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TEACHER'S BOOK

Full Blast PLUS 4

1 Let's chat

FUNCTIONS

Talking about various aspects of communication

VOCABULARY

access communicate instant messaging landline make a phone call means of communication postcard text message video calling webcam

Aims: ⓟ **to introduce the topic of the module and activate Ss' background knowledge**
ⓟ **to present the learning objectives of the module**

- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (*people chatting on the Internet and using video calling*).
- Make sure that all Ss are familiar with the idea of chatting on the Net by asking them questions:

How can I chat with my friends on the Internet?
You need to have a computer with an Internet connection and then you need to join a chatroom.
How can I join a chatroom?
You need to have an email address and then sign up for an account.
What chatrooms do you know of?
What chatroom do you use more?

Background note

- A *chatroom* is a site on the Internet where a number of users can communicate in real time by typing messages into their computers (instant messaging) and smartphones. Nowadays most people chat on Facebook, WhatsApp and other messaging apps.

- Ask Ss what the module will be about and elicit answers.
- Draw Ss' attention to the four pictures showing different means of communication and the phrases in the box and check understanding.

Background note

- Nowadays many mobile phones can work as videophones using their internal cameras and are able to make video phonecalls (*video calling*) to other users in the same country or internationally. Moreover, Internet users can use *Skype*, a software application, which allows them to make video calls on the Internet.
- The initials *SMS* stand for *Short Message Service*, that is sending text messages to and from mobile phones.
- The initials *MMS* stand for *Multimedia Messaging Service*, that is sending videos and pictures to and from mobile phones.
- A *webcam* is a video camera which feeds its images in real time to a computer.

- Ask Ss the questions in the Discuss section and initiate a short discussion.

KEY

Suggested answers

- **How do you usually communicate with your friends?**
  I use different means of communication to get in touch with my friends. It depends on what is convenient at the time. If I'm at home, I often use the landline telephone to call them or I make a video call, which is better because I can see the person I'm talking to. I also send emails or chat on the Net with my friends. If I'm out, I use my mobile phone but because calls are kind of expensive, I usually send text messages.
- **Which of the means of communication do you prefer using? Why?**
  I prefer using my mobile phone. That is because I always have it with me, which means I can call anyone anywhere or send SMS or MMS. It's convenient, easy to use and lightweight. This makes it an ideal means of communication. A computer equipped with a webcam is also a great way to communicate with friends because instant messaging is quick and cheap and you can see who you are talking to. Unfortunately, you don't always have access to this kind of equipment. I don't particularly like to use the landline telephone as for me it's old-fashioned. As for letters and postcards, nobody sends them to their friends any more. We send text messages or emails, which is a quicker and more modern way of communicating.

- Draw Ss' attention to the *Go through the module and find...* section.
- Ask Ss to find where these topics are discussed.

KEY

- a boy's webpage: p. 13
- an advertisement from the past: p. 14
- two emails: p. 18
- what teenagers think about social networking sites: p. 8
- a conversation between a teenager and his dad: p. 11

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.
- Draw Ss' attention to the value of the module, and discuss the importance of it.

KEY

Suggested answer

It is really important to have true friends in your life. A true friend is not only someone you enjoy spending time with but also someone you can trust. True friends will support you when you are going through hard times and will advise you when you have a problem. Friends are there for you whenever you need them. For these reasons, it is not enough to have good friends but you should be a good friend to others too.

FUNCTIONS

Distinguishing between permanent and temporary situations

STRUCTURES

Present Simple vs Present Continuous

VOCABULARY

advertise amusing be into something commit a crime complain constantly disagree drawback educational embarrassing highlight (n) imagine introduce keep in touch lose touch with member nasty negative play (n) pleased positive pretend primary school seem social networking take up time tend to the final straw the other day upload (v) useless user virtual virus website (site)

Read CD1 ▶▶| 2

A. Aim: to prepare Ss for the reading activity

- Ask Ss to read through the questions and initiate a short discussion.

Background note

A *social networking* site is a website where individuals can set up an online profile, including personal information, and add links to other profiles. Social networking sites allow users to communicate with friends or other users and share with them ideas, activities, events and interests. *Facebook*, *Instagram* and *Snapchat* are among the most popular social networking sites worldwide. *Facebook* is a great tool for keeping in touch with friends through private or public messages. Additionally, users can join common interest user groups. *Instagram* and *Snapchat* both allow you to share pictures and videos with others and to make comments. Snapchat pictures and videos only last for a few seconds after the person who receives them has seen them, but Instagram posts last longer. Young people tend to prefer these two sites for communicating with each other.

KEY

Suggested answers

- They are an online service and they help people communicate with their friends. (see background note above)
- Yes, I am because it is very useful and amusing. / No, I'm not because it is dangerous.
- I use it to keep in touch with people I know, to chat with them, to play online games, to contact old friends and to meet people who share the same interests as me.

B. Aims: ⊙ **to present vocabulary, structures and functions in the context of four short texts about social networking sites**

⊙ **to give Ss practice in reading for gist**

- Ask Ss to tell you what the texts will be about (*four people expressing their opinions about social networking sites*).
- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answers with the class.

KEY

Alicia: positive

Alicia focuses on all the benefits of being a member of a social networking site. She feels that it is a good way to entertain and educate oneself, create and maintain friendships and help other people out.

Adrian: negative

Andrian mentions drawbacks such as the sending of viruses to a person's email, cyberbullying and identity theft.

Rayyan: positive and negative

Rayyan has mixed feelings about social networking sites. He can see their usefulness when organising events but cannot see why people use them to keep other people informed about the irrelevant details of their lives.

Emma: negative

Emma mentions some positive aspects such as the fact that she has a lot of friends and chats to a lot of people but she seems to have had enough of being a member of a social networking site. She complains of having very little time for her real life and not having enough privacy. Her negative opinion is clear in that she plans to deactivate the social networking site of which she is a member.

- Ask Ss some comprehension questions:

A. Alicia

What does Alicia think of social networking sites? That they are great for keeping in touch with her mates and finding old friends.

What does her uncle do? He is a driving instructor.

Are they members of the same social networking site? Yes, they are.

What do her parents think of online games? That they are a waste of time.

What kind of online games does she like? She likes Trivia games, word games and chess.

What does she think of online games? She finds them amusing and educational.

B. Adrian

Does Adrian like having personal information on the web? No, he doesn't.

What may happen to him if someone finds his email? They may start sending him spam or viruses.

What does he say about cyberbullying? That it can be very nasty.

Why did a friend of his have to stop using a social networking site? Because someone was constantly saying horrible things about her.

C. Rayyan

What are Rayyan and his classmates putting on at the end of the year? A school play.

What are they organising these days? The tickets.

What are they using their own webpage for? To advertise the school play.

What will they upload when the school play is over? Photos and videos of the highlights.

(continued on the next page)

D. Emma

Does Emma have many online friends? Yes, she does.
What does she usually do when she is online? She plays virtual games and chats with loads of people.
Does she think that the time she spends on social networking sites affects her real life in a negative way? Yes, she does.
Does her mum enjoy being online? Yes, she does.
Has her mum lost touch with her old school mates? No, she hasn't.

Background note

- *Trivia games* are based on questions about sports, history, films and television programmes.
- *Virtual games* depict a world very similar to the real world, with real world rules and real-time actions and communication. Players create a character to travel between buildings, towns and even worlds to carry out business or leisure activities. Communication is usually textual, with real-time voice communication also possible.
- *Spam* is the use of electronic messaging systems to send unsolicited bulk messages indiscriminately. The most widely recognised form of spam is email spam.

C. Aim: to give Ss practice in guessing the meaning of unknown words

- Draw Ss' attention to the highlighted words in the texts.
- Explain to Ss that they should deduce the meaning of the words from the context and choose their correct meaning.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. a, **2.** b, **3.** b, **4.** a, **5.** a, **6.** a

D. Aim: to give Ss practice in identifying specific information in the texts

- Ask Ss to read through the questions 1-7.
- Allow Ss some time to do the activity.
- Check the answers with the class. Ask Ss to provide justification for their answers.

KEY
1. D, **2.** A, **3.** C, **4.** B, **5.** C, **6.** D, **7.** A

- Explain any unknown words and choose Ss to read the texts aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY
Open

Grammar

Aims: ▶ **to revise and present some new uses of the Present Simple and the Present Continuous**
▶ **to have Ss differentiate between the two tenses and use them in context**
▶ **to present Stative verbs**

- Ask Ss to read through the examples.
- Draw Ss' attention to the verbs in bold and ask them what the difference between the Present Simple and the Present Continuous is.
- Refer Ss to the Grammar Reference (p. 157).
- Point out that the Present Continuous is also used with always when describing an annoying habit. Give Ss another example (*My teacher / mother is always complaining about how untidy my desk is.*).
- Ask Ss to come up with their own examples.
- Refer Ss to the four texts in the reading activity and ask them to find examples of the two tenses (e.g. *Text A: I spend..., My parents complain... / Text B: I don't think..., I don't like... / Text C: I don't want... We're putting on..., We're organising..., It really helps. / Text D: I'm thinking..., I play..., ...she really enjoys...*)
- Have Ss do the activity in the grammar section.
- Check the answers with the class.

KEY
1. does...leave, want, am / 'm meeting
2. is / 's staying, are / 're washing, always washes
3. do not / don't understand, am / 'm working, never help
4. are...crying, think, is / 's sleeping

FUNCTIONS

Making comparisons
Using computer-related language
Using language related to communication

STRUCTURES

Comparisons

VOCABULARY

antivirus program attach battery button
call somebody back charge click crash delete
document double download drop somebody a line
file give somebody a call have a word with somebody
icon image install paste press print receive
reply (n) restart save scroll select shut down
software turn on undo

Vocabulary

A. Aim: to introduce collocations related to computers

- Ask Ss to read through the verbs (1-6) and the nouns (a-f).
- Tell Ss to rely on their background knowledge on computers and do the activity.
- Check the answers with the class.

KEY
1. e, **2.** f, **3.** a, **4.** c, **5.** b, **6.** d

B. Aim: to give Ss practice in using computer-related verbs in context

- Ask Ss to read through the verbs in the box.
- Tell Ss to rely on their background knowledge on computers and do the activity.
- Check the answers with the class.
- If necessary, help Ss deduce the meaning of any unknown verbs by relating them to the content of the respective sentences.

KEY
1. paste, **2.** Scroll, print, **3.** deleted, **4.** click, **5.** crashed, saved

C. Aim: to present phrases related to communication

- Ask Ss to read through the sentences and draw their attention to the phrases in bold.
- Point out that these are phrases related to communication.
- Ask Ss to read through the definitions a-g.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. d, **2.** a, **3.** g, **4.** b, **5.** f, **6.** c, **7.** e

Grammar

Background note

The initials *ICT* stand for *Information and Communication Technologies* (i.e. Computer Studies)

Aim: to revise, present and give Ss practice in making comparisons

- Ask Ss to read the first two examples.
- Draw Ss' attention to the words in bold and ask them to say what they know about the formation of the Comparative and Superlative and when they are used.
- Refer Ss to the Grammar Reference (p. 157).
- Ask Ss to come up with their own examples.
- Draw Ss' attention to the third example and ask them to say what they know about the formation of *(not) as...as* and when it is used.
- Write the following sentence on the board: *Uploading a video on the web is easier than I thought.* Help Ss realise that both sentences have the same meaning.
- Ask Ss to come up with their own examples.
- Draw Ss' attention to the fourth example and write the following sentence on the board: *It's faster to send an email than a letter.* Ask them to tell you the difference between the two sentences and elicit answers.
- Help Ss realise that we can emphasise the meaning of adjectives / adverbs by adding **a lot, a bit, even, far, much, rather** in the comparative degree.
- Ask Ss to come up with their own examples.
- Draw Ss' attention to the last two examples.
- Draw Ss' attention to the words in bold and ask them to guess when these forms are used. Point out to them that these are two other ways of using the Comparative form.
- Explain to Ss that we can use the structures *the + comparative..., the + comparative...* and *comparative + and + comparative* as forms of successive comparison.
- Point out to Ss that in the sentence *The more I use the computer, the worse my headache gets,* the second part depends on the first, while the comparison *I'm starting to think that exams are getting harder and harder,* indicates a continual change.
- Ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference (pp. 157-158).
- Refer Ss to the four texts in the reading activity and ask them to underline all the phrases containing comparisons of adjectives and adverbs (*Text C:...using a social networking site makes it a lot easier / Text D: The more time I spend on social networking sites, the less time I have for real life*).
- Ask Ss to read through the text in the grammar section. Explain any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY
(1) easier, (2) popular, (3) most common / commonest, (4) cheaper...cheaper, (5) more popular, (6) more, (7) less

Listen CD1 ▶▶| 3,4 (for transcript see page 172)

A. Aim: to prepare Ss for the listening activity

- Ask Ss to look at the two pictures and guess what is happening.
- Elicit answers.
- Ask Ss to read through the questions and initiate a short discussion.

KEY
Suggested answers
- I use my computer nearly every day. I use it to chat with my friends, keep up to date with things that interest me, surf the Net, play games and look for information for school projects.
- I don't think so. I might know a lot more about social networking sites but they are well-informed and know how to use a computer quite well.

B. Aim: to give Ss practice in listening for gist

- Ask Ss to read through the questions.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY
- He can't remember how to send a photo to Wayne's uncle Fred.
- No, they don't.

C. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-8 and make sure they haven't got any unknown words.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
1. F, **2.** T, **3.** F, **4.** T, **5.** T, **6.** F, **7.** F, **8.** T

Optional post-listening activity

Ask Ss if they have ever found themselves in a similar situation, what the problem was, if they managed to solve it in the end, etc. and initiate a short discussion.

FUNCTIONS

Expressing likes and dislikes
Talking about free-time activities
Expressing an opinion
Talking about oneself

VOCABULARY

apart from artistic badminton be a fan of bored with challenging crazy about creative earn entertaining enthusiastic about facility fed up with fond of improve interested in keen on lonely part-time sick of socialise sporty suppose teamwork thrilling tired of unlike

Vocabulary

Aim: to present and give Ss practice in using phrases expressing likes and dislikes

- Ask Ss to read through the sentences and focus on the phrases in bold. Explain that they have to decide which phrases have a positive meaning and mean *like* and which have a negative meaning and mean *dislike*.
- Help Ss deduce the meaning of any unknown phrases by relating them to the content of the respective sentences.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. crazy about: positive
2. keen on: positive
3. tired of: negative
4. fond of: positive
5. a big fan of: positive
6. fed up with: negative
7. sick of: negative
8. interested in: positive
9. enthusiastic about: positive
10. bored with: negative

- Ask Ss to come up with their own examples using the phrases in the activity.

Speak

Aim: to give Ss practice in talking about free-time activities

- Divide Ss into groups of four.
- Ask Ss to look at the four pictures and describe the activities they show.
- Draw Ss' attention to the list of questions as well as to the words and phrases in the boxes. Explain any unknown words.
- Draw Ss' attention to the TIPS and explain them.
- Get Ss to do the activity in groups of four and go round the class helping Ss when necessary.
- Choose some groups to act out their conversations in class.

KEY

Suggested answer

How would you describe the activities shown?

I would describe playing video games (**picture a**) as an entertaining and challenging indoor activity. It's a great way to spend your time and it can also sometimes help you develop certain skills. Some people, mainly adults, say that it is a lonely activity, because the person playing video games spends a lot of time alone in front of a screen and often does not socialise with people his / her age.

I think American football (**picture b**) is a dangerous sports activity. It is very violent and there is a big chance of players getting hurt. They wear special equipment such as helmets so as to protect themselves. American football is an outdoor sport and is played on a field, so special facilities are required.

In **picture c** we can see someone bungee jumping. This activity seems to be challenging because you have to get over your fear of heights to do it and thrilling because it must be terribly exciting to dive off a cliff or bridge. I suppose that it can also be described as dangerous because you are putting your life at risk. It's an ideal activity for those who like being adventurous and living on the edge.

In **picture d** we can see some people attending an art class. This artistic activity is a form of self-expression and is creative as it requires the use of one's imagination. Activities such as this may also be described as relaxing as they help you escape from your daily routine.

Which activity is better for groups and which for individuals?

American football is without a doubt a group activity. It requires teamwork as players need to work together to do well. Video games are, on the other hand, for individuals. They can be played with others but I think that most people choose to play them on their own.

Are any of these activities popular with people your age?

People my age are crazy about video games or computer games. This is because most, if not all, have access to a television or computer so they spend what little time they have playing games. It's convenient, entertaining and even challenging. American football is not particularly popular where I live, but other sports like football and basketball are quite popular with people my age. In my opinion they are a must for those who are active and like to keep fit. Bungee jumping is an extreme activity and is not something you can take up on a regular basis. It is also considered expensive. People tend to do it once in a while when they get the chance. People my age can't stand art as they consider it to be something boring. I believe that it's quite interesting if you've got talent.

Do you do any of these activities? Why / Why not?

I spend a lot of my time playing video games / computer games. This is because when I finish doing my homework it is usually too late for me to do anything else. Playing video games / computer games helps me relax and break away from my daily routine, and I don't even need to leave the comfort of my home. Activities like bungee jumping and American football are not for me. They are ideal activities for those who like extreme sports.

Which activity would you like to take up?

I'd like to take up art because it will help bring out the creative side in me. It will help me spend my time enjoyably and it will also help me meet people who might have the same interests as me.

Write

A. Aims: ▶ to provide Ss with a sample personal webpage
▶ to give Ss practice in identifying specific information

- Ask Ss to look at the layout of the text and tell you what it is (*a personal webpage*).
- Ask Ss to read through the webpage and underline any unknown words at the same time.
- Alternatively, you can have different Ss read the webpage aloud.
- Ask Ss to read through the questions and answer them.
- Check the answers with the class.

KEY
1. Ahmad
2. To post some personal information for others to read.
3. and, or, but, because, so

B. Aims: ▶ to familiarise Ss with the content of a personal webpage
▶ to prepare Ss for the writing activity

- Ask Ss to read through the categories.
- Have Ss do the activity.
- Choose some Ss to tell you what they have included about themselves in each category.

C. Aims: ▶ to elaborate on the content of a personal webpage
▶ to prepare Ss for the writing activity

- Ask Ss to read through the questions and check their understanding.
- Initiate a short discussion.

KEY
Suggested answers
- my family, my mates, etc.
- my interests because I have a lot of interests / my friends because I have a lot of interesting friends
- my holidays

D. Aim: to give Ss practice in writing their own personal webpage

- Refer Ss to Ahmad's webpage as well as to the categories and the notes made in exercise B.
- Draw Ss' attention to the TIPS and explain them. If necessary, ask Ss to give you examples using the linking words.
- Allow Ss some time to write the paragraphs of their personal webpage.
- Choose some Ss to read out their personal webpages.
- Alternatively, you can turn this activity into project work and have Ss write their personal webpage on a piece of white cardboard, adding their personal pictures for each category.

FUNCTIONS

Discussing past habits and events
Talking about mobile phones

STRUCTURES

Past Simple
Used to
Be / get used to

VOCABULARY

ability act available bend browser
come up with company crew data development
feature (n) flexible include introduction invent
invention media player only time will tell
portable professional provide reality ringtone
signal smartphone store (v) such as
touchscreen variety weak wide wrist

Read CD1 ▶▶| 5

A. Aim: to prepare Ss for the reading activity

- Ask Ss to read through the questions and initiate a short discussion.

KEY

Suggested answers

- Yes, I do. It is easy to carry around and use, and is very useful, especially in an emergency. Nowadays, the mobile phone has many applications which make it one of the most practical and multi-functional devices to have been invented.
- Mobile phones have changed quite a lot over the years. I think that apart from gradually becoming smaller in size, they have also become more advanced in the technology they use. For this reason many mobiles nowadays have touch screens, GPS, Internet access and other functions, which make them very practical to use. There are lots of models available at different prices so nearly everyone has one.

B. Aims: ⓟ **to present vocabulary, functions and structures in the context of a text about mobile phones**
ⓟ **to give Ss practice in reading for gist**

- Draw Ss' attention to the title of the text as well as to the pictures accompanying it.
- Ask Ss to tell you what the text is about (*mobile phones*).
- Ask Ss to look at the layout of the text and tell you where it may be found (*in a magazine*).
- Ask Ss to look closer at the advertisement accompanying the text.
- Ask Ss some questions:

When was this advertisement published? In 1983.
What was it about? It was about a new mobile phone.
What was it called? It was called DynaTAC 8000x.
What were the characteristics of DynaTAC 8000x? You could talk up to 60 minutes, it needed only 10 hours to charge and you could store up to 30 phone numbers on it.
How much did it cost? $3995.
What do you think of this mobile phone?

- Draw Ss' attention to the mobile phone the man in the picture is holding. Point out to them that this is the DynaTAC 8000x mobile phone.
- Refer Ss to the title of the text and especially to the word *brick*. Help them relate it to the size of the DynaTAC 8000x mobile phone.
- Ask Ss to tell you if they know what a *smartphone* is (*a mobile phone of the latest technology*) and refer them to the pictures on page 14.
- Ask Ss to read through the text and tell them to underline any unknown words at the same time.
- Ask Ss to read through the four summary sentences and check their understanding.
- Have Ss do the activity.
- Check the answers with the class. Ask them to provide justifications for their answers.

KEY

Sentence **c**. best summarises the text which is about the history of the evolution of the mobile phone. Emphasis is placed on how mobile phones have changed. Reference is made to changes in size, shape and the way they work.

- Ask Ss some comprehension questions:

When was a portable mobile phone invented? In 1973.
Who invented it? Martin Cooper.
How much did the DynaTAC weigh? About a kilo.
How could you charge a DynaTAC phone? With a heavy shoulder pack which had batteries in it.
What was one of the problems of the first generation of mobile phone systems? They had weak signals.
What happened to mobile phones as technology improved? They became smaller and offered more features.
What improved with the introduction of 2G mobile systems? Reception over wider areas.
How many text messages are sent every year? Over 2 trillion.
What changed the world of journalism? Camera phones.
When did 3G technology appear? In the early 2000s.
What do 3G mobile phones act as? They act as Internet browsers, media players and game consoles.
What have 3G mobile phones made a reality? Video calling and mobile TV.
What are mobile phone companies coming up with? New ideas and exciting 'concept' mobiles.

C. Aim: to give Ss practice in guessing the meaning of unknown words

- Refer Ss to the text and draw their attention to the highlighted words / phrases in it.
- Ask Ss to try to guess what they mean.
- Ask Ss to read through the meanings 1-7 and do the activity.
- Check the answers with the class.

KEY

1. come up with	**5.** crew
2. weak	**6.** store
3. flexible	**7.** device
4. data	

D. Aim: to give Ss practice in identifying specific information in the text

- Ask Ss to read through the statements 1-7 and check their understanding.
- Allow Ss some time to do the activity.
- Check the answers with the class. Ask Ss to provide justification for their answers.

