up with something that is highly imaginative but still reflects the personality of the client. But no matter how original our idea is, the most important thing is for the event to be a success. We want our clients and their guests to remember the event for years to come.

Interviewer: And what role does the décor play in an event?

David: Well, the moment a guest enters a party space, every aspect of the décor should capture them. Their sight, smell, taste and touch should all be stimulated from the beginning to the close of the event. We always work really hard to achieve this and in fact very often the décor is what the client is most impressed by.

Interviewer: Can you recall an event that you are particularly proud of?

David: There is one wedding that stands out to me. We transformed an ordinary reception area into a fantasy palace. Everything was white, we dusted crystal on the tables where the food was laid out, and there was even a miniature lake with real live swans that everyone could see as they ate. It was absolutely magical!

Interviewer: It sounds incredible! Well, David, thanks for joining us today. I certainly had no idea that event organising could be so exciting!

David: My pleasure and thank you for listening.

MODULE 3

Exercise 1 (p. 34)

Speaker 1

My school encourages students to be competitive and to never forget their individual ambitions. I have to say that the teachers are strict and they constantly push us to our limits, if not beyond them. The workload is challenging, too. It's not unusual to have over four hours of homework to do every night, and for a long time I didn't think I would be able to cope with the pressure, but having learnt something about time-management skills, I now feel that I am organising myself better. I want to do well because I know the teachers have our best interests at heart – even if they don't always show it.

Speaker 2

What I like about my school is the fact that they are very keen on sports. A lot of schools don't seem to approve of competitive sports these days, but not this

one. Of course, we have to keep up with our lessons as well, and being the top scorer in the football team is no excuse for not doing well academically. But it's the way that the whole school gets involved that I like. Whenever we have a game against another school, the atmosphere is fantastic. All the kids turn out to cheer us on – it's really great.

Speaker 3

Well, I participate in a few of the extracurricular activities that are scheduled after classes. We are actually encouraged to become involved in a lot of things and it's a great way to meet new people. My parents are always going on about the fact that I don't seem to spend enough time studying, but I think it's important to get involved in something you enjoy and, anyway, I always do well in exams. There are a wide range of school clubs and organisations to choose from and sometimes we organise events to raise money for the local community.

Speaker 4

I know everyone talks about their teachers and their favourite subjects when they discuss school, but I just have to mention our dining hall and the ladies who cook our meals. I always look forward to the lunch break because I can then sit down with my circle of friends and discuss ... well, anything and everything, really. The food is great and there's a good selection. Nowadays we have a salad bar and vegetarian meals are on offer as the headmaster feels that we shouldn't eat so much junk food. Mum and Dad tell me things were totally different when they were at school.

Speaker 5

We have music and arts programmes at our school and there's also drama, although not many students seem interested in that. At the moment, they are building a small theatre to encourage more students to join in. I attend the art classes and they're very relaxing. I really admire my teacher who is very friendly and her attitude has helped me to feel that I don't have to be the best at everything. I don't know whether I have any real potential, but with a good teacher and interesting lessons, you might be surprised what you find out about yourself.

Speaker 6

Last year, I failed Maths and History and I had absolutely no interest in studying. This year, though, things have been a lot different. I got an A in Maths and I have even joined the History Society. Since the beginning of this school year, me and my classmates have been following a programme set up by the government here in Mexico to promote the use of computers in the classroom. The programme is called Encyclomedia and it's a multimedia program including software that responds to students

and gives us feedback on any errors we make. I can honestly say that learning has never been so much fun.

Exercise 2 (p. 34)

Interviewer: One of the nominees for the *Young Inspiration of the Year* award is Ben Sharpe, a young man who has spent most of his life rescuing and taking in animals in trouble. Ben, you have built quite a reputation around here because of your love for animals. If someone came to visit you at home they would certainly get a shock, wouldn't they?

Ben: You could say that. At the moment I have four dogs, three cats, four rabbits, three tortoises, two ducks and a turkey. Many people have commented that my house is more like a zoo than a normal home, but I consider it to be more like an animal hotel. We live in quite a large house on a farm so there is space for plenty of animals. For the animals that stay with us, it's a comfortable, safe environment, especially after all their suffering.

Interviewer: But you don't take in every animal that's brought to you, do you?

Ben: Well, it depends really on what's best for the animal. I believe animals that are strong enough to survive on their own should be in their own natural habitat. But some animals need help and that's when I take them in or I try to find them somewhere else to live. I recently found two little kittens, Timmy and Domino. Domino had a badly infected eye that needed seeing to right away. We made sure they got help and I found good homes for them with friends of mine, and now they are perfectly happy and healthy.

Interviewer: So, have you always felt this way about animals?

Ben: Well, ever since I was very young, I think, I've known that animals deserved to be treated with respect. My parents tell me that when I was very little, I used to carry ants out of the house to stop them being stepped on. So as you can see, I wasn't one of those boys who enjoyed capturing butterflies in jars or catching frogs for fun.

Interviewer: How do your family feel about what you do?

Ben: Well, they are kind of used to it now. It's what they have come to expect of me. I took in all manner of strays when I was young. I'm lucky because my parents have always supported me in my actions and they love animals just as much as I do.

Interviewer: How did you learn how to look after all these animals?

Ben: I have a large collection of books if I want to figure out the best way to take care of and feed the animals. Also, the vet is always on hand to answer any urgent queries I have. She knows me very well now and doesn't mind the odd late-evening call if it means helping an injured or sick animal. There was also a nature centre

near my home for about three years, which used to be a useful source of information, but unfortunately it closed down due to money problems.

Interviewer: What has been your most memorable experience?

Ben: Once we took in a baby owl. It had been hit by a car and left for dead. My father and I wrapped it up and took it to the vet who kept the owl in for observation. Two days later, it was released to us. Following the advice of the vet, we took care of it for three weeks. When the owl was well again, we turned it loose and it flew to the fence, stopping for a few minutes. It kept looking out at the woods and then back at us. Finally, it took off and flew into the woods. But that wasn't the last we saw of it. Over the next few years, it sometimes came and sat in the pine trees near the farm. I like to think it was coming back to visit us.

Interviewer: There is a cash prize for the winner of the award. If you win, what do you plan to do with the money?

Ben: I haven't really thought about it that much. One thing I would like to have is somewhere to treat the animals. Animals that have been injured should not be moved more than absolutely necessary, so if I had a small clinic on the farm where the vet could come to treat them, that would help save a lot more animals.

Interviewer: Ben, thank you and I wish you the best of luck both for the competition and for the future of your work with the animals.

Ben: Thank you.

Exercise 3 (p. 35)

Interviewer: I'm pleased to welcome Francesca North to the programme today. Francesca is currently playing the role of Maggie in the popular TV series *Prison Blues*. It's lovely to have you with us today, Francesca.

Francesca: Thank you.

Interviewer: Tell us how you got into acting.

Francesca: Well, my mother is Japanese and my father is English, so we spoke two languages at home. My mother wanted me to have a good English accent so she sent me to speech lessons. I did very well in this. The teacher also gave acting lessons and one thing led to another. She suggested I try some acting and the next thing I knew I was winning drama awards and seriously considering acting as a career. My mother wasn't sure she wanted me to do this, though. She didn't think it was a very secure job.

Interviewer: And your father?

Francesca: Oh, all he ever wanted for me was to be happy and if that's what I wanted, at the end of the day I could always teach English or Drama if life on the stage proved to be too precarious!

Interviewer: So you did go to Drama school ...

Francesca: Yes, and had a wonderful time. The great thing is that you make so many friends and contacts.

Then, I happened to be in the right place at the right time one day and was offered a very small part in a TV soap. That was fantastic because, although it was a small part, the thing with soaps is that the story is on-going. Gradually, my character became more involved in the story line and they wrote bigger and bigger parts for me.

Interviewer: Obviously you must research a part. You played a young mother didn't you?

Francesca: Yes, that's right. I did talk to young mums and try to get an insight into the kinds of highs and lows they experienced. Young mothers have to have a lot of energy for their kids but they also often feel they want more fun and less responsibility. Later, when I had my own children, I used to look back on the role and think of all the things I thought that being a mother was about then – the reality wasn't quite the same!