KEY
1. F, **2.** NM, **3.** F, **4.** T, **5.** F, **6.** T, **7.** NM

- Explain any unknown words and choose Ss to read the text aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers

- If we didn't have mobile phones, I think we would find ways to live without them, as people did in the past. Now that they are in our lives, they have become very important to us and we can't imagine our lives without them. One way that our lives would be different if we didn't have them is that we would not be able to get in touch with each other as easily. This would not be convenient and it would require us to be more organised and make our arrangements well in advance. Furthermore, news would not travel as fast as it travels now so we would not be as well-informed about the things happening around us.
- The really advanced models can already do so much that I'm not really sure what more they will be able to do in the future. They say that in the future forgetting your mobile phone at home will be the same as leaving your purse, keys, radio and phone at home. I suppose that this shows how important our mobile phones will be in the future.

Grammar

Aim: to present and give Ss practice in using the Past Simple and the verbs *used to* and *be / get used to*

Past Simple

- Ask Ss to read through the examples of the Past Simple in the grammar box and check their previous knowledge of the tense.
- Refer Ss to the Grammar Reference (p. 158).
- Ask Ss to find examples of the Past Simple in the text (e.g. *invented, was, weighed, complained, became*, etc.).
- Ask Ss to come up with their own sentences practising the tense.

Used to

- Ask Ss to read through the examples of *used to* in the grammar box and check their previous knowledge of its use.
- Refer Ss to the Grammar Reference (p. 158).
- Ask Ss to find examples of *used to* in the text (*...people used to buy them like crazy.*).
- Ask Ss to come up with their own sentences practising the structure used to.

Be / get used to

- Ask Ss to read through the example sentence and draw their attention to the structures in bold.
- Ask Ss to tell you the difference in the way the structures *used to* and *be / get used* to are formed (*the former is followed by a* ***base form*** *while the latter are followed by an* ***-ing form (gerund)***).
- Point out to Ss that the structure *be / get used to* can also be followed by an object personal pronoun or a noun (e.g. *I'm not used to it. / I can't get used to this kind of weather.*).
- Ask Ss to tell you when we use the structure be used to and help them deduce that we use it *to talk about a present habit* as opposed to *used to* which we use *to talk about a past habit.*
- Ask Ss to find examples of the structure *be used to* in the text (*...compared to the devices we are used to seeing today.*).
- Ask Ss to tell you when we use the structure *get used to* and help them deduce that we use it *to talk about the process of something becoming a habit of us.*
- Ask Ss to come up with their own examples practising the two structures.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. b, **2.** b, **3.** c, **4.** b, **5.** a, **6.** a, **7.** c, **8.** c

Project

- Draw Ss' attention to the project, and tell them that they are going to make a timeline showing the evolution of the mobile phone.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to complete the project. If Ss are not familiar with the layout of a timeline, you can draw one on the board or use the Internet to find some sample timelines.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Encourage them to find pictures and interesting facts as well.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

FUNCTIONS

Comparing and contrasting

VOCABULARY

argue argument body language cable convenient creation decision desktop computer discuss discussion explain explanation expression gossip imagination improvement invitation light (adj) memory mention powerful repair steal take up room yell

Vocabulary

A. Aim: to give Ss practice in distinguishing between words which can easily be confused

- Ask Ss to read through the sentences 1-8 and draw their attention to the verbs in bold.
- Ask Ss to read through the definitions a-h and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

- Have Ss produce their own sentences using the verbs.

B. Aim: to present and give Ss practice in forming nouns by adding suffixes (*-ion, -ation, -ment*) to verbs

- Ask Ss to look at the three nouns and try to work out the verbs they derive from (*invent, inform, develop*).
- Ask Ss to tell you the suffix that was added to each verb in order to form the noun (*-ion, -ation, -ment*).
- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to read through the sentences 1-7.
- Draw Ss' attention to the words in brackets at the end of each sentence and make sure they haven't got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. imagination
2. expression
3. argument
4. invitation
5. creation
6. improvement
7. discussion

Listen CD1 ▶▶| 6 (for transcript see page 172)

A. Aim: to prepare Ss for the listening activity

- Ask Ss to read through the questions and initiate a short discussion.

KEY

Suggested answers

- Body language is a form of communication which we use without even thinking about it. It consists of gestures, which are movements with your hands or head, facial expressions, body posture, which is how you stand or sit, and eye movements.
- Body language plays a very important role in communication because it helps us get our message across. Often words are not needed to express our emotions as our body language almost always gives away what we are feeling.
- Examples of body language:
  - Yawning shows that you are bored or tired.
  - Making eye contact during a conversation shows that you are interested in what the other person is saying.
  - Playing with your hands in front of others may show that you are feeling uncomfortable.
  - Touching your face while talking to someone may indicate that you are lying.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the picture of the boy and guess how he must be feeling.
- Elicit answers.
- Ask Ss to read through the sentences 1-7 and check their understanding.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. parents
2. up straight
3. just thinking about something
4. in their pockets
5. are lying
6. left
7. four

Optional post-listening activity

Ask Ss if they use body language when interacting with other people, what kind of body language they usually use, if they agree / disagree with Dr Maddison, how easy / difficult it is to interpret a person's body language, etc. and initiate a short discussion.

Speak

Aim: to give Ss practice in comparing and contrasting

- Draw Ss' attention to the two pictures.
- Draw Ss' attention to the box underneath the pictures to get an idea of the phrases they can use.
- Ask Ss to read through the box on the right which contains some of the words they can use while comparing and contrasting the two types of computers and make sure they haven't got any unknown words.
- Point out to Ss that there are two things they need to discuss (1. the differences between the two types of computers 2. what they like / dislike about each type of computer).
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

KEY

Suggested answers

Look at the pictures below which show two types of computers. Talk about the differences between them.

laptop	desktop computer
ADVANTAGES	**DISADVANTAGES**
small	big
light	heavy
portable / convenient	not portable / not so convenient
doesn't take up room	takes up room
fewer cables	more cables
DISADVANTAGES	**ADVANTAGES**
smaller memory	larger memory
not so powerful	powerful
difficult to repair	easier to repair
smaller keyboard and screen	bigger keyboard and screen
battery needs charging	electricity powered
more expensive	cheaper
easy to steal	difficult to steal

The biggest advantage of a laptop is that it is small, light and portable, which means that you can take it with you wherever you go. It is, for this reason, more convenient than a desktop computer, which is bigger and heavier and must be kept at home. Furthermore, a laptop is easy to store and doesn't take up a lot of room. The desktop computer takes up a lot of room and comes with more cables, which are messy and unattractive to look at. On the other hand, a desktop is more useful than a laptop because it can have a larger memory, which makes it more powerful and effective. Apart from this, it is easier to repair than a laptop, which means that you can make good use of it and it lasts longer than a laptop. A laptop also comes with a small screen and keyboard, which makes it more difficult to use. A common problem with a laptop is the fact that its battery needs charging, which means that if you forget to charge it, it might go flat in the middle of something important. A laptop is an expensive device and is also easy to steal so if you take it with you, you need to keep an eye out.

Then say what you like or dislike about each type of computer.

In my opinion, the most important feature of a laptop is its size and the fact that it's portable whereas the most important feature of a desktop computer is the fact that it can be upgraded and has a larger memory. The biggest disadvantage of a laptop is that it is difficult to repair while a common problem with a desktop computer is that it takes up a lot of room and has many cables.

Listen CD1 ▶▶| 7 (for transcript see page 173)

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the questions and the options and check their understanding.
- Point out to Ss that each question corresponds to a different situation in the form of a short dialogue.
- Play each dialogue twice and have Ss listen and do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. b, **2.** a, **3.** b, **4.** c, **5.** a

FUNCTIONS

Expressing enthusiasm
Accepting or refusing an invitation
Giving news

VOCABULARY

absolutely accept all the best bring somebody along by the way count me in fill somebody in Give my regards glad Here's an update of what's happening hilarious How are you keeping? hugs and kisses I wouldn't miss it for the world I've been meaning to... let somebody down nag opportunity refuse take care take somebody ages to... though

Write

A. Aim: to give Ss practice in identifying specific information in the email

- Ask Ss to look at the layout of the text and say what it is (an email).
- Ask Ss some questions:

Who do you usually write emails to?
How often do you email them?
What do you usually write in your emails?
Do they reply to your emails?
What do they write in their emails?

- Elicit answers.
- Ask Ss to read through the email and underline any unknown words at the same time.
- Ask Ss to read through the questions and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Simon
2. He is writing to give Mark his news and to invite him to his party.
3. To begin: *How are things? I haven't heard from you for ages.*
   To end: *Well, that's all for now. Write back with all your news.*
4. • Informal language and expressions (e.g. *Anyway, As you know, Well, guess what!, by the way, You know*)
   • Short forms (e.g. *haven't, I've, They're, Isn't, won't, I'll, Here's, I'm, it'll, that's*)
   • Exclamations (e.g. *Well, guess what!, I'm having a party on Saturday!*)
   • Direct questions (e.g. *How are things?, Isn't that incredible news?, Would you like to come?, What do you think?*)

- Ask Ss some comprehension questions:

When is Simon's birthday? In two days.
What are his parents getting him for his birthday? A laptop.
What will he be able to do with the new laptop? He'll be able to organise all his music files and films.
Whose computer has he been using? His dad's.
Does his dad have a new computer? No, he doesn't.
When is Simon having his party? On Saturday.
Do Simon and Mark see each other a lot? No, they don't.
Who will Mark see at Simon's party? His old friends.

- Explain any unknown words.

B. Aims: ⊙ to help Ss prepare for the writing activity
⊙ to give Ss practice in identifying functions

- Refer Ss to Simon's email and draw their attention to the notes Mark has made. Explain that this is what Mark should include in his reply.
- Point out to Ss that they must read each note which refers to a specific sentence / phrase in the email and match them with the points a-c.
- Ask Ss to read through the points a-c.
- Have Ss do the activity.
- Check the answers with the class.

KEY

a. give news – *tell him*
b. express enthusiasm – *great!*
c. accept or refuse an invitation – *sure!*

C. Aims: ⊙ to prepare Ss for the writing activity
⊙ to provide Ss with a sample for writing an email based on prompts

- Ask Ss to read Mark's email and underline the sentences that correspond to his notes.
- Have Ss do the activity.
- Check the answers with the class.

KEY

great! *- I'm really glad you're finally getting a laptop.*
sure! *- Thanks for the invitation, mate! You know I wouldn't miss your party for the world, so count me in!*
tell him *- Now let me fill you in with my news...*

- Ask Ss to read through the two questions and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. No, it isn't. He has expanded on his notes.
2. *You know I wouldn't miss it for the world,...!*
   Now it'll be easier to keep in touch and we can maybe play some online games. Let me know if you need any more songs for the party.
   By the way, do you mind if I bring him along to your party? We can perform if you like.

- Ask Ss some comprehension questions:

What will be easier for Mark and Simon from now on? To keep in touch.
What else will they be able to do online? To play games.
What does Mark think of his new school? That it's OK.
Has he already made a lot of friends? No, he hasn't.
Where did he meet his new friend? In his Science class.
What does he think of him? That he's quite interesting and absolutely hilarious.
What kind of music does he like? He likes hip hop.
What does he do quite well? He raps quite well.
What are they thinking of doing together? They are thinking of creating a band together.
What is Mark asking Simon? If he could bring his new friend along to Simon's party.

- Explain any unknown words.

D. Aims: ▶ to present expressions / phrases used in informal letters / emails
▶ to give Ss practice in expanding prompts

- Ask Ss to give you examples of how they would express enthusiasm, accept an invitation, refuse an invitation and give news in an informal letter / email, without looking in their books.
- Elicit answers.
- Ask Ss to read through the expressions / phrases in the table and check their understanding.
- Ask Ss to read through the situations 1-4 and check their understanding.
- Point out to Ss that they should use some of the expressions / phrases in the table to expand on the notes depending on the situation.
- Have Ss do the activity.
- Choose some Ss to read out their replies.

KEY

Suggested answers

1. I'm afraid I can't make it because I have the flu! Anyway, going camping without me is no fun!
2. Wow! That's fantastic! Congratulations! You are a little genius!
3. Well, you won't believe it, but the party wasn't good so we left early!
4. Sounds perfect! Your cousin will be amazed when she sees me in action! See you at the bowling alley!

E. Aims: ▶ to provide Ss with a plan and set phrases to be used when writing an informal letter / email
▶ to give Ss practice in writing an informal email based on prompts

- Refer Ss to Simon's email in activity A.
- Explain to Ss that they should use the same prompts, but different ideas and expressions / phrases to expand on them, with the exception of 'sure' which they should turn into 'can't' since they have to turn down Simon's invitation.
- Point out that they can use Mark's email as a model.
- Ask Ss to read through the plan and give them any necessary explanations about the structure of an informal letter / email and the set phrases they can use.
- Draw Ss' attention to the TIPS and explain them.
- Refer Ss to the writing reference at the back of the book (p. 170) for more information about the layout of an informal letter / email.
- Allow Ss some time to write their emails.
- Choose some Ss to read out their emails.

1 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities

A.

KEY
1. c, **2.** a, **3.** a, **4.** b, **5.** a, **6.** b, **7.** a, **8.** c

B.

KEY
1. 'm / am thinking, Are... coming, don't / do not think, needs
2. is always talking, never get
3. Does... work out, 's / is studying
4. receives, 's / is sending

C.

KEY
1. waking
2. download
3. living
4. came
5. walk

D.

KEY
1. a, **2.** c, **3.** b, **4.** a, **5.** a, **6.** a

E.

KEY
1. b, **2.** h, **3.** g, **4.** d, **5.** f, **6.** a

Now I can...

Aims: ⓟ to give Ss the opportunity to check their progress
ⓟ to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get S to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

For Culture page 1, go to page 128. CD1 ▶▶| 8

Exam Practice (p.140)

A.

KEY
1. b, **2.** c, **3.** c, **4.** b, **5.** d, **6.** b, **7.** d, **8.** b, **9.** c, **10.** d, **11.** b, **12.** c

B.

KEY
1. is really keen on (playing)
2. better and better
3. more outgoing than she used
4. not used to (using)
5. have a word with
6. came up with
7. let me down
8. more you exercise, the fitter

For Video Worksheet, go to page 148.

2 Ready for anything

FUNCTIONS

Talking about extreme activities and taking risks

VOCABULARY

anxious enjoyable fearless monotonous risky
stressful tempting terrified terrifying thrilled
uneasy unforgettable

Aims: ⓟ to introduce the topic of the module and activate Ss' background knowledge
ⓟ to present the learning objectives of the module

- Draw Ss' attention to the title of the module.
- Ask Ss to guess what the module will be about and elicit answers.
- Draw Ss' attention to the questions and the pictures in the *Discuss* section and initiate a short discussion.

Background note

The name for the sport of **fishing** is angling and can be practised in sea or fresh water. Many kinds of fish are caught by anglers but one of the most popular fresh water fish is carp as they can grow to sizes of over 40 kilos.
Mountain biking is a sport which is practised all over the world in various environments. Downhill mountain biking is probably the most extreme form of the sport and protective gear must be worn at all times.
Bull riding is practised all over the world, but is probably most well-known from American rodeos. A bull rider must stay on the bull for 8 seconds, and is only allowed to touch the bull with his riding hand.
Bungee jumping is a sport in which people jump off a tall place, e.g. a bridge, with an elastic rope tied to their legs. The elastic rope stretches and then pulls the jumpers up before they reach the ground.

KEY

Suggested answers

- **Do you think that taking risks is exciting, scary or just dangerous?**
  Well, I think it depends on how big the risk that you are taking is. You see, sometimes the risk is so big that you are literally putting your life in danger. This to me is not only scary but foolish and I wouldn't try the activity. One such activity is bungee jumping. Any number of things can go wrong, so I can't understand why people do it.
- **How would you describe the activities shown?**
  I would describe **fishing** as a monotonous activity because it involves waiting patiently, sometimes for hours, for a fish to bite the bait. **Mountain biking**, on the other hand, is not only enjoyable but also exciting because it challenges you and keeps you on the go. I think it's also tempting and I would love to try it out sometime in the future. **Bull riding** is a risky sport as there is always a danger of the rider seriously injuring himself. For this reason, it must be stressful for the rider.
  As far as **bungee jumping** is concerned, I think that it can only be described as terrifying and perhaps as unforgettable once you have managed to get through the experience safely.
- **How do you think the people in the pictures are feeling? How would you feel?**
  The people in the **first picture** must be feeling relaxed and they must be enjoying themselves. That's how I would feel if I were in their position.
  As for the mountain biker in the **second picture** he must be enjoying himself. He is most probably confident that he is fit and skilled enough to manage the trail. I don't think that he is in any way anxious but he might be feeling tired if he has been mountain biking for long because what he's doing requires a lot of physical effort. If I had his skills, I think I would be feeling very pleased with myself.
  I don't think that the bull rider in the **third picture** is frightened because he is probably a professional. I believe that someone that does something as dangerous as this for a living is fearless. He might be feeling a bit anxious or uneasy because he knows the dangers and risks involved. If I were in his place, I would be terrified.
  I believe the bungee jumper in the **fourth picture** is terrified. I would be if I were in his position. I am sure though that if he manages to get through this experience safely that he will be thrilled with himself. It will be one of the most unforgettable experiences he has ever had.

- Ask Ss some questions:

  What is the riskiest thing you have ever tried?
  What happened?
  Is there an action scene / film that you would like to participate in?

- Elicit answers.
- Draw Ss' attention to the *Go through the module and find...* section.
- Ask Ss to find where these topics are discussed.

KEY

- an extract from a novel: p. 28
- a radio interview with a Harry Potter fan: p. 25
- unusual ideas for raising money: p. 22
- a story about an encounter with wild animals: p. 32
- a newspaper article about an accident: p. 31
- a short text about a man in the emergency services: p. 27

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.
- Draw Ss' attention to the value of the module, and discuss the importance of it.

KEY

Suggested answer

Helping those in need is an important value that young people need to learn, as it can instil compassion into them and help them become active members of the community.

FUNCTIONS
Talking about things people do for charity
Using quantifiers

STRUCTURES
Countable and uncountable nouns
Quantifiers: some, any, much, many, a lot of, lots of, plenty of, (a) few, (a) little

VOCABULARY
above add up all sorts of among attention brave businessman cause (n+v) challenge (n) deadly death donation elderly fierce foot (ft) gain ground hang injured manage persuade plenty of raise money silence skydiving society support (v) survive task the public trend unharmed unusual weird

Read CD1 ▶▶| 9

A. Aim: to prepare Ss for the reading activity

- Ask Ss to read through the questions and initiate a short discussion.

KEY
Suggested answers
- There are a lot of charities and non-profit organisations in my country. These charities aim to raise money for the poor, the homeless, the elderly, orphans, people with life-threatening diseases and other worthy causes such as human rights and education. As to whether they do a good job or not, I'm not really sure but I suppose that their success is related to how much publicity they receive for charity events they organise. I think that some charities, such as those for the poor and the environment, are more successful because people have heard more about them and can understand the importance of supporting them.
- Yes, I have. When I was younger, I took part in a marathon. The money that was raised went towards the building of a children's hospital.

B. Aims: ▶ **to present vocabulary, functions and structures in the context of a text about unusual ways to raise money for charity**
▶ **to give Ss practice in reading for gist**

- Draw Ss' attention to the main picture on the page and ask them to tell you what they can see (*a man in a glass box hanging from a crane with people watching from below*).
- Ask Ss to guess why he might be doing this (*to raise money for charity*), if they find it unusual, etc. and elicit answers.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss the question in the rubric and elicit an answer.

KEY
Suggested answers
All the people in the text did unusual and extreme things to raise money for different charities.

- Ask Ss some comprehension questions:

What's the latest trend regarding charities? Members of society do all sorts of weird and wonderful activities to raise money for them.
What does David Hunt do? He's a firefighter.
Was he alone in the air? Yes, he was.
Who helped him to persuade the public to support his cause? Another firefighter who was on the ground.
How old was Kay Matthews at the time of the challenge? She was 90.
Did she enjoy skydiving? Yes, she did.
How old was Nick Le Souef at the time of the challenge? He was 67.
What does he do? He's a businessman.
Was he nervous during the challenge? No, he wasn't.
What had happened to the spiders by the end of the challenge? They had started eating each other.
Who is Alison Bishop? A student (from Middleton School in Peterborough).
How did she communicate with her schoolmates and teachers? She wrote things down.
What did she wear? A sign.
What did the sign say? 'Please don't speak to me, I'm doing a sponsored silence for the National Deaf Children's Association'.
Was it easy for her? No, it wasn't.

C. Aim: to give Ss practice in identifying specific information in the text

- Ask Ss to look at the table and complete it with information from the text .
- Have Ss do the activity.
- Check Ss' answers.

KEY

Name	When	Where	For which charity	Money raised	What they did
David Hunt	2010	London, UK	The Fire Fighters Charity and Cancer Research UK	Over £5000	He spent 48 hours without any food locked in a glass box which was hanging 30 feet in the air from a crane
Kay Matthews	2009	Norfolk, UK	A war-victims charity	About £3000	She skydived from a plane 13,000 feet above the ground
Nick Le Souef	2010	Melbourne, Australia	A children's charity	$50,000	He spent 3 weeks living in a shop window with 400 deadly spiders
Alison Bishop	March 2011	Peterborough, UK	The National Deaf Children's Association	£874	She did a sponsored silence and spent a whole school day without saying a word

D. Aim: to give Ss practice in guessing the meaning of unknown words

- Draw Ss' attention to the highlighted words in the text.
- Read out and explain the TIPS.
- Ask Ss to try to guess what the highlighted words mean.
- Ask Ss to read through the meanings 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. challenge	**4.** support	**7.** ground
2. unharmed	**5.** attention	**8.** brave
3. deadly	**6.** weird	

- Explain any unknown words and choose Ss to read the text aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the question and elicit answers.

KEY

Suggested answers

- I don't mind going without food for 48 hours but I seriously doubt that I could stay locked in a glass box which is hanging 30 feet above the ground for that long. You see, I don't like heights. For the same reason, I would not go skydiving either. Spending 3 weeks in a shop window with 400 deadly spiders is also something I would never do. I would find the whole experience terrifying because I can't stand spiders. The only activity that I could do without a problem is spend the whole day without saying a word. I don't think that I would find that difficult to do.
- It is very important to encourage young people to raise money for charities, as they can learn the importance of helping people in need.

Project

- Draw Ss' attention to the project, and tell them that they are going to present a charity organisation and say what they could do to help it.
- Allow Ss some time to do some brainstorming and note down ideas about what they could do for the charity of their choice.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to complete the project.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Encourage Ss to find pictures and interesting facts as well.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their project to the class.

Grammar

Aims: ▶ to revise and expand on countable and uncountable nouns
▶ to revise and introduce some new quantifiers
▶ to give Ss practice in using quantifiers as well as countable and uncountable nouns in context

Countable and uncountable nouns

- Ask Ss to give you examples of countable (car, woman, etc.) and uncountable nouns (milk, pasta, etc.).
- Ask Ss to read through the example and draw their attention to the words in bold.
- Ask Ss to tell you if the noun *light* has the same meaning in the two sentences and elicit the answer that the meaning is different because in the first sentence it refers to the *natural phenomenon* and is uncountable while in the second sentence it refers to *electric light* and is a plural countable noun.
- Explain to Ss that some nouns (light, hair, glass, etc.) can be either countable or uncountable but with a different meaning.
- Refer Ss to the Grammar Reference (pp. 158-159).
- Ask Ss to find examples of countable and uncountable nouns in the text (countable: *charities, organisations, trend, members, things, box*, etc. uncountable: *money, help, food*, etc.).
- Ask Ss to come up with their own examples.