Interviewer: When you left the soap it must have felt as if part of your life fell away.

Francesca: I had been very involved in the role, yes, but the offer of playing Maggie in this new series was too good to miss.

Interviewer: The part you are playing now as Maggie in *Prison Blues* is very different. How do you manage to be so convincingly bad?

Francesca: Thank you (laughing). I will take that as a compliment. Actually, Maggie is almost everything I am not. I'm not saying I'm perfect but she is a very bad woman. In order to play the role I have to consider how I would think and what I would do in the given situation and try to find the complete opposite thoughts and actions! There are times when I'm really not keen on acting out what Maggie does – for example when she is so unkind to some of the others.

Interviewer: Did you actually go to a women's prison and meet prisoners?

Francesca: Yes, absolutely, and I learnt a lot about life in prison. I guess there must be a punishment for crime but there are a lot of women in there who have had a really hard life with many problems. It's very sad. Many of them have had little education and were involved in petty crime as children and haven't had the love and care of family relationships. Others found themselves in difficult financial situations and resorted to crime as a means of survival.

Interviewer: Is life in jail really like the TV series?

Francesca: Well, the producers have tried to make it as realistic as possible and that is why we spent quite a bit of time ourselves researching what it is like and talking to staff and prisoners. I don't think there are many real prisoners quite like Maggie but sometimes the frustration of being in prison brings out the worst in people. I have to say that every time I left there I was so relieved that I didn't have to face years inside. Freedom is a very precious thing and what I have done has helped

me to appreciate the fact. I consider myself to be a law-abiding person and I sincerely hope I never end up in prison for real. You know, sometimes innocent people do and that must be an absolute nightmare.

Interviewer: Indeed. (pause) ... Coming back to you and your career, do you have plans for the next role yet?

Francesca: Well, this series is still being completed and after that we'll see ... but after playing such a nasty violent character I would like a role that is completely different next time. It's hard to play a baddie all the time and I wouldn't want to be typecast. In fact, if any directors out there are listening, I wouldn't mind a little role in the theatre for a change. That would be fun!

MODULE 4

Exercise 1 (p. 48)

Speaker 1

I think it's great that these big names in show business and the music industry are rolling up their sleeves and fighting the good fight. Take that Irish guy, for example. I can't remember his name, but he's organised a couple of huge concerts in support of solving the world's food crisis. I heard a colleague say that he thought he was in it for personal financial reasons, but I don't agree at all. As I say, I think it's marvellous that he's taken time out of his hectic schedule to try to help a really serious world problem.

Speaker 2

My best mate, Alan, has done voluntary work for years. It seems he is out on the streets almost every night distributing food and blankets to the needy ... the homeless, the runaways. You know, he really cares about these people, despite the fact that his work is really tough sometimes. You know, once he was mugged twice within a few months. I told him I thought he was mad to continue. He just smiled and said it was all worth it. He's disappointed that some of his colleagues have stopped volunteering lately because of the danger out on the streets. I understand how he feels, but you can't blame people for feeling worried.

Speaker 3

I've been with the organisation *Feed the World* for about a decade now. Over the years, what with the demands of family and work, I've thought I would have to give up my volunteer work, but I've just never had the heart to do it. People are constantly telling me that I'm flogging a dead horse, you know, trying to find a solution to a situation where there isn't one. Well, I simply keep quiet when I meet people like that. They frustrate me with their attitude but I know that if we just keep at it, if we keep hammering away at the problem, we will, one day, reach our goal.

Speaker 4

Yes, the world is in a terrible state, I couldn't agree more. And yes, of course, something needs to be done about it. You know, when I was younger, in my twenties and thirties, I followed the news, I attended the charity dinners, I went to the protests ... I got involved in everything. As I got older, though, my charity work just kind of fell by the wayside. I suppose, if I could ever find a spare moment, I might take up a cause of some kind again. I mean, both my teenage children are avid supporters of *Save the Whales*. I don't know, maybe when I retire I'll have the chance to get back into that kind of thing again.