Quantifiers

- Ask Ss to read the example under the heading *some / any* and discuss what they remember about their use.
- Refer Ss to the Grammar Reference (p.159).
- Ask Ss to come up with their own examples.
- Ask Ss to read the example under the heading *much / many / a lot of / lots of / plenty of* and discuss what they know about their use.
- Refer Ss to the Grammar Reference (p. 159).
- Ask Ss to come up with their own examples.
- Draw Ss' attention to the examples under the heading *(a) few / (a) little* and ask them to tell you which is used before uncountable nouns and which is used before countable nouns.
- Elicit the answer that *(a) few* is used before plural countable nouns and *(a) little* is used before uncountable nouns.
- Draw Ss' attention to the words in bold in the first pair of examples and ask them to tell you what they think the difference in meaning between *little* and *a little* is.
- Elicit answers and explain to Ss that *little* has a negative meaning (*a small and inadequate amount of something*) whereas *a little* has a positive meaning (*a small but adequate amount of something*).
- Draw Ss' attention to the words in bold in the second pair of examples. Explain the difference between *a few* and *few* in a similar way.
- Refer Ss to the Grammar Reference (p. 159).
- Ask Ss to find examples of quantifiers in the text (*...without any food..., ...a lot of attention., With a little help..., Few people..., a few of them*).
- Ask Ss to come up with their own examples.
- Have Ss do the activity below the grammar box.
- Check the answers with the class.

KEY

1. little, some, many	**3.** woods, any
2. much, a few, little	**4.** plenty of, some, few

FUNCTIONS

Defining people, places, things and ideas
Giving additional information

STRUCTURES

Defining Relative Clauses
Non-Defining Relative Clauses

VOCABULARY

courage date of birth disaster experience (v) fee harm (v+n) homeless in a good / bad mood in a hurry in case of in common in general in need in particular in / out of control in / out of danger in / out of order in / out of shape in / out of sight in / out of trouble in / out of use land (n) mature out of (one's) reach out of breath out of date out of one's mind out of the ordinary out of the question out of work rely on start (n) stay (n) succeed support (n) tip (money)

Vocabulary

A. Aim: to present and give Ss practice in using words used both as verbs and as nouns in context

- Ask Ss to read the sentences a and b and tell you what they notice about the word *help* (in the first sentence *help* is a verb whereas in the second sentence it is a noun). Point out to Ss that the meaning is quite similar.
- Ask Ss to read through the NOTE.
- Ask Ss to come up with their own examples using the word *dance* both as a verb and as a noun (e.g. *We danced all night. / The school dance was a success.*). Point out to Ss that the meaning is quite similar.
- Draw Ss' attention to the word *watch* and ask them to tell you the difference in meaning when used as a verb (= *to look at somebody / something for a period of time and observe what is happening, especially on TV*) and as a noun (= *a small clock worn around the wrist*). Ask them to demonstrate the difference in meaning with their own example sentences.
- Elicit answers (e.g. *I didn't watch the game last night. / My parents gave me a watch for my birthday.*).
- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Check the answers with the class. In each pair of sentences, ask Ss to point out where the word is a noun and where a verb.

KEY

1. a. supports (verb)	**b.** support (noun)
2. a. harm (noun)	**b.** harms (verb)
3. a. needs (verb)	**b.** needs (noun)
4. a. stay (noun)	**b.** staying (verb)
5. a. experiences (noun)	**b.** experienced (verb)
6. a. started (verb)	**b.** start (noun)

B. Aim: to present and give Ss practice in using some prepositional phrases in context

- Draw Ss' attention to the table.
- Point out that the words in the table are accompanied by *in* and / or *out of* to form prepositional phrases.
- Ask Ss to read through the table. Point out to them that *in* and *out of* are opposites in some cases (third column), but this is not always the case (e.g. We can say: *in a hurry* but not: *out of a hurry*).
- Provide Ss with any necessary explanations.
- Ask Ss to read through the sentences 1-7 and do the activity.
- Check the answers with the class.

KEY

1. particular	**3.** question	**5.** out of	**7.** in
2. breath	**4.** case	**6.** date	

- Ask Ss to come up with their own examples.

Language Plus

in a hurry = to be going somewhere very quickly, usually because you are late
in a good / bad mood = to be feeling happy / unhappy
in common = to share interests, beliefs, etc. with somebody else
in case of = if something happens
in particular = especially
in general = usually, in most situations
in need = not having enough money or food
out of work = unemployed
out of breath = having difficulty breathing after exercise
out of the question = something that can't possibly happen
out of one's mind = to be unable to think or behave in a normal way / to become crazy
out of date = old-fashioned, not containing the most recent information
out of the ordinary = unusual, exceptional
out of (one's) reach = not having easy access
in / out of danger = likely / unlikely to get injured / killed
in / out of control = to become possible / impossible to direct or deal with something
in / out of sight = to be seen / not to be seen
in / out of trouble = to be in / out of a dangerous or difficult situation
in / out of order = (not) arranged correctly or neatly (also note: out of order = not working properly)
in / out of use = (not) being used
in / out of shape = being in a good / bad physical condition

C. Aim: to give Ss practice in distinguishing between easily confused words

- Ask Ss to read each set of sentences and words.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

KEY

1. land	**6.** fee, donation	**11.** ancient
2. ground	**7.** earn	**12.** elderly
3. manage	**8.** raise	**13.** old
4. succeed	**9.** gain	
5. tip	**10.** mature	

Language Plus

ground = the solid surface of the Earth
land = the surface of the Earth not covered by water
manage (to do something) = to achieve something
succeed (in doing something) = to achieve something
fee = money paid for a particular service or right
tip = a small amount of money given to somebody who has provided you with a service, in addition to the official payment
donation = money given to help an organisation
raise = to gather money, usually for a specific purpose
gain = to get or obtain
earn = to receive money as payment for work that you do
old = having lived for many years
elderly = polite word for 'old'
ancient = of a long time ago
mature = behaving like an adult, being well-developed emotionally

Grammar

Aim: to present and give Ss practice in using defining and non-defining relative clauses

- Ask Ss to read through the examples in the grammar box and check their previous knowledge on relative clauses.
- Refer Ss to the Grammar Reference (p. 159).
- Ask Ss to come up with their own examples.
- Write two examples on the board: *The book which is on the desk is Tina's.* and *Peter, who is my cousin, went to Spain this summer.*
- Ask Ss if they notice any difference between the two sentences.
- Elicit answers (e.g. *the relative clause in the second example is between commas*).
- Explain to Ss that there are two types of relative clauses, Defining Relative Clauses and Non-Defining Relative Clauses. In Defining Relative Clauses we do not use commas and the relative clause provides information which is essential to the meaning of the main clause (*We don't know which book the speaker is referring to without the relative clause. Which book is Tina's? The one which is on the desk*).
- Explain to Ss that in Non-Defining Relative Clauses we give additional information which is put between commas in order to separate it from the main clause. Unlike Defining Relative Clauses, the information is additional. *Peter went to Spain this summer* is a complete sentence. The relative clause - *who is my cousin* - gives extra information and is separated by commas.
- Point out to Ss that in Non-Defining Relative Clauses we cannot replace the relative pronouns with *that* and we cannot omit them.
- Refer Ss to the Grammar Reference (p. 159).
- Ask Ss to read through the sentences 1-7 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Zorbing, **which** is an activity from New Zealand, is popular around the world nowadays.
2. This is the website **where** I found the information about skydiving.
3. Mr Charles, **who** lives next door, had a car accident yesterday.
4. I want to buy the mobile phone **which** I showed you last week.
5. Dave, **whose** mum works at the supermarket, is one of my best friends.
6. The security guards caught the fans **who** were trying to get in the concert without tickets.
7. Venezuela, **where** Maria was born, is a beautiful country.

Listen CD1 ▶▶10 (for transcript see page 173)

A. Aim: to prepare Ss for the listening activity

- Ask Ss to look at the picture and tell you what it shows.
- Elicit answers (*a poster advertising a Harry Potter film*).
- Ask Ss to read through the questions and initiate a short discussion.

KEY

Suggested answers

- Yes, actually those are the only kind of films I like watching.
- I like quite a few action film characters, but I think my favourite one is Jack Sparrow from *Pirates of the Caribbean*.
- Well, he is funny, intelligent, imaginative, likable and a bit weird.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions and options and check understanding.
- Read out and explain the TIPS.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. b, **2.** b, **3.** a, **4.** c, **5.** b

Optional post-listening activity

Ask Ss if they are big fans of a film character, an actor / actress, a singer, a band, etc. If they know lots of facts about them, how this makes them feel, how they get informed about them, etc. and initiate a short discussion.

FUNCTIONS

Describing a person
Talking about professions
Expressing an opinion
Supporting an argument

VOCABULARY

achieve admire ambitious as for behaviour communication skills community courageous deal with dedicated emergency encouraging extremely for instance hard-working hardly ever in fact influence (v) intelligent outgoing paramedic passionate patient (adj) quality receptionist reliable respect responsible risk (v) role model sense of humour sociable stand out strict trust (v) under pressure unselfish

Vocabulary

Aim: to present and give Ss practice in using personality adjectives

- Ask Ss to read through the sentences 1-10 and draw their attention to the words in bold.
- Help Ss deduce the meaning of the words in bold from the context.
- Ask Ss to read through the definitions a-j and check understanding.
- Have Ss do the activity.
- Check the answers with the class and explain any unknown words.

KEY
1. d, **2.** e, **3.** f, **4.** a, **5.** h, **6.** b, **7.** g, **8.** c, **9.** i, **10.** j

- Ask a few Ss to describe someone they know using some of the adjectives presented here.

Speak

Aim: to give Ss practice in describing people and talking about characteristics required for different professions

- Ask Ss to look at the pictures and read the accompanying captions.
- Ask Ss to read through the phrases in the boxes and check understanding. Point out to them that some of the phrases can be used to describe more than one profession.
- Draw Ss' attention to the TIPS and explain them.
- Divide the class into small groups.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose some groups to report their answers to the class.

KEY
Suggested answer

To become **a teacher** you have to be passionate about what you do and show an active interest in your work. You also need to be organised and hard-working because it takes a lot of hard work to prepare for your lessons. Furthermore, I believe that you must have the ability to come up with interesting activities that can keep your students interested in your lesson. You also need to keep in mind that you are a role model for young people who are still developing as individuals, which means that you have to show them how to deal with difficult situations and give them good advice. For this reason, you definitely need to have good communication skills and be encouraging and patient.

People who want to become **paramedics** must like helping other people because this profession involves providing people with medical care / first aid. They must have the ability to perform well under pressure because dealing with emergency situations is very stressful. To deal with emergencies effectively they must stay calm and work well in a team.

If you want to become **an athlete**, you definitely need to be passionate, hard-working and disciplined. This is because training to compete on a professional level takes a lot of time and effort, so you need to be dedicated. I suppose that you must also have the ability to perform well under pressure because when competing, things can get really stressful. And if you cannot deal with your stress, it can negatively affect your performance.

In my opinion, to become **a receptionist** you need to be friendly and patient and you must like helping people. The fact that you are the first person people see and the one they come to when there is a problem or information is required means that you must also have very good communication skills. I suppose that you also have to be very organised because as a receptionist you have many responsibilities and you have to plan your work well.

Write

A. Aim: to prepare Ss for the writing activity

- Ask Ss the questions and initiate a short discussion.
- Point out to Ss that when we use the question *What is he / she like?* we are asking about someone's personality / character as opposed to the question *What does he / she look like?* which we use when we want to find out about someone's appearance.

KEY

Suggested answer

The person I admire the most is my cousin, who is 15 years older than me. He is very friendly, reliable and hard-working. He also has a good sense of humour. I admire him because he has made a success of himself. I like the fact that he is so dedicated to his job. Furthermore, he is very easy to talk to. For this reason, he is the one I turn to when I need some good advice.

B. Aim: to help Ss determine what information to include in a description of a person they admire

- Ask Ss to read through the rubric of the writing task and underline the key words / phrases in it.
- Elicit answers.

KEY

The following should be underlined:

a description of a person you admire, why you admire him / her, how he / she has influenced you

C. Aims: ▶ **to provide Ss with a sample description of a person they admire**
▶ **to familiarise Ss with the content of a description of a person they admire**
▶ **to prepare Ss for the writing activity**

- Ask Ss to look at the picture accompanying the text and tell you who they think this man is (*the man who the text is about / a firefighter the writer admires*).
- Ask Ss to read through the description and underline any unknown words at the same time.
- Ask Ss to read through the questions and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Yes, he / she does.
2. **Paragraph 1:** includes some general information about the writer's uncle
   Paragraph 2: includes a description of the uncle's character and the reasons why the writer admires his / her uncle
   Paragraph 3: explains how the writer's uncle has influenced him
   Paragraph 4: includes a general comment about the writer's uncle and the writer's feelings
3. **a.** *He risks his life every day to save others.*
   b. *In fact, he always offers to help others even when he isn't working.*
   c. *Whenever we're together, he makes me laugh a lot.*

- Ask Ss some comprehension questions:

  What does the writer's uncle do? He's a firefighter.
  Does he love his job? Yes, he does.
  How has he influenced the writer? By showing him / her how important it is to help others who are in need.
  What has the writer decided to become? A doctor.
  Do people in the community like the writer's uncle? Yes, they do.
  What does the writer hope to gain in the future? He / She hopes to gain the same kind of respect from people in the community that his / her uncle has gained.

- Explain any unknown words.

D. Aims: ▶ **to give Ss practice in supporting their arguments when writing a description of a person they admire**
▶ **to prepare Ss for the writing activity**

- Ask Ss to read through the sentences 1-3. Explain to them that they should think of an appropriate example to support the opinion about a person's personality expressed in each sentence.
- Have Ss do the activity.
- Choose some Ss to read out their examples.

KEY

Suggested answers

1. ... even brings work home when she has a lot to do.
2. ... we make noise and talk to each other, he never yells at us but tries to attract our attention in the best possible way.
3. ... always makes new friends wherever she goes.

E. Aims: ▶ **to provide Ss with a plan to be used when writing a description of a person they admire**
▶ **to give Ss practice in writing a description of a person they admire**

- Ask Ss to read through the plan and give them any necessary explanations about the structure of a description of a person.
- Explain to Ss what each paragraph of the main part should be about.
- Draw Ss' attention to the fact that they should provide examples to support their opinion about the person's personality.
- Draw Ss' attention to the TIPS and explain them. Allow Ss time to come up with ideas. Help them if necessary.
- Allow Ss some time to write their descriptions according to the given plan.
- Choose some Ss to read out their descriptions.

FUNCTIONS

Narrating past events

STRUCTURES

Past Simple - Past Continuous

VOCABULARY

as if blinds burglary case (investigation) criminal critical crown curtain dare diamond dressed as emerge familiar with frown gasp get away glance I gather investigate keep something to oneself lean (v) lower (v) murder (v) pause (v) pickpocket pleasant Prime Minister pull reaction rearrange remarkable remind servant shut (v) so that stone voice wax figure

Read CD1 ▶▶ 11

A. Aim: to prepare Ss for the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Yes, I do. I find them very exciting, interesting, etc. / No, I don't. I think they're boring and difficult to understand.
- Sherlock Holmes is the detective in Sir Arthur Conan Doyle's stories (*see background note below*).
- I have seen the film *Sherlock Holmes* starring Robert Downey Jr. as Sherlock Holmes and Jude Law as Dr John Watson.

Background note

Sir Arthur Ignatius Conan Doyle (22 May 1859 – 7 July 1930) was a Scottish physician and writer, most noted for his stories about the noted detective Sherlock Holmes, which are generally considered a major innovation in the field of crime fiction. He was a prolific writer whose other works include science-fiction stories, historical novels, plays and romances, poetry and non-fiction.

Sherlock Holmes is a fictional character created by Sir Arthur Conan Doyle. A brilliant London-based 'consulting detective', Holmes is famous for his astute logical reasoning, his ability to take almost any disguise, and his use of forensic science skills to solve difficult cases.

Dr Watson is a character in the Sherlock Holmes stories by Sir Arthur Conan Doyle. He is Sherlock Holmes' assistant and often accompanies him when he is investigating a crime.

The Adventure of the Mazarin Stone, one of the 56 Sherlock Holmes short stories written by Sir Arthur Conan Doyle, is one of 12 stories in the cycle collected as The Case Book of Sherlock Holmes. It was released in 1921.

B. Aims: ▶ to present vocabulary, functions and structures in the context of an extract from a novel
▶ to help Ss make predictions about the reading text
▶ to check Ss' predictions and give Ss practice in reading for gist

- Draw Ss' attention to the picture accompanying the text and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Draw Ss' attention to the title of the story (*The Adventure of the Mazarin Stone*) and ask them if they have read it or heard of it.
- Elicit answers.
- Ask Ss to read through the text and underline unknown words at the same time.
- Check the answer with the class.

KEY

Who do you think the people are?

The person sitting in the chair is a wax figure of Sherlock Holmes. The young man next to the armchair is Billy, Holmes' servant. The man with the moustache / wearing a hat is Watson and the man next to him is Sherlock Holmes.

What do you think is happening?

Billy is opening the blinds to show Watson the people that are watching them when Sherlock Holmes emerges from his bedroom and shuts them.

- Ask Ss some comprehension questions:

Where does the first chapter of the story take place? In a room of the first floor in Baker Street.
Was the room in a mess? Yes, it was.
What did Watson see in the room when he looked around? Scientific charts, a bench of chemicals and a violin-case leaning in the corner.
Who else was in the room? Billy.
Who was Billy? The great detective's / Sherlock Holmes' young servant.
Was Billy happy to see Watson? Yes, he was.
Why did Watson decide to visit Holmes? Because he was visiting a friend nearby.
What was Holmes doing at that time? He was sleeping.
How had Holmes spent his day? Following someone.
Why did Holmes change his physical appearance? Because he didn't want to be recognised as he was investigating a case.
Who had visited Holmes before Watson? The Prime Minister and the Home Secretary.
Why did they visit him? Because they wanted his help in the case of the Crown diamond.
When did Holmes put the curtain up? Three days ago.
Where was the wax figure placed? It was placed in an armchair between the window / blinds and the curtain.
What impression did the wax figure give? That Sherlock Holmes was sitting, reading a book.
Did Billy believe that they were being watched? Yes, he did.
Was Holmes happy to see Watson? Yes, he was.
When was Holmes expecting a murder to happen? That same evening.

C. Aim: to give Ss practice in identifying specific information in the text

- Ask Ss to read through the questions and the options and check understanding.
- Have Ss do the activity.
- Check the answers with the class. Ask Ss to provide justification for their answers.

KEY
1. b. **2.** b. **3.** c. **4.** b. **5.** c

D. Aim: to give Ss practice in guessing the meaning of unknown words

- Refer Ss to the text and draw their attention to the highlighted words in it.
- Ask Ss to try to guess what they mean.
- Ask Ss to read through the meanings 1-8 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. lifelike	**5.** case
2. critical	**6.** glance
3. murder	**7.** pause
4. remarkable	**8.** gasp

- Explain any unknown words and choose Ss to read the text aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

What did you learn about Sherlock Holmes from the extract?
It is clear from the extract that Sherlock Holmes likes to disguise himself when he is investigating a case because we are told that he dressed up as a workman and an old woman. I also assume from the fact that he was visited by the Prime Minister and the Home Secretary that he is a good detective and people trust him to get the job done. Furthermore, he must also be very clever and creative and usually comes up with a very interesting way to catch the person planning to commit a crime.

Would you like to read the rest of the story?
Yes, I suppose that it is interesting enough.

What do you think will happen?
Sherlock Holmes will not be murdered and will manage to catch the person who is planning on murdering him. He will also solve the case and find the Crown diamond and the person / people who stole it.

Grammar

Aim: to revise the Past Simple, the Past Continuous and time clauses and give Ss practice in using them in context

- Ask Ss to read through the examples in the grammar box.
- Draw Ss' attention to the words in bold and ask them to tell you what the difference between the Past Simple and the Past Continuous is.
- Refer Ss to the Grammar Reference (p. 160).
- Refer Ss to the text and ask them to find similar examples in it (*I was visiting a friend nearby when I decided to come and see Holmes. / While Billy was talking, Watson turned to look at the window. / Billy explained as he was rearranging the head.*).
- Ask Ss to come up with their own examples.
- Ask Ss to read through the text below the grammar box and make sure they haven't got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. were	**9.** chose	**17.** were talking
2. decided	**10.** wanted	**18.** saw
3. went	**11.** were sitting	**19.** was holding
4. saw	**12.** saw	**20.** stood
5. were walking	**13.** didn't go	**21.** dropped
6. bought	**14.** stayed	**22.** ran
7. put	**15.** left	
8. left	**16.** thought	

FUNCTIONS

Narrating past events
Describing an accident

VOCABULARY

along with ambulance approach be allowed to break out bystander carriage chase (n) crime scene emergency services explosion helpless hold-up investigation keep an eye on keep in mind keep off keep on keep one's fingers crossed keep one's promise keep somebody company keep still keep up with look into panic passenger platform react rescue shock slow down track (for train) trap (v) unbelievable within minutes

Vocabulary

Aim: to present and practise phrasal verbs and expressions with *keep*

- Ask Ss to read through the words / phrases in the box and then complete the blanks in the sentences 1-10.
- Explain to Ss that they need to form phrasal verbs and expressions with *keep*.
- Have Ss do the activity.
- Check the answers with the class. Provide Ss with any necessary explanations and / or definitions.

KEY

1. company
2. off
3. up with
4. an eye on
5. still
6. fingers crossed
7. in mind
8. promise
9. to yourself
10. on

Language Plus

keep somebody company = stay with somebody so that they are not alone
keep off = prevent somebody / something from coming near, touching, etc.
keep up with somebody / something = move or make progress at the same rate as somebody / something
keep an eye on somebody / something = take care of somebody / something and make sure they are not harmed / damaged
keep still = not moving
keep your fingers crossed = hope for good luck (sometimes putting one finger across another as a sign of hoping for good luck)
keep in mind = remember or consider something
keep a promise = do what you have told somebody
keep something to yourself = not tell other people about something
keep on = continue doing something (Point out to Ss that we say keep (on) + -ing form (gerund))

- Ask Ss to come up with their own sentences using the phrasal verbs and expressions with *keep*.

Listen CD1 ▶▶| 12, 13 (for transcript see page 174)

A. Aim: to prepare Ss for the listening activity

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Yes, I recently heard about a man who ran after and caught a person who had stolen an old woman's bag.
- I think that it depends. If the criminal has a gun, it is not a good idea to try and stop him because you may get hurt or even killed. If, however, there are a lot of people around and the criminal cannot escape easily, then he / she should be stopped. This way we show that we care about others and the safety of our community.

B. Aims: ⊙ **to give Ss practice in listening for gist**
⊙ **to give Ss practice in transferring from verbal to visual**

- Ask Ss to look at the pictures carefully and read through the captions accompanying them.
- Help Ss deduce the meaning of any words they may not know from the context of the respective picture.

Background note

The initials **DNA** stand for Deoxyribonucleic acid which is a nucleic acid that contains the genetic instructions used in the development and functioning of all known living organisms. The main role of DNA molecules is the long-term storage of information.

DNA testing is a technique employed by forensic scientists to assist in the identification of individuals by their respective DNA profiles. Forensic scientists can use blood, skin, saliva, hair, etc. to extract DNA and match it with suspected criminals. DNA profiles are encrypted sets of numbers that reflect a person's DNA makeup, which can also be used as the person's identifier.

- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

The following should be ticked: **1.** hold-up, **2.** DNA testing, **4.** a crime scene investigation

C. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-6 and check understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. T, **2.** F, **3.** T, **4.** T, **5.** F, **6.** F

Speak

Aim: to give Ss practice in talking about an accident through a role play, thus revising some of the structures, functions and vocabulary presented so far

- Ask Ss to look at the picture and read through the headline and tell you what it is about (*a train accident*).
- Ask Ss to look at the layout of the text and tell you what it is and where it can be found (*a newspaper article*).
- Ask Ss to read through the article and underline any unknown words at the same time.
- Explain unknown words.
- Divide Ss into pairs and ask them to read through the instructions. Provide them with any necessary explanations.
- If needed, work on Student A's questions first.
- Get Ss to do the activity and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

KEY

Suggested answer

A: Where were you and what were you doing?
B: I was on the platform at Leyton Train Station and I was waiting for the 8:14 train.
A: What exactly happened?
B: As the train was approaching the station and was slowing down, it came off the tracks. Then there was a small explosion and a fire broke out in the two front carriages.
A: What did you think when you first saw the accident?
B: I couldn't believe my eyes! I panicked because I thought everyone would die. They looked so helpless!
A: How were the people rescued?
B: The station workers along with bystanders reacted quickly and managed to get everyone off the train. The emergency services and ambulances arrived quickly, too.
A: Was anybody trapped?
B: Fortunately, no one was trapped and only few were injured.
A: What did you do to help?
B: When I got over my shock, I helped some of the station workers get some passengers off the train.
A: How do you feel?
B: I feel very proud of myself. It was an unbelievable experience but I hope nothing like that ever happens again.
A: What do you think caused the accident?
B: I can't really tell. I hope the police will be able to find out the cause of the accident.

Listen CD1 ▶▶14 (for transcript see page 174)

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the questions and look at the pictures and check their understanding.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. b, **2.** b, **3.** b, **4.** a, **5.** c

FUNCTIONS

Expressing feelings
Narrating a story
Sequencing past actions
Using linking words / phrases

VOCABULARY

alive as a consequence as a matter of fact
as a result bang (n) barely be gone beast
break into cabin fear (n) flash (n)
hold one's breath in the meantime in / out of luck
light (v) local (n) miles relieved remove rock
search (v) set off (explode) shake
The next thing I knew... therefore throw
too good to be true turn out whisper

Write

A. Aims: ⓟ to prepare Ss for the writing activity
ⓟ to give Ss practice in narrating and expressing their feelings

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- The most dangerous situation that I've ever been in was an armed robbery. My mother and I were at the supermarket doing some shopping when four men with guns walked in. They demanded that the woman at the checkout give them the money. My mother and I just lay on the floor until they left. The truth is that I have never felt so frightened in my life. It was a terrifying experience. One that I will never forget.
- It was last year when a terrible earthquake happened in my hometown. Lots of buildings were destroyed and many people were injured. Fortunately, no one was killed. I felt absolutely terrified and helpless against nature's natural forces.

B. Aims: ⓟ to prepare Ss for the writing activity
ⓟ to provide Ss with a sample story with a given ending
ⓟ to help Ss identify some important stylistic features of a story with a given beginning or ending

- Ask Ss to read through the writing task and check understanding.
- Ask Ss to look at the pictures and guess what the story is about.
- Ask Ss to read through the story and check their predictions.
- Ask Ss some comprehension questions:

What was Terry's idea? To spend New Year in a cabin in the mountains with his brother, Phil.
Were they having a good time? No, they weren't.
What was outside the cabin? Two polar bears.
What were they afraid might happen? They were afraid that the polar bears might break into the cabin.
What did Terry do? He lit a firework and threw it outside.
What scared the polar bears away? The loud bangs and the flashes of light coming from the firework.
How did the boys feel once the polar bears were gone? They were relieved.
Who did the fireworks attract? Some locals.
What did the locals do? They took the boys to safety.

- Explain any unknown words.
- Ask Ss to read through the questions and point out to them that they should justify their answers whenever possible by underlining words / phrases in the story.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Yes, he / she has. The writer has finished the story with the given sentence without changing it.
2. The writer uses the following past tenses: the Past Simple (*was, got up, glanced, looked, could, held up, whispered, had, searched, removed, understood, wanted, lit, threw, held, were, scared, cried, attracted, took*), the Past Continuous (*were sitting, was turning*) and the Past Perfect Simple (*had been*).
3. The writer uses linking words / phrases expressing time (*...it wouldn't be long **before** the 400-kilo beast..., / **When** he looked at Phil again, he was..., / **Suddenly**, Terry had an idea. / **A moment later**, there were loud bangs...*), contrast (***However**, it was turning out to be a very bad one. / ...**but** now was probably a better time.*) and result-consequence (***So**, he lit one and threw it outside.*).
4. The writer uses Direct Speech to make his / her story more vivid.

C. Aim: to present linking words / phrases and give Ss practice in using them in context

- Draw Ss' attention to the table and ask them to read through the different categories of linking words / phrases.
- Point out to Ss that linking words / phrases are used to connect ideas and have various functions such as expressing time, result and consequence, cause and reason, giving emphasis, etc. If necessary, explain any unknown words / phrases Ss might have.
- Ask Ss to read through the story and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. while	**5.** So
2. because	**6.** In fact
3. so	**7.** just as
4. As a result	**8.** Then

D. Aims: ⓟ to provide Ss with a plan to be used when writing a story
ⓟ to give Ss practice in writing a story with a given beginning or ending

- Ask Ss to read through the plan and give them any necessary explanations about the structure of a story and the different parts of it.
- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the writing task and check understanding.
- Allow Ss some time to write their stories.
- Choose some Ss to read out their stories.

Let's Read 1

Aim: to familiarise Ss with literature from various countries

A.

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Background note

Jules Gabriel Verne (1828-1905) was a French novelist, poet, and playwright best known for his adventure novels and his profound influence on the literary genre of science fiction. *Twenty Thousand Leagues Under the Sea* is a classic science-fiction novel by Verne published in 1870. It tells the story of Captain Nemo and his submarine *Nautilus* as seen from the perspective of Professor Pierre Aronnax, a noted French marine biologist.

B.

- Draw Ss' attention to the title of the novel (*Twenty Thousand Leagues Under the Sea*), and ask them if they have read it or heard of it.
- Elicit answers.
- Draw Ss' attention to the picture accompanying the text, and ask them the question in the rubric.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Check the answer with the class.
- Ask Ss some comprehension questions:

What did Aronnax see when he looked out of the Nautilus? A sea monster worthy of myth and legend.

Who had been looking at it? Aronnax's companion, Ned Land.

What was the sea monster like? It had eight long tentacles which were twice as long as its body, and its mouth was like the beak of an oversized parrot.

What was it doing? It was swimming at great speed and staring at them with its enormous green eyes.

Who entered the room after the Nautilus had stopped for a minute? Captain Nemo and his lieutenant.

What were they talking about? They were talking about the monsters.

What did Aronnax think had happened? He thought that they had struck something.

What did Captain Nemo tell him they were going to do? He told him that they were going to fight the monsters, man to beast.

Who ordered the Nautilus to rise to the surface? Captain Nemo.

Where did the ten men with hatchets head towards? They headed towards the central staircase.

What did Aronnax take? A hatchet.

What did Ned Land grab? A harpoon.

What happened as soon as one of the sailors at the top of the ladder opened the door? The door was pulled off with great force by the squid.

What was the tentacle of the squid that slid down into the opening like? It was like a gigantic snake.

What did Nemo do? With one blow of his hatchet, he cut the tentacle off the squid.

What did the others do then? They all rushed out.

What will Aronnax hear for the rest of his life? The cries of the sailor that one of the beasts had grabbed.

What did Captain Nemo and his lieutenant do? They threw themselves on the beast.

How did the beast react? It shot out black liquid.

What happened to them? They were blinded for an instant.

How many squid attacked the sides of the Nautilus? Ten or twelve.

What did Aronnax and the other men do? They fought them as best they could.

Why was Ned on the floor? A tentacle had knocked him over while he was fighting bravely.

Was he in danger? Yes, he was.

What was a squid about to do to him? It was about to cut him in two with its beak.

Who saved him? Captain Nemo.

How did he save him? He hit the beast with his hatchet.

When did the monsters finally leave them? After a quarter of an hour of fighting had passed.

Language Plus

League is a term used in older times as a measure of distance on land or at sea. At sea, it is equivalent to three nautical miles, or 5.6 km.
Monsieur is used as a form of polite address for a man in a French-speaking area.

C.

- Ask Ss to read through the questions and the options, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. c, **2.** b, **3.** a, **4.** c, **5.** c, **6.** b

D.

- Ask Ss to look at the highlighted words in the text and try to guess what they mean.
- Ask Ss to read through the meanings a-j, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

a. blind	**f.** grab
b. overcome	**g.** myth
c. gaze	**h.** overhear
d. companion	**i.** attack
e. struggle	**j.** oversized

E.

- Ask Ss the questions.
- Elicit answers, and initiate a short discussion.

KEY

- He means that it didn't look like an ordinary animal. It looked like a mythical creature due to its size and appearance.

Suggested answer

- I think that Captain Nemo is a brave man who cares about the sailors. We understand that by the fact that he fights against the squid along with the other men and he rushes to save Ned Land, the narrator's companion, when a squid had knocked him over.

F.

- Refer Ss to the plan, ask them to read it and provide them with any necessary explanations about the structure of a summary.
- Draw Ss' attention to the TIPS, and explain them.
- Ask Ss to read through the writing task, and check their understanding.
- Allow Ss some time to write their summaries.
- Choose some Ss to read out their summaries.

KEY

Suggested answer

In this extract from *Twenty Thousand Leagues Under the Sea* by Jules Verne, Captain Nemo and his crew are at sea in the submarine *Nautilus*. Alongside the captain, the story's narrator, Monsieur Aronnax, and his friend Ned Land appear as key participants in the events described. Verne uses the passage to explore in an extreme form the theme of humankind against nature. The scene begins with a number of giant squid approaching the *Nautilus*, and one of them gets caught in its propeller. The submarine then rises to the surface and a battle between the men and squid takes place. In the end, the squid leaves, but at the cost of one human life. It is not clear whether all the squid attack before one gets caught in the propeller, or whether they attack afterwards, because they believe they are under attack themselves. There is no doubt, however, that the men win through violence, courage and endurance. In this extract, Verne wants to make us feel that the ocean can be an extremely dangerous place.

Project

- Draw Ss' attention to the project, and tell them that they are going to make a presentation of one of Jules Verne's novels.
- Ask Ss to choose one and to find information about the plot, main characters and interesting features.
- Refer Ss to the Project Skills section, and explain the steps they have to follow in order to complete the project.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Have Ss do the project in class or assign it as homework.
- Have Ss present the projects to the class.

2 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities

A.

KEY
1. anxious
2. made
3. persuade
4. wood
5. hairs
6. succeed
7. an eye
8. searched

B.

KEY
1. in
2. on
3. down, up
4. of
5. out
6. For
7. with

C.

KEY
1. any
2. few
3. lots / plenty
4. little
5. lots / plenty
6. some
7. many
8. any

D.

KEY
1. I've just bought a new book which / that was written by J.K. Rowling.
2. That boy, whose father is my teacher, is Jack.
3. Look at that old school where I used to go.
4. Ms Robinson, who's got four cats, lives next door. / Ms Robinson, who lives next door, has got four cats.
5. These earrings, which my sister bought for me, are lovely. / These earrings (which / that) my sister bought for me are lovely.

E.

KEY
1. were getting on, broke out
2. broke into, stole
3. arrived, turned
4. was investigating, noticed
5. stopped, was talking, was driving

F.

KEY
1. e, 2. f, 3. b, 4. g, 5. c

Now I can...

Aims: ▶ to give Ss the opportunity to check their progress
▶ to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get S to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

For Song 1, go to page 132. CD1 ▶▶| 15

Exam Practice (p.141)

A.

KEY
1. sense of humour
2. in common
3. while
4. soon as
5. familiar
6. which / that
7. allowed to

B.

KEY
(1) few, (2) who, (3) in, (4) any, (5) of, (6) little, (7) out, (8) of, (9) few, (10) to, (11) where, (12) which

For Video Worksheet, go to page 149.

3 Buy it!

FUNCTIONS

Talking about shopping habits

VOCABULARY

online shopping shop around shop till you drop
shopaholic shopping spree shopping therapy
the shopping window-shopping

Aims: ⊙ to introduce the topic of the module and activate Ss' background knowledge
⊙ to present the learning objectives of the module

- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit answers (*a young woman probably in a mall carrying shopping bags and talking on the phone*).
- Ask Ss to guess what the module will be about and elicit answers.
- Ask Ss the first two questions in the *Discuss* section.
- Elicit answers.

KEY

Suggested answers

- **Do you think shopping is a chore or a leisure activity?**
  I think it depends on what kind of shopping you are doing. If you are doing the shopping at the supermarket, I suppose it is a chore because it has to be done regularly, which means that you have to fit it into your busy schedule. Furthermore, you buy more or less the same things, which makes it boring and monotonous. Shopping can, however, be an enjoyable leisure activity with friends especially if you have time on your hands to look around and shop for things that you like buying, like CDs or clothes.
- **When was the last time you went shopping? What did you buy?**
  About a week ago. I bought some clothes and a pair of trainers.

- Draw Ss' attention to the third question and the phrases in bold in the speech bubbles.
- Help Ss deduce the meaning of any unknown phrases from the context. If necessary, provide them with any further explanations.

Language Plus

to shop around = to compare the price and quality of the products being sold at different shops before you buy anything
(to go / be on a) shopping spree = to spend a short period of time doing a lot of shopping
to shop till you drop = to shop until you are too tired to continue
(to do some) shopping therapy = to go shopping (usually for useless things) believing that it will make you feel better
(to go) window-shopping = to look at the goods in shop windows, usually without intending to buy anything
the shopping = the things that you have bought from the supermarket, shops, etc.
online shopping = when you buy goods or services over the Internet
shopaholic = somebody who is addicted to shopping and cannot stop himself / herself from buying things

- Ask Ss some questions practising the phrases in bold:

  Do you usually shop around before you decide what to buy?
  When was the last time you went on a shopping spree?
  When was the last time you shopped till you dropped?
  Do you use shopping as a therapy?
  Do you enjoy window-shopping?
  Have you ever tried online shopping?
  Are you a shopaholic?

- Elicit answers.
- Draw Ss' attention to the *Go through the module and find...* section.
- Ask Ss to find where these topics are discussed.

KEY

- a shopping questionnaire: p. 43
- three products you can buy over the Net: p. 38
- two teenagers doing part-time jobs: p. 47
- a text with advice for shoppers: p. 44
- an advertisement about a job in a pet shop: p. 49

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.
- Draw Ss' attention to the value of the module, and discuss the importance of it.

KEY

Suggested answer

Being a responsible consumer is very important in today's society which is characterised by consumerism. So, being a responsible consumer involves spending money sensibly. That means reducing the amount of money you spend by considering your actual needs before you go shopping or even recycling and reusing products.

FUNCTIONS

Talking about online shopping
Expressing possibility, obligation, prohibition and absence of necessity in the present and future
Making deductions about the present and future

STRUCTURES

Modal verbs (may / might / could, must / can't, must / have to / need (to) / can't)

VOCABULARY

% off adaptor assemble attach blow up (inflate) booklet buy (n) ceiling certain comfort delivery discount display (n) fill fit (v) fold funky inflatable instruct instructions item lens nap occasional order (n) privacy private recommend refund shooting star sleepover space (room) spectacular standard suitable take one's breath away technique tire somebody out up to wherever

Read CD1 ▶▶ 16

A. Aim: to prepare Ss for the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- I don't shop online very often. I only buy things when I am sure that I am getting something at a good price.
- I think it's convenient because you can do it from the comfort of your home. I believe that in the near future people will shop mainly online. It's just going to take a while for us to get used to it. / I think online shopping is dangerous since you have to use your credit card.

B. Aims: ⓟ **to give Ss practice in making predictions based on visual prompts**
ⓟ **to present vocabulary, functions and structures in the context of a webpage advertising three products**
ⓟ **to give Ss practice in reading for gist**

- Draw Ss' attention to the layout of the text and ask them to tell you what it is (*a webpage*).
- Ask Ss to tell you what the webpage is about (*online shopping*).
- Draw Ss' attention to the three pictures and ask them the questions in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and check their predictions. Tell them to underline unknown words at the same time.
- Ask Ss some comprehension questions:

Laser Cosmos

What can the gadget Laser Cosmos 'bring' into your bedroom? It can 'bring' space into your bedroom.
What kind of technology does Laser Cosmos use? It uses powerful green laser and holographic technology.
What shape does it come in? It comes in a funky star shape.
What is the special lens that it has for? It is for a cloud and light show.
Is it suitable for children that don't go to school yet? No, it isn't.
How much does it cost? €199.

Moon Shoes

What is it like wearing the Moon Shoes? It's like having mini-trampolines attached to your feet.
What can you experience with the Moon Shoes? The lightness of being in space.
What do the Moon Shoes have which help you jump around? They have built-in springs.
What is the biggest shoe size they come in? Men's shoe size 9.
What does the booklet include? Tips and jumping techniques.
Do you have to pay extra for the booklet? No, you don't.
Are they available in different colours? Yes, they are.
Should a man who weighs 95 kg use them? No, he shouldn't.
How much do they cost? €37.99

Nappak

How can the Nappak be used? As a bed or folded into a sofa shape.
What does it include? An air compressor.
What is the air compressor for? For blowing it up.
Is it available in only one colour? No, it isn't.
How much does it cost? €89.99
When do you get a 5% discount? When you order 3 or more items.

C. Aim: to give Ss practice in identifying specific information in the text

- Read out and explain the TIPS.
- Have Ss do the activity.
- Check the answers with the class. Ask Ss to provide justification for their answers.

KEY
1. N, **2.** L, **3.** M, **4.** N, **5.** L + M, **6.** L, **7.** N, **8.** M

D. Aim: to give Ss practice in word building

- Ask Ss to read through the sentences 1-7 and check understanding.
- Ask Ss to complete the sentences with the correct form of the words in brackets. Point out to them that all the missing words are in the text.
- If necessary, give an example on the board and remind Ss of the concept of derivatives.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. privacy
2. instructions
3. suitable
4. occasional
5. weight
6. delivery
7. height

- Explain any unknown words and choose Ss to read the advertisements aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- I suppose that if I were to buy one of these items, I would buy the Laser Cosmos. It seems like an interesting gadget to have, and it might be quite entertaining to be able to look at the night sky before going to bed at night.
- Actually, I think that the Moon Shoes in the second advertisement would be a waste of money. I can't imagine why anyone would want to buy them.

- Ask Ss some further questions:

Do you like buying / collecting gadgets?
What kind of gadgets do you like buying / collecting?

- Elicit answers.

Project

- Draw Ss' attention to the project, and tell them that they are going to write an advertisement about an unusual product.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to complete the project. If Ss are not familiar with the layout of an advertisement, you can bring one to class or use the Internet to find some sample advertisements.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use. If they cannot find an unusual product on the Internet, allow them some time to do some brainstorming and come up with their own idea.
- Encourage Ss to find pictures and interesting facts as well.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

Grammar

Aim: to revise modal verbs and give Ss practice in using them in context

may / might / could

- Ask Ss to read the first example and discuss what they remember about the use of the modal verbs *may, might* and *could*.
- Tell Ss to find an example of the modal verbs *may / might / could + infinitive without to* in the text (*You might even see the occasional shooting star.*) and ask them what it expresses (*possibility in the present / future*).
- Draw Ss' attention to the second example. Explain to them that in negative sentences only *may not* and *might not* can be used to express lack of possibility (*could not expresses lack of ability*).
- Refer Ss to the Grammar Reference (p. 160).
- Ask Ss to come up with their own examples.

must / can't

- Ask Ss to read the examples and discuss what they remember about the use of the modal verbs *must* and *can't* (*they express a positive and a negative deduction respectively about the present / future*).
- Refer Ss to the Grammar Reference (p. 160).
- Ask Ss to come up with their own examples.

must / have to / need (to) / can't

- Ask Ss to read the first two examples and discuss what they remember about the use of the modal verbs *must, have to* and *need to*.
- Refer Ss to the Grammar Reference (p. 160).
- Ask Ss to come up with their own examples.
- Ask Ss to read through the third example and discuss what they remember about the use of the modal verbs *mustn't* and *can't* .
- Refer Ss to the Grammar Reference (p. 160).
- Ask Ss to come up with their own examples.
- Ask Ss to read through the last example and discuss what they remember about the use of the modal verbs *don't have to, don't need to* and *needn't*.
- Tell Ss to find an example of these modal verbs in the text (*...so you needn't tire yourself out blowing it up.*) and ask them what it expresses (*absence of necessity*).
- Ask Ss what the difference in meaning between *mustn't* and *don't have to* is.
- Elicit the answer that *mustn't* expresses prohibition while *don't have to* expresses absence of necessity.
- Refer Ss to the Grammar Reference (p. 160).
- Ask Ss to come up with their own examples.
- Ask Ss to look at the sentences 1-7 and have them do the activity.
- Check the answers with the class.

KEY
1. c, **2.** c, **3.** b, **4.** b, **5.** a, **6.** b, **7.** a

FUNCTIONS

Using language related to money and shopping
Expressing preference
Giving advice
Expressing your opinion
Making suggestions
Expressing threat or warning

STRUCTURES

would rather – had better – should – ought to

VOCABULARY

afford bank holiday bargain be a bit short be broke browse cash card cash desk cash machine change (n) check something out coin cost (n) cost a fortune cost an arm and a leg credit card digital frame except exchange fitting room free of charge great value for money guarantee inch It's open 24 / 7 note offer (n) on sale price tag reasonable receipt sales That's a rip-off Two for the price of one worth

Vocabulary

A. Aim: to give Ss practice in using vocabulary related to money in context

- Ask Ss to read through the words / phrases in the box.
- Ask Ss to read through the sentences 1-8 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.
- If necessary, help Ss deduce the meaning of any unknown words / phrases from the context of the respective sentences.