Speaker 5

For years I used to financially support my favourite charity each month, and I got a degree of satisfaction from that – you know, just to know that I was helping in some small way. But a few years ago I found myself getting tired of my job and feeling as if I needed a bit of a break. Then, around that time I spotted an advertisement in my charity's monthly newsletter appealing for volunteers to help build a badly needed orphanage in an African village. Anyway, I found myself applying and off I went. Well, it was one of the most fulfilling experiences of my whole life. You can't imagine the sense of satisfaction I felt knowing that I had been so directly involved in something so worthwhile.

Speaker 6

Kids whose teeth are really messed up lack self confidence. But what a lot of people don't realise is just how big a problem untreated dental disease is. It affects the whole body. In my country we didn't have access to dentists unless we could afford to pay. My family were poor and my parents sacrificed everything for us to be educated. It was through the school that the problems with my teeth were dealt with and I felt healthier and happier after treatment. When I learnt about the charity 'Give a Child a Smile' I remembered all that and I wanted to support the cause.

Exercise 2 (p. 48)

Presenter: Fancy a different kind of holiday this year? Well, you might be interested to hear about the latest trend in travel – ecotourism. Here to tell us more is Dave Lloyd from Eco Travel. Welcome, Dave.

Dave: Lovely to be here.

Presenter: So, what exactly is ecotourism?

Dave: It's a special kind of tourism that aims to help local communities. Thanks to ecotourism, local communities benefit in many ways – not only financially, but culturally and environmentally, too. You see, people want to experience the culture of a new place and cause as little environmental damage as possible.

Presenter: Just how popular are eco holidays becoming?

Dave: They are really catching on. I think people are getting bored with package tours. When people book an eco holiday with us they are guaranteed a high-quality experience. We organise pre-trip meetings, where you ask as many questions as you like about your destination as well as meet your guide and fellow travellers.

Presenter: So, your tour guides must be well trained ...

Dave: All of our guides are bilingual. Often they are from the country you are travelling to. Actually, they don't only work as guides. You may find yourself in the capable hands of a PhD student, or an engineer ...

Presenter: I hear that some of your trips are focused on specific themes. Is that true?

Dave: Yes, that's right. It means that people of all sorts of ages are brought together. On our trips, though, the age difference doesn't matter because people are united by similar interests. Quite often groups keep meeting years after their original trip together.

Presenter: Which destinations and themes are most popular with travellers?

Dave: Well, there are the most famous places that people feel they must see – the Egyptian pyramids, for example – but there are many not-so-well-known locations, too. Obviously, wherever possible we give travellers the opportunity to explore areas of untouched natural beauty. Some of our most popular trips focus on discovering the flora and fauna of an area, while others concentrate on archaeological sites and history.

Presenter: Are eco holidays expensive?

Dave: Quite the opposite. As we deal with the local communities directly, we do not have to go through British operators. We make reservations with the local agencies themselves. We offer a unique itinerary at an unbeatable price.

Presenter: And do travellers get the chance to explore the local culture much?

Dave: We make sure travellers get to experience the usual things – try the traditional cuisine, see local crafts and artwork and participate in music and dance festivals. But, we also like to take it a step further by holding cultural exchange workshops. For example, in Peru you can spend a day with local fishermen learning how to construct a traditional fishing boat.

Presenter: What about accommodation? Is it luxurious or basic?

Dave: We offer comfortable accommodation in charming little eco-hotels. On some occasions clients may also stay in special environmentally friendly tents, but you are assured of a warm welcome wherever you go as we know all the owners personally.

Presenter: That's good. Sounds like my kind of holiday!

Dave: You are guaranteed a unique experience, that's for sure. Not only do you come back home with beautiful photos, but you will have great memories of the people you met there.

Presenter: What exciting eco trips have you got planned for this month?

Dave: We have a few places left for a trip to Brazil.

Presenter: What are the dates?

Dave: Departing on the 26th of March for twelve days or on the 24th for two weeks. The two-week trip includes a three-day stop-over in Rio de Janeiro before continuing to the Amazon.

Presenter: If any of our listeners are interested how can they get more information?

Dave: All the details are on our new website. Book soon to avoid disappointment!

Presenter: Dave, thank you for joining us. Good luck with everything.

Dave: Thanks.

Exercise 3 (p.49)

Interviewer: In the studio today we have singer-songwriter Tess Yale, who has just released her new album, *Shooting Stars*. Welcome, Tess. Tell me, have you always wanted to be a singer-songwriter?

Tess: Well, it's true that I have always loved music. I had a fairly musical childhood. When I was little, my mum used to listen to the radio a lot – and so I was exposed to different styles – from pop to classical. From an early age, I was fascinated by how songs have the ability to 'hook' you with their catchy melodies. It wasn't long after that that I started composing my own tunes.

Interviewer: Did your family encourage you to take music lessons?

Tess: I really wanted to have singing lessons and I kept asking for them. But we lived in a remote part of the country and good singing teachers were hard to come by. I finally found a teacher called Miss Gibbons. But she told me that I should learn to play the piano first – which I did. So I didn't get to do the singing lessons I really wanted to do. Still, I was glad that I had taken up the piano.

Interviewer: So, you ended up relying on your own natural talent more than anything. That must have been hard.

Tess: Well, luckily I was able to continue studying music at secondary school and then later I went on to study voice and composition at university. But I still remember the early days when I was just a teenager. Melodies would come to me and I could even hear the whole piece in my head, the way it should sound with all the different instruments and everything and I felt so frustrated that I couldn't write it down. I used to hum the tune into a small tape-recorder so that it wouldn't get lost.

Interviewer: Technology has come a long way since then, hasn't it? How has it helped you with your compositions?

Tess: It's amazing what you can do now. It's all so easy! You can just sing the notes and the computer writes it all up for you! Some people would say that technology

has made us lazy, but I call it progress. You can experiment with all kinds of sounds, rhythms and harmonies – it's fantastic! That's not to say that I don't appreciate real live instruments – in fact, I prefer to use live instruments where possible.

Interviewer: Does that mean that you prefer to perform in front of a live audience rather than be recording?

Tess: As a singer-songwriter I must say I enjoy both. I get a thrill out of creating the music in the first place, but there's nothing better than performing your own pieces in front of an audience. Having said that, I have to admit there are times when I find touring exhausting and I just want to get back into the recording studio. I try as far as possible to achieve a balance – spending some time out on tour without it upsetting my private life.

Interviewer: What do you like to sing about most? How important are the lyrics to you?

Tess: Many of my songs stem from my own life – they are very personal. Others are about things I have seen around me. The lyrics are an essential part of my songs and I sit for days trying to get them right and fit them to the music. I am always conscious of the potential messages they might give to people. It's so easy to come across in the wrong way.

Interviewer: So what advice would you like to give any potential singer-songwriters out there?

Tess: Don't aim too high too soon – you have to be patient in this line of work. Keep working at it and accept all criticism as a chance to grow. Work with other musicians as much as you can, too. You need their inspiration sometimes.

Interviewer: Well, it's been a real pleasure to have you on the show, Tess. Good luck with your new album and your upcoming tour ...

MODULE 5

Exercise 1 (p. 62)

Speaker 1

Until I was about sixteen, my mum always insisted on coming with me when I went shopping for clothes. One time, I wanted to go to this party and I asked my mother if I could have a new pair of jeans. It took me ages to persuade her to let me go shopping on my own. I knew exactly what I wanted and exactly which shop sold them. It took me about twenty minutes to get to the shop, buy the jeans and get home again. I didn't want to wear them brand new so I figured I would throw them in the wash. Of course, I knew nothing about washing instructions, so I didn't even look at them. So I guess it shouldn't have come as such a huge shock to me when I took them out of the washing machine and they had shrunk about three sizes!

Speaker 2

I must admit that I have a weakness for china vases – big, small, round, square, I love them all. Last summer, my friend Kim and I decided to go to a local car boot sale. We were wandering around when suddenly I spotted a whole display of second-hand porcelain. Kim knew what I was like and tried to persuade me to keep away from the display. I refused to listen, though, and practically ran towards the seller and his wares. About an hour later, I was the proud owner of twelve new porcelain vases. Only when I couldn't find any room on the shelves to put them did I admit that perhaps I had gone a bit over the top. I mean, really, there are only so many vases that any one person can own.