KEY

1. an arm and a leg
2. cash, credit card
3. exchange
4. afford, broke
5. Notes, coins
6. change, receipt
7. cash machine
8. charge

B. Aim: to give Ss practice in distinguishing between easily confused words

- Ask Ss to read through each set of words and do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

KEY

1. price
2. cost
3. value
4. worth
5. discounts
6. bargain
7. sale
8. sales
9. offers

Language Plus

to be great / good value for money = worth the money something costs
price = the amount of money that you have to pay for something
cost (n) = the amount of money that you need in order to buy, make or do something
(€200, etc.) worth of something = an amount of something that has the value mentioned

(special) offer (n) = a reduction in the normal price of something, usually for a short period of time
sales = an occasion when a shop sells its goods at lower prices than usual
(on) sale = being offered at a reduced price
discount (n) = a reduced price, an amount of money that is taken off the usual cost of something
bargain (n) = something bought for less than the usual price

C. Aim: to present phrases related to shopping

- Ask Ss to read through the four dialogues.
- Ask Ss to read through the phrases 1-6.
- Have Ss do the activity. Point out to them that they should deduce the meaning of any unknown phrases from the context of the respective dialogue.
- Check the answers with the class. If necessary, provide Ss with any further explanations (e.g. In the phrase *We're open 24 / 7*, the number 24 refers to the hours of the day and the number 7 refers to the days of the week.).

KEY

1. It costs a fortune!
2. I'm a bit short.
3. I'm just browsing.
4. We're open 24 / 7.
5. That's a rip-off!
6. Two for the price of one.

Grammar

Aim: to present *would rather, had better* and *should / ought to* and give Ss practice in using them in context

would rather

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Draw Ss' attention to the first example and help them deduce the difference between *I would rather pay in cash* (specific preference) and *I don't like using my credit card* (general preference).
- Point out to Ss that *would rather* expresses specific preference in the present and future and is followed by an infinitive without to.
- Also, point out that *would rather* can be followed by *than* when saying that you prefer to do something rather than something else (e.g. *I'd rather watch TV than do the washing-up.*).
- Explain to Ss that in its negative form, we use *would rather + not + infinitive without to.* In spoken English, short forms are commonly used (I'd rather, You'd rather, etc.)
- Refer Ss to the Grammar Reference (p. 161).
- Ask Ss to come up with their own examples.

had better

- Ask Ss to read through the examples and tell you what the words in bold express (*had better* expresses advisability and means should. It is used to indicate that it would be good for something to happen).
- Explain to Ss that *had better* is followed by an *infinitive without to* and in its negative form, we use *had better + not + infinitive without to.* In spoken English, short forms are commonly used (*I'd better, you'd better,* etc.).
- Point out to Ss that it refers only to the present and future, not to the past.
- Refer Ss to the Grammar Reference (p. 161).
- Ask Ss to come up with their own examples.

should - ought to

- Ask Ss to read through the examples and tell you what the words in bold express (*advice, opinion or suggestion*).
- Point out to Ss that *should* and *ought to* can be used interchangeably.
- Explain to Ss that we use *should (not) + infinitive without to* and *ought (not) to + infinitive without to* to refer to the present and future.
- Ask Ss to come up with their own examples.
- Draw Ss' attention to the difference between *had better* and *should / ought to* and help them deduce that *had better* expresses stronger advice, a threat or warning (e.g. *You had better not spend all your money on computers. Your parents will be angry.*) and is stronger than *should / ought to.*
- Refer Ss to the Grammar Reference (p. 161).
- Have Ss do the activity below the grammar box.
- Check the answers with the class.

KEY

1. should go shopping during the sales.
2. had better not use your dad's credit card without asking.
3. 'd / would rather walk than go by bus.
4. ought to ask for a receipt when you buy something.
5. would rather not go to the theatre.
6. should check this out!

Listen CD1 ▶▶| 17, 18 (for transcript see page 175)

A. Aim: to give Ss practice in listening for gist

- Explain to Ss what the activity is about and ask them to read through the options a-c and check understanding.
- Draw Ss' attention to the TIPS and explain them.
- Play the CD and have Ss do the activity.
- Check the answer with the class.

KEY
b

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions and the options and check understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
1. b, **2.** b, **3.** a, **4.** c, **5.** b

FUNCTIONS

Talking about shopping and shopping habits
Comparing and contrasting
Speculating and making a decision

VOCABULARY

a wide variety of accessory brand complete (v) consider (oneself to be) coupon damaged deal (n) department store fashionable female goods handmade inconvenient inform lack of location mail order catalogue mailing address male occupation open-air market postcode practical product questionnaire realise second-hand shop service sex (gender) shopper shopping mall staff stall street vendor

Speak

A. Aim: to give Ss practice in comparing and contrasting two pictures

- Draw Ss' attention to the two pictures and ask them to describe what a *shopping centre* and an *open-air market* are (*a group of shops built together under one roof – a public outdoor market place where food and other items are sold*).
- Elicit answers.
- Ask Ss:

  Is there a shopping centre or an open-air market in your city / town / neighbourhood?
  Do you like hanging out at shopping centres?
  When was the last time you went to a shopping centre?
  Have you ever been to an open-air market?

- Elicit answers.
- Ask Ss to read through the list of ideas as well as the words / phrases in the box and check understanding.
- Explain to Ss that they should talk about the similarities and differences between a shopping centre and an open-air market taking into consideration the suggested ideas and using the suggested words / phrases.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to report their answers to the class.

KEY

Suggested answer

In the first picture we can see a modern shopping centre whereas in the second picture we can see a traditional open-air market. Shopping centres are usually very big and consist of lots of shops, which are found indoors. Open-air markets consist of stalls owned by street vendors, which are found outdoors. This means that sometimes bad weather conditions may stop shoppers from going there to shop.

Regarding location, it depends on the town / city. For example, in some towns / cities shopping centres can be found everywhere, which is convenient for shoppers, while open-air markets are usually located somewhere in the town / city centre, which can be inconvenient. So it depends on where you live and what you are looking for. Both offer a wide variety of goods. The difference is that shopping centres usually sell more fashionable products and brand names, which tend to be more expensive. In open-air markets you can find fresh fruit and vegetables and sometimes handmade goods, which are usually practical and fairly reasonably priced. This doesn't mean that you cannot find bargains in shopping centres because during the sales, products are sold at very good prices. As for the quality of the products, I think that you find good quality and bad quality goods in both open-air markets and shopping centres.

The service provided also varies. Street vendors usually provide customers with a more personalised service but so do the staff of small shops. This means that they show an interest in their customers and do their best to keep them happy. Service tends to be impersonal in large shops / department stores but there are more shop assistants and fitting rooms.

B. Aim: to give Ss practice in speculating and making a decision

- Ask Ss to look at the two pictures and tell you what they show (*an advertisement / a poster of a shop selling T-shirts and an advertisement of a department store in a magazine*).
- Make sure that Ss know what a *department store* is (*a large shop divided into several different parts, each of which sells different things*) and can differentiate it from a shopping centre.
- Ask Ss to read and tell you what the shop and the department store have in common (*you can buy T-shirts in both of them, they have special offers and they are on the same street*).
- Draw Ss' attention to the coupon that comes with the advertisement of the department store and explain how it can be used.
- Ask Ss to read through the list of suggested ideas as well as the suggested phrases in the box and check understanding.
- Point out to Ss that they should first discuss the advantages and disadvantages of each place.
- Then Ss should imagine that they want to buy a T-shirt for a friend and they should decide where to buy it from giving reasons for their choice.
- Draw Ss' attention to the TIPS and explain them.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues in class.

KEY

Suggested answer

Student A: In my opinion, we should go to Magic Department Store. It's got a website so before we go, we can check out the designs of the T-shirts on sale and their prices. Apart from that, it's very convenient to shop there because it's open seven days a week. That way we can go there on Sunday when we have nothing to do and get the one we want to buy.

Student B: Well, I'm not sure about that. I think that T-S Mania would be the most suitable place to buy a T-shirt because they specialise in them, so they have a large variety of interesting designs to choose from. Magic is a large department store which sells lots of other things, so I don't think it will have such a large variety.

Student A: Yes, but if we buy a T-shirt from T-S Mania, Ben won't be able to exchange it if it doesn't fit him. That's a disadvantage. So, I believe it's better to get it from Magic because we won't have to worry about that.

Student B: I see what you mean but I'd rather get it from T-S Mania. Why don't we call his mother and find out his size? That way we don't have to limit ourselves to what is available at Magic.

Student A: I suppose we can do that. By the way, did you notice that we can get a 30 per cent discount at Magic with this coupon? T-S Mania doesn't seem to offer a discount.

Student B: Yes, but it's got a special offer on this week. Look, we can get three T-shirts for the price of two. I wouldn't mind getting one for myself and if you want one too, then we can get Ben's for free. RM 30 each is not so bad!

Student A: No, it isn't actually, and I have been wanting to get myself one. OK, let's go there then.

Student B: Did you know that at T-S Mania we can create our own design? Perhaps we should do that. That way we can add our own personal touch and create T-shirts that will be more interesting than ordinary ones.

Student A: That's great! Why didn't you tell me that all this time?

Write

A. Aim: to give Ss practice in completing a form with their personal information

- Ask Ss if they have ever filled in a questionnaire, what it was about, what kind of information they were asked to give, etc.
- Elicit answers.
- Draw Ss' attention to the first part of the questionnaire and ask them to tell you what they think it is about (*it is about the Riverside Shopping Mall*) and what kind of information they are asked to give here (*personal information*).
- Ask Ss the two questions.
- Draw Ss' attention to the information a-d in the box and ask them to identify where each piece of information should appear in the questionnaire without writing anything on the questionnaire as they should save it for their personal information.
- Check answers with the class.

KEY

1. The symbol * indicates that the specific information is required and the relevant fields must be filled in.
2. **a.** Name, **b.** email address, **c.** Postcode, **d.** Mailing Address

B. Aim: to give Ss practice in completing a questionnaire about their shopping habits

- Ask Ss to read through the rest of the questionnaire and check understanding.
- Allow Ss some time to fill in the questionnaire individually or in pairs.
- Point out to Ss that when there are no given options to choose from, they should provide their own short answers.
- Choose pairs to act out the survey in class.
- Alternatively, you can report all Ss' answers on the board and comment on the findings concerning their shopping habits.

Background note

Traditionally, **shopping centres** were British and **shopping malls** American, but nowadays there are many shopping places in the UK called shopping malls.

A **second-hand shop** is a place, usually run by a charity, where you can give unwanted clothing, books, toys, etc. They sell these items at reasonable prices, so they are great shops for bargains.

At the back of a **mail order catalogue** is a form where you can fill in the details of what you want to buy, along with your address. You send off this form, and the items are sent to you. Nowadays, many companies don't produce catalogues any more, as ordering products from the Internet is much more convenient.

FUNCTIONS

Talking about shopping
Linking past and present time
Talking about the duration of an action
Focusing on the result of an action

STRUCTURES

Present Perfect Simple vs Past Simple
Present Perfect Simple – Present Perfect Continuous

VOCABULARY

advise aisle attract basket be likely to beware by accident complicated connection customer display (v) entrance escalator get away with increase involve level major make the most of maximum out of business place (v) promote promotion put off reduce retailer row (n) speed starving stuff tile trick (v) trolley wander warn

Read CD1 ▶▶19

A. Aim: to prepare Ss for the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Yes, I do. I think that there are many reasons for this. One of the reasons is that there is such a large variety of products available that it's difficult to choose which one to buy. We end up buying more than we intend to because we just can't choose which product to buy. We are also tempted to try out products that we have seen advertised even if we do not need them because they are advertised in such a way that we think that we can't do without them.
- Yes, they do. When retailers want consumers to notice a product, they set up an impressive display that catches their customers' attention. They also put on special offers that seem so good that people find it difficult to stop themselves from buying the product. Also, the location of products in a shop plays a very big role in how much we end up spending.

B. Aims: ⓟ **to present vocabulary, functions and structures in the context of a text**
ⓟ **to give Ss practice in reading for gist**

- Ask Ss to look at the layout of the text and tell you what it is and where it may appear (*a magazine article*).
- Ask Ss to look at the picture and tell you what it shows (*a supermarket aisle*).
- Draw Ss' attention to the title and ask them to tell you what they think the text is about.
- Elicit answers.
- Point out to Ss that they should not pay attention to the missing sentences in the text while reading as these do not impede the overall understanding of it.
- Ask Ss to read through the text and underline unknown words at the same time.
- Ask Ss to read through the sentences a-d and check understanding.
- Have Ss decide on the sentence which best summarises the purpose of the text.
- Check the answers with the class.

KEY

Sentence **c.** best summarises the purpose of the text.

- Ask Ss some comprehension questions:

What is the most common trick used to get shoppers spending? Smell.
How do most supermarkets make their customers buy food? They welcome them with the smell of fresh bread or roast chicken to make them hungry.
Where else is smell used as a trick to attract customers? In restaurants and fast food outlets.
Where can you find popular items at supermarkets? In the middle of aisles.
Why is that so? Because they want to make you walk further, past more products to reach them.
Where are the products that shops want to promote placed? They are placed at eye-level or at the end of aisles to get maximum attention.
Why do retailers often make areas look untidy? Because they want to make customers believe that they are looking at 'reduced-price' products or a very popular promotion.
Can the way floors are designed make you spend more? Yes, it can.
Why are the tiles in aisles with expensive items smaller in many supermarkets? Because they want to make it sound as if your trolley is moving faster which will make you slow down and spend more time in that area.
Why do some shops remove windows? Because they want customers to have less connection with the outside world so as to spend more time shopping.
What would happen to retailers if we walked straight in a shop, bought what we needed, then walked straight out again? They would quickly go out of business.
Where are the fitting rooms and the cash desks in clothes shops usually found? Far from the entrance.
Why do shopping malls usually have complicated floor plans? So that it is easy to get in, but harder to find your way out.
What is one of the purposes of separating escalators between floors? That you have to walk around the mall to go up to another level.

C. Aim: to raise Ss' awareness of text cohesion

- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the sentences a-g and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. d, **2.** b, **3.** g, **4.** a, **5.** e, **6.** c

D. Aim: to give Ss practice in guessing the meaning of unknown words

- Refer Ss to the text and draw their attention to the highlighted words in it.
- Ask Ss to try to guess what they mean.
- Ask Ss to read through the meanings 1-8 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. complicated	**5.** aisle
2. trolley	**6.** escalator
3. retailer	**7.** maximum
4. promote	**8.** starving

- Explain any unknown words and get Ss to read the text aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers

- I hadn't thought about it before but now that I've read about it, it seems perfectly clear that the supermarket I go to is using these tricks to encourage consumers to spend more time and money there.
- I suppose that the booklet of coupons for selected products that is often given at the checkout is a good way to get customers to buy things that they wouldn't otherwise buy. You see, consumers are often tempted to buy things that they do not need or want because they are getting a discount for them.

Grammar

Aims:
- to revise the difference between the Present Perfect Simple and the Past Simple
- to revise the difference between the Present Perfect Simple and the Present Perfect Continuous
- to give Ss practice in using the three tenses in context

Present Perfect Simple vs Past Simple

- Ask Ss to read the example in the grammar box.
- Draw Ss' attention to the verbs in bold and ask them what the difference between the Present Perfect Simple and the Past Simple is.
- Refer Ss to the Grammar Reference (p. 161).
- Refer Ss to the reading text and ask them to find examples of the two tenses (*Have you ever wandered into...?, Have you ever noticed that...?, ...we walked...*).

Present Perfect Simple - Present Perfect Continuous

- Ask Ss to read the examples in the grammar box.
- Draw Ss' attention to the verbs in bold and ask them what the difference between the Present Perfect Simple and the Present Perfect Continuous is.
- Refer Ss to the Grammar Reference (pp. 161-162).
- Point out to Ss that the verbs live and work can be used in the Present Perfect Simple or the Present Perfect Continuous with no difference in meaning.
- Point out to Ss that the verbs *have (= own)* and *know* are used in the Present Perfect Simple to express duration.
- Refer Ss to the reading text and ask them to find examples of the Present Perfect Continuous (*...customers have been moving everything around?, Retailers have been using different techniques...*).
- Ask Ss to read through the dialogues below the grammar box and do the activity.
- Check the answers with the class.

KEY
1. 've / have been waiting, have...been, was
2. have...worked / have...been working, started, have worked
3. saw, haven't seen, didn't ask
4. 've / have been going, got, forgot, have placed

FUNCTIONS
Talking about jobs
Comparing and contrasting

VOCABULARY
affected by burn (v) conditions delay (v) expenses full-time get along / on with get by get over get round to happiness job satisfaction licence manage money minimum wage people skills punish put aside put off put out put up put up with qualification relationship responsibility spare time trustworthy

Vocabulary

Aim: to present phrasal verbs with *get* and *put*

- Ask Ss what a phrasal verb is and elicit examples of phrasal verbs they already know.
- Refer Ss to the reading text on page 44 and ask them to find examples of phrasal verbs in it (*put off, get away with*).
- Draw Ss' attention to the phrasal verbs *put off* and *get away with* and explain how phrasal verbs take on a different meaning from the meaning of the verb and the adverb / preposition they include.
- Draw Ss' attention to the NOTE and explain it.

Phrasal verbs: 'get'

- Ask Ss to read through the sentences 1-5 and draw their attention to the phrasal verbs in bold.
- Ask Ss to read through the meanings a-e and check understanding.
- Have Ss do the activity.
- Check the answers with the class. If necessary, provide Ss with any further explanations (e.g. *get round to +-ing form (gerund) / it*).

KEY
1. e, **2.** b, **3.** c, **4.** d, **5.** a

- Ask Ss to write their own example sentences for each of the phrasal verbs with *get* presented here.

Phrasal verbs: 'put'

- Ask Ss to read through the sentences 1-6 and draw their attention to the phrasal verbs in bold.
- Ask Ss to read through the meanings a-f and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. e, **2.** d, **3.** b, **4.** a, **5.** c, **6.** f

- Ask Ss to write their own example sentences for each of the phrasal verbs with *put* presented here.

Listen CD1 ▶▶ 20 (for transcript see page 175)

A. Aim: to prepare Ss for the listening activity

- Ask Ss the questions and elicit answers but don't correct Ss at this stage.

Background note

Mystery shopping is a tool used by Mystery Shopping Providers and market research companies to measure quality of retail service or gather specific information about products and services. Mystery Shopping should be performed by a person, so called ***Mystery Shopper***, who is unknown to the establishment she / he is evaluating. Mystery shoppers posing as normal customers perform specific tasks—such as purchasing a product, asking questions, registering complaints or behaving in a certain way—and then provide detailed reports or feedback about their experiences. Mystery shopping was standard practice by the early 1940s as a way to measure employee integrity. Tools used for mystery shopping assessments range from simple questionnaires to complete audio and video recordings.

B. Aim: to give Ss practice in listening for specific information

- Point out to Ss that they will be listening to a radio interview in three parts.
- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the questions 1-2 and the options given and check understanding.
- Play the CD twice.
- Follow the same procedure with the other two sets of questions.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. a.	**2.** b
3. b	**4.** a
5. b	**6.** c

Optional post-listening activity

Ask Ss some questions to elaborate on the topic of the listening activity and initiate a short discussion:
How do you like the idea of working as a mystery shopper?
What businesses or shops would you choose to visit?
What qualities do you think a good mystery shopper should have?

Speak

A. Aim: to give Ss practice in comparing and contrasting

- Ask Ss to look at the two pictures and tell you what they show (*a delivery boy, a shop assistant in a clothes shop*).
- Draw Ss' attention to the list of ideas they need to take into consideration when comparing and contrasting the two pictures and check understanding.
- Ask Ss to read through the words / phrases in the box and check understanding.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to report their answers to the class.

KEY

Suggested answers

The boy in the first picture works as a pizza delivery person and the girl in the second picture works as a shop assistant in a clothes shop. I think the pizza delivery boy works part-time. He might not have to work very long hours but he probably works irregular hours and sometimes until late. He might have to work on most days of the week and most probably weekends. The job of a shop assistant can be both part-time or full-time. A shop assistant working full-time will have to work very long hours and most probably Saturdays, too. As for pay, both are paid a minimum wage. The difference is that a delivery person might earn something extra from tips.

The working conditions are, in each case, quite different. A delivery person works outdoors and is on the road the whole time. His job is quite dangerous and monotonous because he spends the whole time on a motorbike and is also affected by weather conditions. A shop assistant, on the other hand, works indoors. I suppose that this job is not as monotonous as that of a delivery person because it is a responsible job and there is a bit of variety involved. Apart from managing money and keeping everything in order, a shop assistant also deals with customers. This must give the person greater job satisfaction than that experienced by a delivery person.

Regarding qualifications, you don't need to be very qualified to become a delivery person or a shop assistant. To become a shop assistant you need to have both computer skills and people skills. Furthermore, you need to be patient and communicative so you can deal with customers effectively, and trustworthy to manage money. However, a delivery person needs to have a motorbike licence and good experience in driving in traffic. I think that both jobs are good as part-time jobs because apart from being good experience, they give you something to do during your spare time, and the money you earn can help with personal expenses.

B. Aim: to elaborate on the topic of the speaking activity

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- If I were to choose one of these jobs, I would choose to work as a shop assistant. I think it would be both interesting and enjoyable. In addition, the skills I will develop working in a job like this, which requires me to deal with people and manage money, are useful in any working environment so I will be preparing myself for the future.
- When choosing a part-time job, I think it is very important to choose a job that will help you grow and develop skills that will be useful in the future. In this way you will not only be earning money to pay for your personal expenses but you will also be improving your future employment prospects.
- I'm not quite sure what I would like to do in the future and what job would be ideal for me. However, I would prefer one that is creative and gives me the opportunity to learn new things and work with people. I would also like the job I do in the future to have good career prospects and pay well, so that I can live comfortably.

Listen CD1 ▶▶ 21 (for transcript see page 176)

Aims: ⓟ to give Ss practice in listening for specific information
ⓟ to give Ss practice in transferring from verbal to visual

- Ask Ss to read through the questions 1-6 and look at the respective pictures.
- Play each dialogue twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. b, **2.** a, **3.** c, **4.** a, **5.** a, **6.** c

FUNCTIONS
Distinguishing between formal and informal language

VOCABULARY
applicant application apply (for a job) at present at your convenience computer literate contact (v) Dear Sir / Madam employer fluent in foreign furthermore I would be grateful if... importance in addition knowledge of position previous punctual regarding require take into consideration willing to with regard to Yours faithfully Yours sincerely

Write

A. Aim: to introduce the topic of the writing task by activating Ss' background knowledge

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- Yes, I worked as a waiter last summer. A friend of mine told me that a café in my neighbourhood was looking for young people to work as waiters. I went there the next day and was offered a job.
- In magazines, newspapers and on the Internet.
- They send a letter of application and a CV by post, email or fax.

B. Aims: ⓟ **to provide Ss with a sample email of application**
ⓟ **to give Ss practice in reading for gist**

- Draw Ss' attention to the advertisement and ask them to tell you where it can be found (*on the Internet*).
- Ask Ss to tell you what kind of job the advertisement is about (*a shop assistant at a souvenir shop*).
- Ask Ss to read through the advertisement and underline unknown words at the same time. Alternatively, choose a student to read out the advertisement.
- Draw Ss' attention to the email following the advertisement and ask them to tell you what it is (*an email by someone who is applying for the position of a shop assistant at the souvenir shop*).
- Ask Ss to read through the email and underline unknown words at the same time. Alternatively, choose Ss to read out the email.
- Ask Ss the question in the rubric.
- Check the answer with the class and ask Ss to justify their answer.