Speaker 3

I remember being invited to my first big dance, I was so excited! My best friend, Jane, told me that I would have to have something new to wear. Jane had mentioned a new boutique where she had bought a gorgeous dress the week before. She described the dress to me and it sounded wonderful, so I thought I would go there and see if I could get one like hers. Well, I did find one like hers, but I couldn't get it in a colour that suited me. Anyway, in the end, out of desperation, I ended up getting this little mini-dress. Without even trying it on, I bought it and took it home. You can imagine the look on my face when I put it on only to find that it was about two sizes too big for me.

Speaker 4

Every Saturday morning, my mum is good enough to babysit for my little boy and my best friend Julie's little girl so the two of us can go and do a bit of shopping. Last week, though, Mum said she couldn't because she had read about a book exhibition that she wanted to go to. What it meant, of course, was that Julie and I would have to take our kids with us to the shops. It was a disaster. What with one toddler screaming for a box of biscuits, and the other one crying for a bag of crisps, we nearly went mad. By the time we got home from the high street, we were absolutely exhausted.

Speaker 5

Last summer, my oldest friend, Cindy, and I went abroad together on a shopping trip. It was absolutely amazing. There was so much choice and everything was so cheap. Anyway, we were in a popular shopping district, when we came across a market stall selling perfume, all the top name brands. Cindy bought four bottles. At first I thought I would pass but Cindy kept going on about how I really should take advantage of the cheap prices. I finally gave in and bought three bottles. I don't think I need to tell you how angry I was two days later back home when I spotted a shop selling the exact same perfume ... at less than half the price we had paid.

Speaker 6

My brother and I are twins and when we were young Mum always used to buy us the same outfits. Neither of us wanted to dress like the other all the time and when we were teenagers we would always make sure that we wore different things. Now we are in our thirties and have our own families. Recently, we were both invited to the opening night of a friend's new restaurant. When I saw my brother, I immediately burst out laughing. Clearly, we had both been shopping for the occasion and chosen exactly the same blue and white checked shirt!

Exercise 2 (p. 62)

Interviewer: Hello, and a very warm welcome to all our listeners. This morning we have a special treat in store for you because we are recording the programme live from one of Canada's greatest attractions, the WestEd Mall. With me is Jan Ferguson, WestEd's chief public relations officer. Jan, thanks for talking to us this morning.

Jan: My pleasure, Gordon. As you said, WestEd is indeed one of Canada's greatest attractions and that is saying a lot when you consider the wealth of attractions Canada has to offer.

Interviewer: Too true, Jan. Why don't we get the ball rolling by you telling us a bit about the mall's location.

Jan: Sounds as good a place to start as any. Well, the mall, often referred to as the '8th Wonder of the World', is situated in beautiful Edmonton, Alberta. Edmonton has the proud reputation of being an extremely cosmopolitan city. Many Canadians, and people the world over, call Edmonton the 'Gateway to the North', and to the world-famous Rocky Mountains.

Interviewer: That's quite an introduction, Jan! Now, how about some details about the mall itself?

Jan: Sure. The mall is located on an area of land equalling approximately 48 city blocks – we're talking big here, Gordon!

Interviewer: We certainly are!

Jan: We've got something for everybody, and all under one roof. The mall has a world-class hotel – for our out-of-town guests – shops and boutiques, of course, dozens of one-of-a-kind attractions, and countless restaurants that cater for the widest range of tastes in the world. Are you hooked yet, Gordon?

Interviewer: I was before we even got started, Jan. Why don't you tell us a bit about shopping here at the mall?

Jan: As you can imagine, it is a shopper's paradise. When we tell you that you can come visit and 'shop till you drop', we are not joking! The mall has over 800 shops and department stores, including hundreds of stores that are exclusive to the mall. Of course, all your favourites are here as well – Abercrombie and Fitch, Banana Republic and G-star, just to mention a few. The mall is open all year round, including public holidays like Christmas and Thanksgiving. Monday to Saturday you

can feed your shopping habit from 10 am to 9 pm, and on Sundays from 11 am to 5 pm. On public holidays we're ready to serve you from 10 am to 6 pm. I'd also like to mention that visitors like yourself can take advantage of our VIP programme. All you have to do to receive fantastic discounts at over 30 participating stores is show your identification at our Guest Services Centre. One of our friendly staff will then give you a VIP pin that lets you save, save, save!

Interviewer: Jan, my wife would love this place!

Jan: Everybody loves this place! Big people, little people, seniors, you name it, there are attractions to delight one and all. The fun never stops here at the mall and you'll never run out of entertainment options. If you want to keep the older children amused while you're shopping, why not let them try skateboarding at the West 49 skateboard park? This is 5,000 square feet of fantastic fun for both amateur and experienced skateboarders. For the little ones, how about a round of mini-golf at Planet Golf, or a hair-raising experience in our haunted castle? I can promise you, when you come and see us at the mall, you will never hear a child say they are bored.

Interviewer: I agree with you there! Their only complaint may be that they can't decide what to do first!

Jan: Funnily enough, most of our young visitors know exactly what they want to do first.

Interviewer: Really? What's that, then?

Jan: I won't make you guess, Gordon. It's the World Waterpark, all five acres of it! The temperature inside the park stays at a constant 30 degrees, and when it's winter in Canada, believe me, that temperature is heaven compared to the temperature outside! The park has over 20 different activities including miles of waterslides, bungee jumping, hot tubs and an incredible play area where parents can spend some fun-filled quality time with their youngsters.

Interviewer: I am truly impressed, Jan. Unfortunately, we're almost out of time. And to tell you the truth, I suddenly have a very strong urge to go shopping! Thanks so much for joining us on today's programme, Jan.

Jan: Delighted, Gordon. Now, don't go spending all your money in ... (fade)

Exercise 3 (p. 63)

With prices constantly rising many families are really feeling the pinch these days, but other issues are important too.

These days consumers are being encouraged to follow the principles of the '3 Rs' – reduce, reuse and recycle, which of course has an effect on both the environment and our pockets. I would like to show you how you can combine thinking about the environment and other social and ethical issues with saving some hard-earned cash.

To begin with, let's consider the family car. Most families have a car and many people could not imagine life

without one. It's all very well saying people should only use public transport, but that isn't so practical or cheap if you have a large family. So, although running a car can take quite a chunk out of your budget, you could probably save quite a bit by following a couple of simple rules. For instance, your car will be much more efficient if you keep it well-maintained and always making sure your tyre pressure is at the right level. In the long run, this will reduce your spending on petrol.

When it comes to the house, as my dear old gran used to say – waste not want not! What's good for the environment is also good for your wallet. Don't leave lights on and don't leave electrical equipment on standby; leaving the TV, DVD player and other such equipment on standby eats up a lot of electricity. Also, make sure that any new electrical goods that you buy are energy efficient. On the subject of shopping, British supermarkets do offer good value for money on food generally. In fact, some people even argue that food is too cheap. Where the supermarkets do fall down though, is that food is packaged in such a way that you could end up buying more than you need and wasting it. If you buy vegetables loose, you can just buy what you will actually use.

When it comes to clothing there are plenty of shops with cheap clothes. People are concerned that this is because clothes manufacturers use cheap labour and even employ children. This can be true of both cheap clothing or expensive clothes and the ugly truth is that the consumer is given very little information about how the clothing has been produced. Some of the retail outlets have been a bit more forthcoming with information recently and I hope this practice will spread over time. But as it is, and until the situation changes, there really is no ethical difference between the cheaper companies and the pricier ones.

To finish I want to talk a little about the annual holiday. This has become a major drain on a family's resources in recent years. The trend to travel abroad grew when cheap package holidays were on offer. We began to take it for granted that each summer we would fly off to somewhere hot and sunny where the weather was guaranteed. However, prices have increased and when we are looking to cut back on our expenses, we should consider whether we really need to go abroad. I think we tend to forget what a lovely country we live in and how high the quality of the tourist facilities in Britain are. Lots of people from abroad enjoy holidays here, so perhaps it's time we started to make the most of it, too.

For a long time our society has celebrated wastefulness and looked down on people who are careful with money as mean and miserly. This has to change in the interests of the environment and for the good of our families. The less we waste, the more we have for the things we really need. Remember, making savings just needs a little thought.