KEY
Suggested answers
Erin is suitable for the job because she has the necessary qualifications, she has previous work experience and some good qualities.

- Ask Ss some comprehension questions:

Where is the souvenir shop? In the city centre. / In the centre of London.
How old do you have to be in order to apply for the job? At least 16.
Is it a part-time or a full-time job? It's a part-time job.
Where did Erin see the advertisement? On a website. / On the website searchforwork.com.
How old is Erin? She's 18.
Is Erin computer literate? Yes, she is.
Does she speak Spanish? Yes, she does.
Is she willing to work at weekends? Yes, she is.
Where did she use to work? She used to work at a gift shop / for Gifts4All.
How long did she work for Gifts4All? For 4 months.
Does she get on well with customers? Yes, she does.

C. Aims: ⓟ **to give Ss practice in identifying specific information**
ⓟ **to familiarise Ss with some of the conventions of an email of application**
ⓟ **to prepare Ss for the writing activity**

- Ask Ss to read through the sentences 1-9 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
The following should be ticked:
2, 3, 5, 6, 7

D. Aim: to familiarise Ss with the register of a formal email of application

- Ask Ss to read through the words / phrases 1-6 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. position
2. suitable
3. qualifications
4. available
5. punctual
6. regarding

- Explain any unknown words.

E. Aims: ⓟ **to provide Ss with a plan and set phrases / expressions to be used when writing a formal letter / email of application**
ⓟ **to give Ss practice in using the appropriate register in a formal letter / email of application**
ⓟ **to prepare Ss for the writing activity**

- Read through the plan and point out the set phrases / expressions which can be used in the opening paragraph, the main part and the closing paragraph of a letter / email and check understanding.
- Read out and explain the TIPS.
- Ask Ss to read through the sentences 1-6.
- Explain to Ss that these sentences, which correspond to different parts of a formal letter / email of application, are written in a rather informal manner and therefore the register is inappropriate.
- Ask Ss to identify which part of a formal letter / email of application each of the sentences 1-6 can go in and have Ss rewrite them in a more formal manner using the suggested set phrases / expressions in the plan.
- Check the answers with the class.

KEY

Suggested answers

1. I am writing with regard to the advertisement in the Daily News on 5 March.
2. At present I am working at the post office.
3. I am available to work on Saturdays.
4. I consider myself to be quite friendly.
5. I am available for an interview at your convenience.
6. I look forward to hearing from you.

F. Aim: to give Ss practice in writing a formal letter / email of application

- Ask Ss to read through the advertisement and check understanding.
- Ask Ss to give you ideas of what they could include in their letter / email of application to show that they are suitable for the job.
- Ask Ss to look at the plan and TIPS again.
- Refer Ss to the Writing Reference at the back of the book (p. 171) and explain to them the layout of a formal letter. Point out to them that in a formal email we do not include the addresses and our signature.
- Allow Ss some time to write their letters / emails.
- Choose some Ss to read out their letters / emails.

3 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 3 through various activities

A.

KEY
1. b, **2.** b, **3.** a, **4.** a, **5.** b, **6.** c, **7.** c

B.

KEY
1. on / along, **2.** off, **3.** of, **4.** up, **5.** over, **6.** for

C.

KEY
1. may, **2.** don't need to, **3.** can't, **4.** rather, **5.** ought to, **6.** mustn't

D.

KEY
1. You'd better stop wasting / not waste all your pocket money so fast.
2. You shouldn't be late for the job interview.
3. You don't need to / needn't ask Linda to come and help us.
4. Jack would rather not go to the concert.

E.

KEY
1. created, didn't know, has had
2. Have... been, Did... find, have always wanted, cost

F.

KEY
1. 've / have been looking, haven't found, 've / have seen
2. has... saved, has worked / has been working, has managed

G.

KEY
1. b, **2.** g, **3.** c, **4.** a, **5.** e

Now I can...

Aims: ⓟ to give Ss the opportunity to check their progress
ⓟ to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

For Culture page 2, go to page 129. CD1 ▶▶ 22

Exam Practice (p.142)

A.

KEY
1. d, **2.** b, **3.** a, **4.** c, **5.** d, **6.** a, **7.** b, **8.** d, **9.** b, **10.** a

B.

KEY
(1) shoppers, **(2)** occasional, **(3)** fashionable, **(4)** promotions, **(5)** service, **(6)** reasonable, **(7)** location, **(8)** entrance, **(9)** instructions, **(10)** convenience

For Video Worksheet, go to page 150.

4 Being a teen

FUNCTIONS

Talking about issues related to teen life and education

VOCABULARY

behave complete (adj) expect grown-up (n)
treat (behave towards somebody) unable youth

Aims: ⓟ to introduce the topic of the module and activate Ss' background knowledge
ⓟ to present the learning objectives of the module

- Draw Ss' attention to the title of the module in connection with the picture on the page (*three teenage girls*) and ask them to tell you what they think the module will be about.
- Elicit answers.
- Ask Ss the first two questions in the *Discuss* section.
- Elicit answers.

KEY

Suggested answers

- **What's a typical teenager like in your country?**
  A typical teenager in my country likes music, fashion, sports, surfs the Net, is a member of an a social networking site, texts a lot, hangs out at malls, is adventurous, open-minded and sociable and uses words and phrases which grown-ups find hard to understand.
- **Do you think it's hard being a teenager?**
  Yes, it is. I think that teenagers often have difficulty dealing with the emotional and physical changes they are going through. They feel trapped between being too young for some things but too old for other things. This leads to feelings of frustration. Furthermore, teenagers often feel that adults do not understand them which makes communication difficult. Another thing grown-ups don't understand is the need for privacy teenagers feel. They like being on their own or with friends a lot.

- Draw Ss' attention to the statements in the speech bubbles, have Ss read through them and check understanding.
- Ask Ss to tell you who these statements refer to (*teenagers*).
- Ask Ss to tell you if these statements were said by grown-ups or by teenagers (*the statement about the room was said by a teenager, the rest were probably said by grown-ups*).
- Ask Ss the third question in the *Discuss* section and initiate a short discussion.

KEY

Suggested answers

- **What do you think the statements are trying to say? Do you agree with them?**
  These statements offer us some witty remarks on the way teenagers behave, react and feel. Teenagers tend not to follow the norm.
- **It's amazing how quickly teenagers learn how to drive ...**
  This comments on teenagers' unwillingness to learn or do things that do not interest them. I would suppose that this is true not only of teenagers but also adults.
- **My room is not a mess. It's a work of art!**
  This statement refers to the fact that teenagers are often not concerned about things like keeping their rooms clean. This may be because they see things differently and have different priorities from adults. I personally don't think that all teenagers are messy or that a messy room is that bad after all.
- **Teenagers don't know what age is. Adults forget what youth was.**
  This statement refers to the fact that teenagers and adults find it difficult to understand each other. The generation gap that exists results in them having different ideas, opinions, beliefs, priorities and needs. In my opinion this is true.
- **Teenagers conveniently behave as children and expect to be treated as grown-ups.**
  This refers to the fact that teenagers are often irresponsible and act in an immature way when it comes to things that they have been asked to do, but expect to be given the freedom to do what they want and make decisions regarding issues that concern them. This is most probably quite true. Teenagers often want more freedom than what they are given but can't cope well with responsibilities and duties.
- **For teenagers, the words YES and NO are complete sentences.**
  This refers to the fact that teenagers are uncommunicative and unwilling to express themselves and often avoid conversation with their parents. This sounds about right to me.

- Draw Ss' attention to the *Go through the module and find...* section.
- Ask Ss to find where these topics are discussed.

KEY

- a magazine article about the history of hip hop: p. 58
- two texts about e-books: pp. 56-57
- an essay about team projects: p. 62
- questions and answers about education: p. 52
- a radio quiz: p. 60

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.
- Draw Ss' attention to the values of the module, and discuss the importance of them.

KEY

Suggested answers

- Appreciating knowledge has always been an important value. Not only does knowledge provide people with skills they need but it also helps them develop their character.
- Honesty is a value that people should practise in all their relationships, as it builds trust among them. It involves telling the truth to others but it also means admitting your own mistakes.

FUNCTIONS

Talking about issues related to education and learning
Referring to the future

STRUCTURES

Future will
Future be going to
Future Perfect Simple

VOCABULARY

although as well as at once belief brain
capable of correct (v) difficulty discovery
educate every single excuse (n) existence fail
financial focus (v) get distracted illegal
individual (adj) interact it's up to you learner
mark (n) mathematician mathematics miss out
muscle myth organisation (planning) outstanding
pass pay attention physicist prove remain
replace sibling supporter teach
there's no point in unlikely unused

Read CD2 ▶▶I 2

A. Aim: to prepare Ss for the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- I personally think that the general level of education is good. For this reason, if a teenager or any student for that fact shows an interest in learning, he / she will get a good education. However, the way some things are tested is a problem because at this level students are required to memorise the information they are given, which involves learning it the way it appears in their books. This, in my opinion, is not good because teenagers are not taught to think critically. If different testing methods were used, I think it would make learning more enjoyable and motivate students to take an active interest in the learning opportunities that exist.
- I would like to be given the opportunity to learn life skills that could help me deal with problems in the future. Skills like decision-making skills, problem-solving skills, communication skills and time-management skills are, in my opinion, very important and need to be taught and practised at school.

B. Aim: to introduce the topic of the text by activating Ss' background knowledge

- Ask Ss to look at the layout of the text and the pictures accompanying it and tell you where this kind of text can be found.
- Elicit answers (*in a (science) magazine*).
- Draw Ss' attention to the title of the text and ask them what type of column they think this is.
- Elicit the answer that this is a question and answer (*Q & A*) column where people have sent in questions about education-related issues and have been provided with answers.
- Draw Ss' attention to the questions 1-4 on the left, have Ss read through them and check understanding.
- Point out to Ss that what follows each question is the name of the person who posed it as well as his / her place of residence.
- Ask Ss if they know or can guess the answer to any of the questions and elicit answers. Do not correct Ss at this stage.

C. Aims: ▶ to present vocabulary, functions and structures in the context of a Q & A column about education-related issues
▶ to give Ss practice in reading for gist

- Ask Ss to read through the text and underline unknown words at the same time.
- Have Ss match the questions 1-4 with the answers a-d and check their predictions from the previous activity.
- Check the answers with the class.

KEY

1. b, **2.** d, **3.** a, **4.** c

- Ask Ss some comprehension questions:

a.
What can teachers offer their students? They can show them how to use information, help them with their individual needs and questions as well as notice if someone is experiencing problems.
What will we see in the future? More and more learning taking place on computers, and teachers will work alongside them.

b.
What do some people believe we will be capable of when we start using 100% of our brain? We will be capable of incredible things.
What did scientific discoveries in the late 19th century show? That only 10% of our brain is working actively at any one time.
What is the way we use our brain similar to? It is similar to the way we use different muscles in our body.
Do we use every single muscle all at once? No, we don't.

c.
Was Einstein a good student? Yes, he was.
What is true about Einstein? That he failed a university entrance exam when he was 16.
When did he pass the university entrance exam? The following year.
Was he as old as his fellow students? No, he wasn't. He was a year younger.
What did his school do in his last year there? They reversed their marking system. The highest mark used to be '1' but it became '6'.
Why did people believe that Einstein failed at school? Because looking back over his marks they mistakenly thought that all the '1's that he got were low marks.
What is Einstein considered to be? An outstanding physicist and mathematician.

d.
What happens in the UK and in the USA? A lot of children are educated at home every year.
According to supporters of homeschooling, do homeschooled children receive less attention than children in the classroom? No, they don't.
Is homeschooling easy on the parents? No, it isn't.
Can both parents work full-time if their children are homeschooled? No, they can't.
What does homeschooling require? A lot of organisation, time and planning by the parent who teaches their child.

D. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the statements 1-9 and check understanding.
- Have Ss do the activity.
- Check the answers with the class. If necessary, ask Ss to provide justification for their answers.

KEY
1. F, **2.** F, **3.** F, **4.** T, **5.** T, **6.** T, **7.** T, **8.** T, **9.** F

E. Aim: to give Ss practice in word building

- Ask Ss to read through the sentences 1-8 and check understanding.
- Ask Ss to complete the sentences with the correct form of the words in brackets. Point out to them that all the missing words are in the text.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. existence	**5.** organisation
2. supporters	**6.** mathematician
3. discoveries	**7.** belief
4. education	**8.** learners

- Explain any unknown words and get Ss to read the text aloud.

F. Aim: to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss the questions and initiate a short discussion.
- You can also ask Ss:

  What is your opinion on homeschooling? Would you try it? Why / Why not?
  What is your opinion on the role of teachers and computers in learning?

- Elicit answers.

KEY
Open

Grammar

Aims: ▶ to revise the Future *will* and the Future *be going to* and present the Future Perfect Simple
▶ to give Ss practice in using future tenses in context

Future *will*

- Ask Ss to read the examples and discuss what they remember about this tense.
- Refer Ss to the Grammar Reference (p. 162).
- Ask Ss to find examples of the Future will in the text (*...we will see more and more learning..., ...teachers will work..., ...we will be capable of...*).
- Ask Ss to come up with their own examples of the Future *will*.

Future *be going to*

- Ask Ss to read the examples and discuss what they remember about this tense.
- Refer Ss to the Grammar Reference (p. 162).
- Ask Ss to come up with their own examples of the Future *be going to*.

Future Perfect Simple

- Ask Ss to read the example and tell you what they notice about the formation of the Future Perfect Simple (*it is formed with 'will have' and the past participle of the main verb*).
- Draw Ss' attention to the time expression by 8 o'clock and explain to them that it indicates that the action (*I will have finished my homework*) will have been completed before a specific point of time in the future (*by 8 o'clock*).
- Refer Ss to the Grammar Reference (p. 162).
- Ask Ss to find examples of this tense in the text (*...by the year 2100, computers will have replaced teachers.*).
- Ask Ss to come up with their own examples of the Future Perfect Simple.
- Have Ss do the activity below the grammar box.
- Check the answers with the class.

KEY
1. 'll / will buy
2. 'll / will have arrived
3.'re / are going to crash
4. 'm / am going to visit
5. 'll / will enjoy
6. 'll / will have eaten
7. will do
8. will not / won't have returned

FUNCTIONS

Discussing and emphasising facts

STRUCTURES

All / Both / Neither / None / Either
Both... and / Either... or / Neither... nor

VOCABULARY

be aware of cheat disappointed do a favour
do a project do an experiment do one's best
do research do the cooking do well in government
illiterate illogical immature impatient impractical
inactive incapable incorrect informal irregular
irrelevant irresponsible legal logical
make a decision make a fool of oneself
make a mistake make an effort make plans
make sense make sure make up one's mind
proud regular relevant revise sit for an exam
solve unfamiliar unwilling whether...or not

Vocabulary

A. Aims: ▶ **to give Ss practice in forming opposites with negative prefixes (*un-, in-, il-, ir-, im-*)**
▶ **to give Ss practice in using opposites with negative prefixes in context**

- Ask Ss to read through the adjectives in the box and check understanding.
- Draw Ss' attention to the NOTE and explain it.
- Draw Ss' attention to the table and provide them with any necessary explanations.
- Have Ss do the activity.
- Check the answers with the class.

KEY

un-	in-	il- (+adj starting with l)	ir- (+adj starting with r)	im- (+adj starting with m or p)
unlikely	*informal*	*illegal*	*irresponsible*	*impossible*
unwilling	incorrect	illiterate	irregular	impatient
unable	inactive	illogical	irrelevant	immature
unfamiliar	incapable			impractical

- Ask Ss to read through the sentences 1-5 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. unable, **2.** illogical, **3.** incorrect, **4.** irrelevant, **5.** immature

B. Aim: to present and give Ss practice in using adjectives followed by prepositions

- Ask Ss to read through the adjectives in the box and check understanding.
- Draw Ss' attention to the four prepositions (*about, with, for, of*).
- Have Ss do the activity.
- Check the answers with the class.

KEY

about	with	for	of
nervous	familiar	famous	aware
anxious	popular	responsible	capable
worried	disappointed	ready	proud

- Ask Ss to read through the sentences 1-6 and check understanding.
- Ask Ss to cover the table and do the activity without looking at it.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. of, **2.** about, **3.** for, **4.** with, **5.** for, **6.** of

C. Aim: to present and give Ss practice in using expressions with *make* and *do* in context

- Ask Ss to read through the sentences 1-7.
- Draw Ss' attention to the words / phrases in bold in each sentence and explain to them that they have to use the correct form of *make* or *do* to complete them and form collocations.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. make **an effort**, do **my best**
2. made **up my mind**, do **the cooking**
3. do **a project**, made **the right decision**
4. doing **the experiment**, made **a fool of myself**
5. did **well in**, make **any mistakes**, make **sense**
6. do **some research**, make **sure**
7. made **any plans**, do **me a favour**

Grammar

Aims:
- to revise *All / Both / Neither / None / Either*
- to present *Both... and / Either... or / Neither... nor*
- to give Ss practice in using them in context

All / Both / Neither / None / Either

- Ask Ss to read through the examples and ask them what they remember about their use.
- Refer Ss to the Grammar Reference (p. 162).
- Ask Ss to come up with their own examples.

Both... and / Either... or / Neither... nor

- Ask Ss to read through the example of *both... and* and tell you what the difference between this example and the previous example of *both* is.
- Elicit the answer that in the previous example *both* is followed by a plural countable noun (*jackets*) while in this example it links two nouns (*the book and the film*).
- Point out to Ss that we use *both... and* to state that something is true for two people or things and the verb of the sentence is always in the plural form.
- Ask Ss to read through the example of *either... or* and tell you which two phrases *either... or* links (*eat here, go home and have something*).
- Point out to Ss that we use *either... or* to state that something is true for any one of two people or things and the verb of the sentence is either in the singular or the plural form.
- Ask Ss to read through the example of *neither... nor* and tell you which two words *neither... nor* links (*Ken, Emma*).
- Point out to Ss that we use *neither... nor* to state that something is not true for either of the two people or things and the verb of the sentence is either in the singular or the plural form.
- Refer Ss to the Grammar Reference (p. 162).
- Ask Ss to come up with their own examples.
- Ask Ss to read through the sentences 1-5 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. all, none, **2.** either, **3.** both, **4.** neither, **5.** Both, neither

Listen CD 2 ▶▶| 3, 4 (for transcript see page 177)

A. Aim: to give Ss practice in listening for gist

- Ask Ss to look at the picture and tell you what it shows.
- Elicit answers.
- Ask Ss to read through the options a-e.
- Read out and explain the TIPS.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY
Speaker 1: b
Speaker 2: a
Speaker 3: e
Speaker 4: c
Speaker 5: d

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the statements a-e and check understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
Speaker 1: b
Speaker 2: a
Speaker 3: d
Speaker 4: e
Speaker 5: c

Optional post-listening activity:

- Ask Ss some questions:

  What things would you choose to change at your school?
  Do all these changes require a lot of money?
  Should students decide what to spend the money on?
  How can you and your schoolmates help improve your school?

- Elicit answers and initiate a short discussion.

FUNCTIONS

Talking about technology and education
Expressing opinion

VOCABULARY

appealing benefit besides that compulsory
costly curl up drop (v) e-book eco-friendly
effective electronic eventually
from my point of view heritage in my view
last but not least moreover motivating
on the one hand on the other hand personally
The way I see it threaten to begin / start with
treasure version what is more while (whereas)

Speak

A. Aim: to prepare Ss for the speaking activity by relating it to their personal experience

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- The subject which I find particularly interesting and motivating is Physics because I can relate everything I learn to the world around me. In addition, we do various experiments and my teacher also uses various technological aids (e.g. video projectors) to enhance our understanding.
- I think it does. The use of technology makes all subjects more interesting and motivating for the students because it links traditional knowledge with modern reality. It makes the learning experience more real as images come alive. For this reason, it is a lot easier to remember something when you use technology. Furthermore, technology makes accessing information easy.

B. Aim: to give Ss practice in expressing their opinion

- Ask Ss to look at the pictures and read through the captions underneath them and check understanding.

Background note

An **electronic book** or an **e-book** is a text and image-based publication in digital form produced on, published by, and readable on computers or other digital devices. Many dictionaries define the e-book as 'an electronic version of a printed book', but e-books can and do exist without any printed equivalent. E-books are usually read on hardware devices known as e-Readers or e-book devices. Personal computers and some mobile phones can also be used to read e-books.

An **interactive whiteboard** is a large interactive display that connects to a computer and projector. A projector projects the computer's desktop onto the board's surface where users control the computer using a pen, finger, stylus, or other device. The board is typically mounted to a wall or floor stand. They are used in a variety of settings, including classrooms at all levels of education, in corporate board rooms, in training rooms for professional sports coaching, in broadcasting studios and others.

Virtual reality is a term that applies to computer-simulated environments that can simulate physical presence in places in the real world, as well as in imaginary worlds. Most current virtual reality environments are primarily visual experiences, displayed either on a computer screen or through special stereoscopic displays, but some simulations include additional sensory information, such as sound through speakers or headphones.

- Ask Ss to read through the words / phrases in the box and check understanding.
- Draw Ss' attention to the TIPS and explain them.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out their dialogues in class.

KEY

Suggested answers

I think that all are suitable for educational purposes. One of the advantages of using the Internet is that it makes it quick and easy to access information. This can enhance students' learning experience. On the other hand, when accessing the Internet students can easily be distracted, which means that they may start doing something that is totally unrelated to what they were asked to do. This is because the Internet gives you access not only to information but also to various social networks and games as well as sites that are inappropriate.

E-books are the electronic version of books. Students nowadays are into technology so e-books may make reading more motivating and appealing to them. This is important because not many teenagers take up reading as a free-time activity any more. In addition, e-books are eco-friendly, so by using them, we save paper and help the environment. However, one disadvantage we should consider is that they can get damaged easily if you drop them.

Interactive whiteboards are great to use in the classroom as they make teaching and learning more fun. Students benefit and keep focused. When it comes to young learners, who tend to get bored easily, it is important to keep them interested. Interactive whiteboards provide variety and are also convenient, flexible and practical for the teacher to use. They also save time because the material the teacher needs is easy to access. The disadvantage of this kind of technology is that it is costly.

CDs and DVDs are effective at providing students with the audio-visual stimulus they require but are easily damaged.

Virtual reality technology is both appealing and motivating. A computer-simulated environment will also, without a doubt, keep students focused. The disadvantages concern the equipment, which is both costly and complicated to use.

Write

A. Aims: ⓟ to activate Ss' background knowledge
ⓟ to prepare Ss for the writing activity

- Ask Ss to read through the statements in the speech bubbles and check understanding.
- Ask Ss the question in the rubric and initiate a discussion.

KEY

Suggested answer

The three statements express different opinions about e-books. The first opinion is positive, the speaker thinks highly of e-books because they are eco-friendly (green) and some of them are offered free of charge. The second opinion is negative and the speaker points out the fact that if you drop an e-book, it can easily be damaged, which means that you won't be able to use it and it will be costly to repair or replace. The third speaker is indifferent, he / she thinks that e-books are not here to stay and people will eventually grow out of them.

Personally, I agree with the first speaker although I think that the second speaker also has a point.

B. Aims: ⊙ to help Ss determine what information to include in a paragraph expressing opinion
⊙ to provide Ss with two sample paragraphs expressing different opinions
⊙ to familiarise Ss with the content of a paragraph expressing an opinion
⊙ to prepare Ss for the writing activity

- Ask Ss to read the writing task and underline the key words in it.
- Elicit answers.

KEY
E-books, better, paper books, replace

- Ask Ss to read through the two paragraphs and underline unknown words at the same time.
- Ask Ss to tell you which paragraph supports that e-books are better than paper books and will eventually replace them (*the first paragraph*) and which paragraph is in favour of paper books and supports that they won't be replaced by e-books (*the second paragraph*).
- Ask Ss the question in the rubric and elicit answers.

KEY
Suggested answer
Although e-books are becoming more and more popular and offer many benefits, I believe that they will never replace paper books. /
I believe that in the future there will be no paper books because they are not eco-friendly and they take up a lot of space.

- Ask Ss some comprehension questions:

Opinion 1:
What do we achieve by having electronic versions of books? We save paper, trees and our planet.
Why are e-books more convenient than paper books? Because you can store thousands of e-books in the same space you would need for one paper book.
Where can we find e-books nowadays? On online bookshops and in lending libraries.
What is the advantage of that? You don't have to wait for opening hours or delivery if you want to buy or borrow a book.
Opinion 2:
What are paper books a part of? They are a part of our culture and heritage.
What can we find in libraries? Great cultural and historical treasures.
What is 'the reading experience' according to book lovers? To curl up on the sofa with a good book, feeling the touch of the pages and smelling the paper.
Can e-books provide the reading experience? No, they can't.
What do e-books require? Expensive e-book readers.
What can happen to e-books if you drop them? They can be easily damaged.
What can be very inconvenient about e-books? The fact that their batteries need charging regularly.

C. Aim: to present linking words / phrases

- Ask Ss to look at the table presenting some linking words / phrases and explain to them what we use the linking words / phrases for.
- Refer Ss to the highlighted linking words / phrases in the two paragraphs.
- Have Ss do the activity.
- Check the answers with the class.

KEY
Listing / Adding points:
firstly, besides, furthermore, in other words, first of all, apart from that, finally, also
Expressing contrast:
however
Giving examples:
for instance
Giving opinion:
the way I see it, personally, I believe

- Explain any unknown words.

D. Aims: ⊙ to prepare Ss for the writing task
⊙ to give Ss practice in considering the advantages and disadvantages of an idea before expressing their opinion

- Read out and explain the rubric and have Ss list the advantages and the disadvantages they can think of in the table.
- Discuss the answers with the class.

KEY
Suggested answers
Advantages
- Students will become skilled at using computers, as well as the Internet.
- Students will be able to use computers quickly and effectively which will help them when doing work or research for other subjects.
- Computers will help students learn more about the world around them and help them keep up with the latest developments.

Disadvantages
- Money that would have been spent on other things such as sport facilities, will have to be spent on buying computers and later on, on repairing and updating them.
- Students may develop an unhealthy interest in computers, which may result in them not doing other things like sports and hobbies that could help them develop other skills.

E. Aim: to give Ss practice in writing a paragraph expressing their opinion

- Draw Ss' attention to the writing task. Point out to them that they should use the ideas they discussed in the previous activity.
- Draw Ss' attention to the TIPS and explain them.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

FUNCTIONS

Expressing hypotheses about what is likely or unlikely to happen in the future
Expressing general truths and scientific facts

STRUCTURES

Conditional Sentences Type 1
Conditional Sentences Type 2
Zero Conditional

VOCABULARY

back and forth beat (n) block (n) brief compete competitive debut entertain era gathering global graffiti grow up guest in actual fact issue legend lyrics meanwhile mix nonsense outdo over and over again period poverty protest rhythm roots scratch section spread violence

Read CD2 ▶▶| 5

A. Aim: to prepare Ss for the reading activity by activating their background knowledge

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- Hip hop, pop, electronic dance music, rock, jazz, etc.
- Open

B. Aims: ⓟ **to present vocabulary, functions and structures in the context of a text about hip hop**
ⓟ **to give Ss practice in reading for gist**
ⓟ **to give Ss practice in text cohesion**

- Draw Ss' attention to the pictures accompanying the text and ask them to tell you what they show (*some speakers, street graffiti*).
- Draw Ss' attention to the title of the text and ask them to tell you what they think it is about (*the history of hip hop*).
- Ask Ss to read through the text and underline unknown words at the same time.
- Point out to Ss that when they come across a word with an asterisk (*), they should refer to the bottom of the page for the respective explanations.
- Ask Ss to read through the headings a-g and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. e, **2.** a, **3.** d, **4.** g, **5.** b

Background note

- ***Jamaica*** is an island nation in the Caribbean Sea.
- ***Soul*** is a music genre originating in the United States combining elements of gospel music (a type of music written, composed and performed for religious purposes) and rhythm and blues. The term 'soul music' was first used in 1961.
- ***Funk*** is a music genre that originated in the mid-late 1960s when African American musicians blended soul music, jazz and rhythm and blues into a rhythmic, danceable new form of music.
- ***The Bronx*** is the northernmost of the five boroughs of New York City. It is located north of Manhattan and Queens. The Bronx received many Irish, German and Italian immigrants as its once-rural population exploded between the mid-19th and mid-20th centuries. They were succeeded after 1945 by African Americans and Hispanic Americans from the Caribbean basin – especially Puerto Rico and the Dominican Republic, but also from Jamaica. In recent years, this cultural mix has made the Bronx a wellspring of both Latin music and hip hop. ***Cedar Park*** and ***Sedgwick Avenue*** are both in the Bronx. The former is a local attraction and the latter is a major street.
- An ***apartment block*** (or a block of flats) is a tall building or structure used as a residential and / or office building.
- ***1520 Sedgwick Avenue*** is a 102-unit apartment building in the Morris Heights neighbourhood in the Bronx. Recognised as a long-time 'haven for working class families', in 2010 the *New York Times* reported that it is the 'accepted birthplace of hip hop'.
- A ***vinyl record*** (usually just a record) is a flat disc with an inscribed, spiral groove. When the needle of a record player is placed in the groove of the record, sound is produced. The groove usually starts near the outside and ends near the centre of the disc. Vinyl records were the primary medium used for commercial music reproduction for most of the 20th century. However, they continue to be manufactured and sold in the 21st century. They are especially used by DJs, but most types of music releases tend to be sold in compact disc (CD) or other digital formats.
- ***Breaking*** is a popular style of street dance that was created and developed as part of hip-hop culture in New York City. Though widespread, the term *breakdancing* is looked down upon by hip-hop purists, who consider it a term invented by the media. The dance consists of four primary elements: *toprock, downrock, power moves* and *freezes / suicides*. It is danced to both hip hop and other genres of music that are often remixed to prolong the musical breaks.
- ***San Francisco*** is a city in California.
- ***Graffiti*** is the name for any type of images painted on public walls and it has existed since ancient times. In modern times, paint, particularly spray paint, and marker pens have become the most commonly used graffiti materials. Graffiti has evolved as part of pop culture and is often related to underground hip hop music, and a lifestyle that remains hidden from the general public.

Language Plus

- we say an *MC* because the abbreviation *MC* is pronounced letter by letter and the first letter has a vowel sound (**/em/**)
- *aka* is also pronounced letter by letter (**/ei kei ei/**)

- Ask Ss some comprehension questions:

Is hip hop only a type of music? No, it isn't. It's a whole culture including MCing, DJing, breaking, graffiti and fashion.
What wouldn't exist without Clive Campbell? Hip hop.
What did young Jamaican people in New York City in the 1960s grow up listening to? The rhythms of funk and soul.
What was this music great for? Social events that needed a DJ.
What did a DJ do at these events? He chose and played popular songs.

(continued on the next page)

What did an MC do? He entertained guests between songs by telling them jokes and inventing rhymes.
When and where was hip hop born? It was born on a Friday night in 1973 at 1520 Sedgwick Avenue, an apartment block in the Bronx.
How was Clive also known? He was also known as Herc.
What did Clive do with two records? He played them both at once and mixed the two rhythms together.
How did people react to it? They loved it.
What did Herc become known as after his debut? Kool Herc.
What did the early DJs come up with? They came up with techniques that many hip hop artists would use in the future.
What is 'scratching'? Moving a vinyl record back and forth while it is playing.
What is rap? The spoken word poetry that the MCs turned their rhymes into.
What other elements of hip hop evolved during the 'Old School'? Graffiti and breaking.
Who would entertain crowds at these gatherings? breakdancers
What happened in the 80s and 90s? Hip hop became popular across the USA.
Can you name some of the most famous hip hop bands and artists of the time? Public Enemy, Ice-T, Dr. Dre.
What can you find today in every country in the world? A local hip-hop culture.

C. Aim: to give Ss practice in identifying specific information in the text

- Ask Ss to read through the sentences 1-7 and check understanding.
- Have Ss do the activity.
- Check the answers with the class. If necessary, ask Ss to provide justification for their answers.

KEY
1. T, **2.** F, **3.** F, **4.** T, **5.** F, **6.** T, **7.** T

D. Aim: to give Ss practice in guessing the meaning of unknown words

- Refer Ss to the text and draw their attention to the highlighted words in it.
- Ask Ss to try to guess what they mean.
- Ask Ss to read through the meanings 1-9 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. poverty	**4.** section	**7.** outdo
2. roots	**5.** rival	**8.** immigrant
3. era	**6.** protest	**9.** guest

- Explain any unknown words and get Ss to read the text aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- Open
- Yes, rock music has had a major influence on culture, fashion and social attitudes.

Project

- Draw Ss' attention to the project, and tell them that they are going to make a PowerPoint presentation about a type of music.
- Ask Ss to choose one type of music and find information about its history.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to complete the project.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Encourage them to find pictures and interesting facts as well.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

Grammar

Aims: ⓟ to revise Conditional Sentences Types 1 and 2
ⓟ to present Zero Conditional
ⓟ to give Ss practice in using Conditional Sentences Types 1 and 2 and Zero Conditional in context

Conditional Sentences Type 1

- Ask Ss to read through the examples.
- Ask Ss to tell you what they notice about the formation and use of Conditional Sentences Type 1.
- Refer Ss to the Grammar Reference (pp. 162-163).
- Ask Ss to come up with their own examples.
- Ask Ss to find any examples of Conditional Sentences Type 1 in the text (*...if you travel to any country in the world, you will find...*).

Conditional Sentences Type 2

- Ask Ss to read through the examples.
- Ask Ss to tell you what they notice about the formation and use of Conditional Sentences Type 2.
- Refer Ss to the Grammar Reference (p. 163).
- Ask Ss to come up with their own examples.
- Ask Ss to find any examples of Conditional Sentences Type 2 in the text (*If you asked someone who Clive Campbell is, they probably wouldn't know.*).

Zero Conditional

- Ask Ss to read through the examples.
- Ask Ss to tell you which words are used to introduce the Zero Conditional (*If or When*).
- Draw Ss' attention to the verbs in bold and ask Ss to tell you how the Zero Conditional is formed (*we use the Present Simple both in the If / When-clause and in the main clause*).
- Ask Ss:

  Do people generally put on weight when they eat junk food? Yes, they do.
  Does ice always melt when you heat it? Yes, it does.

- Ask Ss to tell you when they think the Zero Conditional is used (*we use it to express general truths and scientific facts*).
- Refer Ss to the Grammar Reference (p. 162).
- Ask Ss to come up with their own examples.
- Have Ss do the activity below the grammar box.
- Check the answers with the class.

KEY
1. If Tina played a musical instrument, she could be a member of our band.
2. If people don't drink enough water, they get thirsty.
3. Unless the CD is on sale, we won't buy it.
4. If this bed were comfortable, I would be able to sleep.
5. If you don't play music with a strong beat, people won't dance. / If you play music with a strong beat, people will dance.

FUNCTIONS

Talking about teen issues
Interpreting quiz results
Narrating and expressing feelings

VOCABULARY

admit alike apologise ashamed be one's fault blame (v) bring up careless choice contain fit in frustrated live (adj) lively make up for something normal on purpose peer peer pressure president resist ruin (v) truth victim vote

Vocabulary

Aim: to give Ss practice in distinguishing between easily confused words

- Ask Ss to read through each set of sentences and the given words.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

KEY

1. popular
2. famous
3. usual
4. common
5. normal
6. include
7. involves
8. contained
9. grows up
10. grows
11. bring up
12. same
13. alike
14. like
15. similar
16. alive
17. live
18. lively

Language Plus

popular (adj) = somebody / something that is liked more than others of the same kind
famous (adj) = known by a lot of people

common (adj) = ordinary, frequently encountered in a particular situation
usual (adj) = happening most often in a particular situation
normal (adj) = regular, ordinary, in accordance with what people expect

include (v) = to be a necessary part of something
contain (v) = to have something inside something else
involve (v) = when something is part of a whole

grow (v) = to cultivate
grow up (phr v) = to gradually become an adult
bring up (phr v) = to care for a child, focusing on his / her character, beliefs, manners, etc.

same = not different
similar = like somebody or something but not exactly the same
like (prep) = similar to somebody or something
alike = very similar (Note: not used before a noun)

lively (adj) = full of excitement
alive (adj) = living, not dead
live (adj) = being broadcast exactly at the time it happens, not recorded in advance

Listen CD2 ▶▶ 6, 7 (for transcript see page 177)

A. Aim: to prepare Ss for the topic of the listening activity by relating it to their personal experience

- Draw Ss' attention to the definition of 'peer pressure' and explain it.
- Ask Ss to look at the picture of the boy and guess how he must be feeling and why (e.g. *the boy may be feeling pressured by his peers and he is thinking what he should do about it*).
- Ask Ss the questions and initiate a short discussion.

Background note

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behaviour in order to conform to group norms. It is particularly common among young people since they spend a lot of their time in fixed groups (e.g. school) and may lack the maturity to handle pressure from their peers (= people of the same age and social group). Young people often feel like they need to be in a group to be 'cool' or 'in'. However, youth peer pressure can also have positive effects. For example, if one is involved with a group of people that are ambitious and working to succeed, one might feel pressured to be like them to avoid feeling excluded from the group.

KEY

Suggested answers

- **Do your peers influence your choices / decisions, the way you dress or the way you behave?**
  If I said that they didn't, I would be lying. What my friends think about me is very important to me and so is fitting in and being accepted. For this reason, I am influenced by them. Nevertheless, because we have similar interests, beliefs and needs, we think alike and a lot of what we do, comes naturally to me.
- **How often do you find yourself in situations where you feel peer pressure?**
  As individuals we are alike so I don't often feel pressured into doing something that I really think is wrong or wouldn't like to do.
- **Do you find it difficult to resist peer pressure?**
  I find it difficult to resist peer pressure when I am the only one who disagrees with the others and have no one on my side.
- **Do you think peer pressure is always negative?**
  No, peer pressure is not always negative. Your friends and peers may influence you positively, too. This is especially true when you are surrounded by people your age who are mature and ambitious to succeed in life.

B. Aim: to give Ss practice in listening for a purpose

- Ask Ss if they like doing quizzes, what kind of quizzes they prefer doing, if they believe in what the results reveal about them, etc.
- Elicit answers.
- Draw Ss' attention to the table and the title of the quiz. Explain to them that they are going to listen to the questions of the quiz and the respective options (a, b, c) and that they should mark their answers in the respective boxes of the table.
- Point out to Ss that there are no right or wrong answers, it is a matter of personal preference.
- Play the CD and have Ss do the activity. Pause in between each question so that Ss have time to think about the answers and note down their choice. If necessary, play each question twice.
- Allow Ss some time to add up their scores according to the instructions on the CD.

C. Aim: to give Ss practice in listening for a purpose

- Play the CD and ask Ss to listen to the results of the quiz in order to find out what the quiz reveals about them.
- Ask Ss the questions and initiate a short discussion.

Speak

Aims: ⊙ to give Ss practice in transferring from visual to verbal
⊙ to give Ss practice in speculating about a picture
⊙ to give Ss practice in relating a situation to their personal experience

- Ask Ss to look at the picture and tell you what it shows.
- Elicit answers.
- Ask Ss to read through the words / phrases in the box and check understanding.
- Read out and explain the TIPS.
- Divide Ss into pairs and get them to do the activity.
- Ask pairs to report their answers to the class.

KEY

Suggested answers

- **What do you think has happened?**
  Well, I think it is clear from the picture that the boy accidentally dropped the girl's MP4 player in water. I don't think that he did it on purpose but it was definitely careless of him. When you borrow other people's things, you need to be extra careful.
- **How does the boy feel?**
  The boy obviously feels ashamed that he ruined the girl's MP4 player and frustrated that he is unable to do something about it.
- **What do you think the boy should say to the girl?**
  The boy definitely needs to admit the truth and apologise to the girl. He also needs to make up for ruining it by buying her a new MP4 player.
- **How do you think the girl will react when she finds out what happened?**
  Well, she is sure to be very angry. She will also blame him for being very careless and ruining her MP4 player.
- **If you were in the same situation, what would you do?**
  If I were in the boy's position, I would buy her a new MP4 player. If I couldn't, I would save up until I could. If I were in the girl's position, I would demand that he replace it.
- **Has anything similar ever happened to you?**
  Nothing like this has ever happened to me. The reason is that I do not borrow things from other people. You just never know what may happen, so I avoid this kind of situation altogether. However, I do lend my clothes to my siblings, but so far they haven't ruined anything.

Listen CD2 ▶▶| 8, 9 (for transcript see page 178)

A. Aim: to give Ss practice in listening for gist

- Ask Ss to look at the picture and tell you what it shows.
- Elicit answers (*some teenagers at a birthday party, they are wearing party hats, there are birthday presents in front of them, they look happy, excited, etc.*)
- Ask Ss to tell you what they think the listening activity will be about.
- Elicit answers (*about a birthday party*).
- Play the CD and have Ss listen to the dialogue.
- Have Ss answer the questions.
- Check the answers with the class.

KEY

Suggested answers

1. She's Stephanie's friend. / She's the new girl in Stephanie's French class.
2. They are talking about a surprise party that Stephanie organised for Monica, which went wrong.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the statements 1-7 and check understanding.
- Play the CD again and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. F. **2.** F. **3.** T. **4.** T. **5.** F. **6.** F. **7.** T

Optional post-listening activity:

- Ask Ss:
  Do you like surprises? Why / Why not?
  Do you like surprise parties?
  Have your friends / family / relatives ever organised a surprise party for you?
  If yes, how did it go? If not, would you like them to?
  Have you ever organised a surprise party for a friend / relative?
  If yes, how did it go? If not, would you like to?
- Elicit answers and initiate a short discussion.

FUNCTIONS

Discussing advantages and disadvantages
Expressing opinion

VOCABULARY

a form of all in all assign avoid balance (n) consolidate consolidation contribute cooperate destroy encourage equally in conclusion on the whole process punishment revision the pros and cons thought (n) time consuming to sum up

Write

A. Aim: to introduce the topic of the writing task by relating it to Ss' personal experience

- Ask Ss the question and initiate a short discussion.

KEY

Suggested answers

- I prefer working in a group because I think it is very helpful and useful to work with other people. / I prefer working on my own because I cannot work well in a group.

B. Aims:
- **to prepare Ss for the writing activity**
- **to help Ss determine what information to include in an essay discussing advantages and disadvantages**
- **to provide Ss with a sample essay discussing advantages and disadvantages**
- **to give Ss practice in identifying purpose and some of the stylistic features of an essay discussing advantages and disadvantages**

- Ask Ss to read the writing task and underline the key words in it.
- Elicit answers.

KEY

The following should be underlined:
essay, advantages, disadvantages, team project work, school

- Ask Ss to read through the essay and underline unknown words at the same time.
- Ask Ss to read through the questions 1-5 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. b. to introduce the main idea of the paragraph
2. The writer mentions four advantages:
   - students learn to cooperate.
   - students learn about a particular subject.
   - each member of the team contributes different ideas, knowledge and skills.
   - team members learn from each other.
3. The writer mentions three disadvantages:
   - members of the team often become very competitive or cannot get along with each other.
   - team members do not always contribute equally.
   - working in a team can be very time consuming.
4. The writer expresses his / her opinion in the last paragraph. He / She uses the following phrases: *I believe, From my point of view*
5. To list or add points: *To begin with, In addition, also, Firstly, Secondly, Lastly*
   To express contrast: *while, However, but*
   To give an example: *For instance*
   To give opinion: *I believe, From my point of view*
   To express result-consequence: *As a result*
   To express purpose: *so that*
   To summarise: *On the whole*

- Ask Ss some comprehension questions:

Is team project work popular in schools today? Yes, it is.
What does the writer think about the advantages of team project work? That they are more important than the disadvantages.
Does the writer believe that students benefit only from team project work? No, he / she doesn't. He believes there should be a balance of individual work and team work.

- Explain any unknown words.

C. Aims: ⓟ to prepare Ss for the writing activity
ⓟ to provide Ss with an additional sample essay discussing advantages and disadvantages
ⓟ to present and practise topic sentences

- Draw Ss' attention to the essay discussing the advantages and disadvantages of students having homework.
- Point out to Ss that the first sentence of each paragraph is missing.
- Ask Ss to read through the essay and underline unknown words at the same time, without paying attention to the missing sentences.
- Ask Ss some comprehension questions:

Do most students like the idea of homework? No, they don't.
Do their teachers feel the same? No, they don't. They think it is a necessary part of the learning process.
What do students practise by doing homework? What they have learnt during the lesson.
What does homework help them to do? It helps them to revise and consolidate knowledge.
What is considered to be a very important part of growing up? Spending time with friends and family or doing a sport.
What do some people believe about practice, revision and consolidation? That they can be done during school hours.
What would the writer like to have? He / She would like to have time after school for his / her own interests.
What does the writer believe about homework? That whenever teachers need to assign homework, it should be very little.

- Draw Ss' attention to the NOTE and explain it.
- Point out to Ss that the missing sentences are the topic sentences of each paragraph.
- Ask Ss to read through each set of topic sentences and check understanding.
- Have Ss do the activity.
- Check the answers with the class. Ask Ss to provide justification for their answers.

KEY
1. b. (because it is a general and balanced reference to the subject of the essay)
2. a. (because it introduces the topic of the paragraph which examines the advantages of homework. Also, sentence **b** begins with **However** which is not appropriate as it shows contrast.)
3. a. (because it introduces the topic of the paragraph which examines the disadvantages of homework)
4. a. (because it makes a general comment on what has been demonstrated throughout the essay)

- Explain any unknown words.

D. Aims: ⓟ to prepare Ss for the writing task
ⓟ to give Ss practice in considering the advantages and disadvantages of an idea
ⓟ to provide Ss with a plan and set phrases / expressions to be used in an essay discussing advantages and disadvantages
ⓟ to give Ss practice in writing an essay discussing advantages and disadvantages

- Ask Ss to read the writing task and list the pros and cons of team sports in the table.
- Have Ss do the activity.
- Check the answers with the class.

KEY
Suggested answers
Advantages
- Players learn to cooperate and work towards a common goal.
- Players meet people with the same interests as them and become sociable.
- Players get a sense of belonging.
- Players learn to share feelings.
- Players have someone to share their successes and failures with.

Disadvantages
- Not all players get along with each other.
- Players may feel under pressure to perform well as part of a team.
- Players may let others down when they don't perform well.
- Players can become too dependent on each other.

- Ask Ss to read through the plan and give them any necessary explanations about the structure and the parts of an essay discussing advantages and disadvantages.
- Draw Ss' attention to the TIPS and explain them.
- Allow Ss some time to write their essays using the ideas they discussed earlier.
- Choose some Ss to read out their essays.

Let's Read 2

Aim: to familiarise Ss with literature from various countries

A.

- Ask Ss the questions.
- Elicit answers, and initiate a short discussion.

Background note

- *Oliver Twist* is the second novel by English author **Charles Dickens** (1812-1870) published in 1838. The story is about an orphan, Oliver Twist, who endures a miserable existence in a workhouse and then is placed with an undertaker. He escapes and travels to London, where he becomes a member of a gang of juvenile pickpockets. Dickens is generally regarded as the greatest novelist of the Victorian period.
- A **workhouse** was a building where people in need were sent to live, and were given work to do.

B.

- Draw Ss' attention to the picture accompanying the text.
- Ask Ss the questions in the rubric.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Check the answers with the class.

KEY

Suggested answers

- Oliver Twist is asking the master for some more soup.
- Life for an orphan at the workhouse was really hard because they didn't get enough food and were treated really badly.

- Ask Ss some comprehension questions:

What time of the day was it? It was evening.

What was the large stone hall of the workhouse filled with? It was filled with hungry, skinny, young orphans dressed in filthy rags.

How many meals a day did they have? Three.

What did they consist of? They consisted of only one bowl of watery, tasteless soup.

What did the boys always stare at once they had finished eating? They stared at the copper pot that held the soup.

What had the boys done before dinner? They had held a meeting.

What had happened at that meeting? They had made a decision.

What did the boy next to Oliver do? He nudged him.

What gave Oliver the courage to do what they had decided at the meeting? The hunger or the misery that comes with it.

How did the master react the first time Oliver asked for more soup? His face turned white, he stared at Oliver, speechless, and finally said 'What?' angrily.

How did the men in charge of the workhouse feel when the master told them what Oliver had asked for? They were shocked.

C.

- Ask Ss to read through the questions 1-6, and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. c, **2.** d, **3.** c, **4.** b, **5.** d, **6.** b

D.

- Draw Ss' attention to the words 1-8.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the meanings a-h, and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

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

E.

- Ask Ss the questions.
- Elicit answers, and initiate a short discussion.

F.

- Refer Ss to line 38 of the text, and ask them what the word 'furious' means.
- Elicit answers.
- Point out to Ss that adjectives can be either weak or strong, and ask if 'furious' is a weak or strong adjective.
- Draw Ss' attention to the note, and explain that certain adverbs are used before weak or strong adjectives to intensify their meaning.

G.

- Refer Ss to the first paragraph of the text, and ask them to find four adjectives which mean *very thin, very dirty, very hungry* and *very small.*
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY
skinny, filthy, starving, tiny

- Point out to Ss that these are *strong adjectives* and we never use *very* before them because they contain the idea of 'very'. *Strong adjectives* are more emphatic and add to the effect we want to create when we write or speak.

H.

- Ask Ss to read through the sentences 1-7, and draw their attention to the adverbs in activity F, and the adjectives in bold.
- Explain to Ss that these are 'strong' adjectives used to convey the writer's feelings / impressions / thoughts more vividly.
- Ask Ss to read through the adjectives in the box, and make sure that Ss understand that these are 'weak' adjectives, as they are less impressive / descriptive than the 'strong' adjectives used in the sentences 1-7.
- Have Ss do the activity.
- Check the answers with the class.

KEY
Suggested answers
1. incredibly angry
2. extremely hot
3. really interesting
4. very beautiful
5. terribly surprised
6. extremely dirty
7. very hungry

Project

- Draw Ss' attention to the project, and tell them that they are going to make a presentation of one of Charles Dickens' books.
- Ask Ss to choose one to read and find information about the plot, main characters and interesting features.
- Refer Ss to the Project Skills section, and explain the steps they have to follow in order to complete the project.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

4 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should then calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities

A.

KEY
1. makes
2. ashamed
3. live
4. pay
5. destroyed
6. compulsory
7. competitive
8. do

B.

KEY
1. on, **2.** in, **3.** for, **4.** up, **5.** for, **6.** up, **7.** of

C.

KEY
(1) 'm / am going to fly
(2) 'll / will help
(3) Will... take
(4) will not / won't have finished
(5) Will... stop
(6) 'm / am going to make
(7) will not / won't have to

D.

KEY
1. Both, **2.** all, **3.** none, **4.** Neither, **5.** either, **6.** neither

E.

KEY
1. will start
2. knew
3. 'll / will miss
4. boils
5. wouldn't / would not miss
6. apologises
7. would go

F.

KEY
1. f, **2.** g, **3.** e, **4.** a, **5.** d

Now I can...

Aims: ⓟ to give Ss the opportunity to check their progress
ⓟ to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

For Song 2, go to page 133. CD2 ▶▶|10

For Beyond Language 1, go to page 136.

Exam Practice (p.143)

A.

KEY
(1) b, (2) c, (3) b, (4) d, (5) a, (6) b, (7) a, (8) c, (9) b, (10) a, (11) c, (12) a

B.

KEY
1. d, **2.** d, **3.** c, **4.** c, **5.** b, **6.** d

For Video Worksheet, go to page 151.

5 Globetrotting

FUNCTIONS

Talking about holiday and travelling experiences

VOCABULARY

backpacking holiday coach tour cruise
guided city tour safari

Aims: ⊙ **to introduce the topic of the module and activate Ss' background knowledge**
⊙ **to present the learning objectives of the module**

- Ask Ss to look at the picture on the page and tell you what it shows (*a traveller looking at his map and trying to find out where he is going, etc.*).
- Elicit answers.
- Draw Ss' attention to the title of the module in connection with the picture and help them deduce the meaning of the word globetrotting (= *travelling in many countries around the world*).
- Ask Ss to tell you what they think the module will be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section.
- Elicit answers.

KEY

Suggested answers

- **Do you like travelling?**
  Yes, I do. I haven't visited a lot of places, but I have really enjoyed the little travelling that I've done. If I get the chance, I will definitely travel a lot more in the future. Besides being fun, you learn about other cultures, which is important because we are members of a global community.

- **Where would you most like to travel in the world? Why?**
  One place that I would like to travel to is China. Visiting China would be a real learning experience because it has a very rich historical and cultural background. This experience would broaden my mind and help me develop an appreciation for other cultures that are different to my own. Another place I'd like to visit is the Amazon Rainforest in Brazil. I think it would be wonderful to explore such a place. I am sure that this experience would be both fascinating and educational.

- **What do you think the holidays below involve?**
  A **cruise** involves spending a lot of time on a ship. It may be interesting, as cruise ships usually have a lot of facilities and organised activities that can make the time you spend on board both entertaining and enjoyable. The ship also docks at various ports, which means that you get the opportunity to do a bit of sightseeing.
  A **coach tour** involves spending a lot of time on the road travelling by coach from one place to another, stopping at various sights on the way. The purpose of a coach tour is to allow tourists to see as many attractions / sights as possible. There is a tour guide on the bus, who provides tourists with information about the sights, so this kind of tour is usually very educational.
  A **holiday by the seaside** usually involves spending a lot of time doing various water sports or seaside activities. What you make of it will depend on your needs as an individual. Some people spend their time relaxing by the sea while other more adventurous and energetic types tend to do water sports.
  A **guided city tour** involves touring the city with a guide on a bus, coach, bike or on foot. The aim is to see the most important local attractions or sights in the city.
  A **backpacking holiday** involves walking / hiking long distances with a backpack on your back. It is usually to places that are off the beaten track, which means that not many people live or go there. The backpacker is usually interested in taking in the natural beauty and sights of the place he / she is visiting. For this reason, he / she sleeps outdoors and usually eats meals that are quick and easy to cook and eat.
  A **safari** involves travelling in areas that are rich in wildlife. The purpose is usually to observe and take pictures of wild animals in their natural environment. It involves staying in a lodge or camp found in a park or protected area. While on safari, you usually drive or walk around with an experienced guide.
  A **skiing holiday** usually involves staying at a resort, which has been developed for skiing and other winter sports, or in a town or village that is in a ski area. The main purpose of this holiday is to make the most of the ski slopes and services available.
  A **working holiday** is a holiday during which you work. It usually involves doing volunteer work to benefit a local community or help save the environment. The kind of work you will be required to do differs and so does the destination, which may even be abroad. It is a wonderful way to develop skills, knowledge and experience while helping out.

- **Which one would you most like to go on? Why?**
  If I were to choose one of these holidays, I think I would choose to go on a safari. I've always wanted to see wild animals in their natural environment. A safari is ideal in this respect. Furthermore, staying outdoors in a safari camp, surrounded by wilderness and wild animals would be a fascinating, adventurous and unforgettable experience.

- Draw Ss' attention to the *Go through the module and find...* section.
- Ask Ss to find where these topics are discussed.

KEY

- a newspaper clipping about a natural disaster in the mountains: p. 71
- a young woman exploring a North African country: p. 74
- dialogues taking place at an airport: p. 76
- a text about a man who travelled along the longest river in South America: p. 68
- an account of a holiday experience: p. 73

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.
- Draw Ss' attention to the values of the module and discuss the importance of them.

KEY

Suggested answers

- A spirit of adventure means not being afraid to take risks and being curious to learn new things and have new experiences.
- Respecting other cultures is an important value which aims to promote tolerance and acceptance between people from different cultures.

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FUNCTIONS

Talking about travelling experiences
Sequencing past actions and events

STRUCTURES

Past Perfect Simple – Past Perfect Continuous

VOCABULARY

announce attack be forced to bug bury chief consist of continent continuously cross (v) destruction determined disease eel expedition face (v) fly (n) giant guide hunt isolated jaguar mosquito native people piranha rainforest satellite scorpion set off (leave) sting (v) strength suffer supplies swamp threat (n) tortoise trekker

Read CD2 ▶▶ 11

A. Aim: to prepare Ss for the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Yes, I do because it helps me keep fit and healthy. It is also an ideal way to relax and think through things that are troubling you. I particularly enjoy walking in nature.
- Well, the furthest that I've ever walked is about 16km, which is the distance I covered when I walked through the Samaria Gorge in Crete, Greece. It was actually one of the most wonderful experiences that I've ever had because it is an area of great natural beauty.

B. Aims: ⓟ **to present vocabulary, functions and structures in the context of a text about a man's travel along the Amazon**
ⓟ **to give Ss practice in reading for gist**

- Ask Ss to look at the pictures accompanying the text and tell you what they can see (*a map, a scorpion, a jungle, a hiking boot in water / mud*).
- Elicit answers.
- Ask Ss to guess what the text will be about.
- Elicit answers.
- Ask Ss to read through the text and underline unknown words at the same time.
- Ask Ss to read through the three titles and check understanding.
- Allow Ss some time to choose the best title for the text.
- Check the answers with the class. Ask Ss to provide justification for their answers.

KEY

The best title is c. because Ed Stafford wanted to walk the Amazon. He didn't make a journey across the Amazon (a.) or save the rainforest (b.).

Background note

The ***Amazon River*** is in South America, it's about 4000 miles (6400km) long and it is one of the longest rivers in the world. It is also the world's widest river. It accounts for approximately one fifth (20%) of the fresh water that flows into the world's oceans. The bulk of the river winds through tropical rainforest, and eventually flows into the Atlantic Ocean.

- Ask Ss some comprehension questions:

Where is Ed Stafford from? He's from the UK.
How long is the Amazon from source to sea? 4000 miles.
When did Stafford set off? In April 2008.
Where is Cho from? He's from Peru.
What does he do? He's a forester.
How long had Stafford and Cho been walking when they reached the Atlantic Ocean? They had been walking for 860 days.
Where did Stafford use to write his experiences? On his laptop. / In a blog.
What did Stafford and Cho use to cross swamps and rivers? They used small inflatable rafts.
What did they come across? Giant poisonous snakes, electric eels, jaguars, crocodiles, monkeys and many dangerous insects.
What happened to Stafford twice during the journey? He was stung by scorpions.
What did their diet consist of? It sometimes consisted of whatever they could hunt or find. / It consisted of plants, piranha fish, wild cats and tortoises.
Did they face any dangers from humans? Yes, they did.
Were all the maps they used reliable? No, they weren't.
Did they have problems with the native people? Yes, they did.
What did some isolated communities living in the jungle do? They saw them as a threat and chased them with knives and guns.
Why did Stafford want to put his life in danger? Because no one had achieved anything like it before.
What did he hope his expedition would make people more aware of? He hoped it would make people more aware of the destruction of the rainforest.

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C. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the questions 1-5 and the respective answers and check understanding.
- Read out and explain the TIPS.
- Have Ss do the activity.
- Check answers with the class. If necessary, ask Ss to provide justification for their answers.

KEY
1. b, **2.** c, **3.** d, **4.** a, **5.** a

D. Aim: to give Ss practice in categorising some of the vocabulary presented in the text

- Draw Ss' attention to the categories in the table and the respective examples and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
Geographical features
river, sea, ocean, swamp, jungle, rainforest (*lake, mountain, hill, etc.*)
Water creatures
crocodile, eel, piranha fish (*shark, dolphin, jellyfish, etc.*)
Land animals
snake, jaguar, monkey, wild cat, tortoise (*tiger, elephant, etc.*)
Bugs
fly, mosquito, scorpion (*bee, wasp, cockroach, ant, etc.*)

- Explain any unknown words and get Ss to read the text aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- I wish I could do something as brave as this, but I don't think that I have what it takes. You see, trekking through the Amazon jungle is not only extremely dangerous but also very challenging. For this reason, you need great emotional and physical strength. I don't think I am fit enough or brave enough to achieve something as remarkable as this.
- Yes, a man called Heinz Stücke. He is a German long-distance traveller and cyclist, who has been round the world on his bike 10 times. He started his biking tour in 1962 and hasn't stopped since. He is now 70 years old but has no plans of stopping his tour of the world.
- It teaches us that we can achieve many difficult things if we work hard and are committed. It also shows us that by working hard we can overcome many obstacles.

Grammar

Aims: ▶ **to present the Past Perfect Simple and the Past Perfect Continuous**
▶ **to give Ss practice in using the Past Perfect Simple and the Past Perfect Continuous in context**

- Ask Ss to read through the first example in the grammar box.
- Draw Ss' attention to the verbs in the sentence (*allowed, had spoken*) and ask them to tell you which action happened first and which followed.
- Elicit the answer that the trekker spoke to the chief first and then they allowed him to enter the village. Explain to Ss that the action that happened first is usually in the Past Perfect Simple and the action that followed is in the Past Simple.
- Refer Ss to the Grammar Reference (p. 163).
- Ask Ss to come up with their own examples.
- Tell Ss to find examples of the Past Perfect Simple in the text (*...had estimated....*, *...had completely cleared them away*, *... no one had achieved anything...*).
- Ask Ss to read through the second example in the Grammar box.
- Draw Ss' attention to the verb in bold and ask them what they notice about the formation of the Past Perfect Continuous (*had been + the main verb with -ing*).
- Ask Ss to tell you when they think the tense is used.
- Elicit the answer that we use the Past Perfect Continuous to show the duration of an action that had been in progress up to a moment in the past or before another past event (*By the time the bus arrived*).
- Make sure that Ss can distinguish between the two actions in the second example in the Grammar box.
- Refer Ss to the Grammar Reference (p. 163).
- Ask Ss to come up with their own examples.
- Tell Ss to find an example of this tense in the text (*...he had been walking continuously...*).
- Have Ss do the activity below the grammar box.
- Check the answers with the class.

KEY
1. arrived, reached, had left
2. had been talking, hung, hadn't spoken, had
3. went, had been playing, were

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FUNCTIONS
Using vocabulary related to travel
Reporting statements
Talking about natural disasters

STRUCTURES
Reported Speech (Statements)
Reporting verbs

VOCABULARY
avalanche biologist book (v) boss camping gear collector competitor cycle (v) cyclist deny dig excursion hairstylist hike hiker holiday destination hunter inspect inspector leader nature reserve reception report set up ski resort skier suggest survivor tourist attraction traveller trek visitor

Vocabulary

A. Aim: to give Ss practice in forming nouns that refer to people using the suffixes *-er, -or* and *-ist*

- Draw Ss' attention to the table and explain to them that we use the suffixes *-er, -or* and *-ist* to form nouns that refer to people.
- Ask Ss to read through the words in the box and check understanding.
- Give Ss some time to do the activity.
- Check the answers with the class and provide Ss with any necessary explanations concerning the formation of the nouns.
- Ask Ss if they can think of more nouns that refer to people using the suffixes *-er, -or* and *-ist* (e.g. *driver, designer, creator, editor, physicist, journalist*, etc.).
- Elicit answers.

KEY

-er	-or	-ist
traveller	*visitor*	*receptionist*
hiker	inspector	artist
hunter	collector	scientist
trekker	survivor	cyclist
explorer	instructor	hairstylist
reporter	competitor	biologist

B. Aim: to give Ss practice in using words that can easily be confused

- Ask Ss to read through each set of sentences and the given words.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

KEY
1. journey / trip
2. trip
3. flight
4. tour
5. voyages
6. cruise
7. excursion
8. expedition
9. set up
10. set off
11. chief
12. boss
13. guide
14. leader
15. reach
16. arrived
17. approach / are approaching / reach
18. get

Language Plus

trip (n) = a short journey to a place and back again
voyage (n) = a journey by ship or spacecraft
tour (n) = an organised trip during which you visit different places
cruise (n) = a holiday during which you travel on a ship
journey (n) = travelling from one place to another
flight (n) = a journey by plane

expedition (n) = an organised journey for a particular purpose (e.g. to find out about a place that is not well known)
excursion (n) = a short journey usually made for pleasure

set off (ph v) = begin a journey
set up (ph v) = establish something (e.g. an organisation)

guide (n) = somebody whose job is showing a place or a particular route to visitors
boss (n) = somebody who is in charge of an organisation and who tells others what to do
chief (n) = somebody with a high rank or the highest rank in an organisation
leader (n) = somebody in control of a group

reach (one's destination) (v) = to arrive at a particular place
arrive (at / in) (v) = to reach a place, especially at the end of a journey
get (to) (v) = to arrive at a particular place
approach (v) = to come near to something

C. Aims: ▶ to present compound nouns
▶ to give Ss practice in forming compound nouns

Language Plus

Compound nouns can be formed as two words (e.g. bus stop) or as one word (e.g. postman). Sometimes they are hyphenated (e.g. check-in).

- Draw Ss' attention to the NOTE and explain it.
- Point out to Ss that compound nouns can be formed as two words or as one word and they can also be hyphenated (see Language Plus).
- Refer Ss to the text and ask them to find compound nouns.
- Have Ss do the activity.
- Check the answers with the class.

KEY
video phone, laptop, skin disease, piranha fish, logging companies, community chief, record-breaker

- Ask Ss if they can think of any other compound nouns (e.g. *railway station, bookshop, chatroom*, etc.).
- Elicit answers.
- Ask Ss to read through each column in the activity.
- Have Ss do the activity.
- Check the answers with the class. Provide Ss with any necessary explanations.

KEY
1. a, f (forest guide, forest fire)
2. a, e, h (travel guide, travel gear, travel agency)
3. c, e (ski resort, ski gear)
4. a (tour guide)
5. b, c, g (tourist destination, tourist resort, tourist attraction)
6. e (camping gear)
7. b, c, g (holiday destination, holiday resort, holiday attraction)
8. d (nature reserve)

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Grammar

Aims: ▶ to give Ss practice in using Reported Speech (statements)
▶ to present reporting verbs

- Ask Ss to read through the examples of Reported Speech in the grammar box and discuss what they remember about how it is formed and when it is used.
- Refer Ss to the Grammar Reference (pp. 163-164).
- Write a few examples of statements in Direct Speech on the board and ask Ss for their equivalents in Reported Speech.
- Draw Ss' attention to the NOTE, ask them to read through the verbs and check understanding.
- Explain to Ss that we can use these reporting verbs in Reported Speech to report announcements, explanations, advice, suggestions, promises, etc. and make our reported statements more accurate.
- Refer Ss to the Grammar Reference (p. 164) and explain how these verbs can be used.
- Ask Ss to find any examples of Reported Speech in the text on page 68 (*...Ed Stafford announced that he wanted to become the first person to walk... / ...most people said that he could not do it. / They said there was no way any human could survive such a long and dangerous journey. / He explained that no one had achieved anything like it before.*) and ask them for their equivalents in Direct Speech (*'I want to become the first person to walk...,' Ed Stafford said. / 'He can't do it,' most people said. / 'There is no way any human can survive such a long and dangerous journey,' they said. / 'No one has achieved anything like it before,' he said.*).
- Ask Ss to read through the sentences 1-5 below the grammar box.
- Have Ss do the activity.
- Check the answers with the class.

KEY
Suggested answers
1. The tour guide told us / explained to us / announced that we would reach our destination the next / following day at 5 a.m.
2. Kate said / explained / announced that her sister had bought all the necessary camping gear.
3. Ryan told Fiona / explained to Fiona that he couldn't go hiking with her because he had hurt his ankle the day before / the previous day.
4. Harry said / announced that his dad was going on a business trip to Paris the next / following weekend.
5. Karen said / announced that she might become a receptionist in the future.

Listen CD 2 ▶▶ 12, 13 (for transcript see page 178)

A. Aim: to prepare Ss for the listening activity by activating their background knowledge

- Draw Ss' attention to the newspaper article and ask them to tell you what they think it is about (*an accident in the mountains*).
- Elicit answers.
- Ask Ss to read through the article and check understanding.
- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- An avalanche is a large amount of snow or ice that falls down a mountain.
- If a village, town or ski resort is situated near a mountain where avalanches occur, it can be buried under the snow that falls, and lives could be lost. People buried under the snow have a very small chance of surviving because they usually run out of oxygen before a rescue team can find them.
- People who live or work near an avalanche path are affected by avalanches and so are skiers.

B. Aims: ▶ to help Ss make predictions based on their background knowledge
▶ to give Ss practice in listening for gist

- Ask Ss to guess what happened to the two people who survived the avalanche.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen and check their predictions.
- Check the answers with the class.

KEY
Suggested answers
Carrie and Mark were near the top of a slope ready to ski when an avalanche occurred. Carrie was trapped under the snow. Mark wasn't trapped and saved Carrie by digging her out.

C. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions 1-5 and the respective answers.
- Play the CD and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
1. b, **2.** a, **3.** b, **4.** b, **5.** b

Optional post-listening activity:

- Ask Ss:

Have you ever found yourself in a similar situation?
Have you heard of / read about anything similar?
Would you have reacted in the same way as Carrie?
Would you have reacted in the same way as Mark?
What do you think of natural disasters?

- Elicit answers and initiate a short discussion.

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FUNCTIONS

Using idioms to describe feelings
Narrating an annoying / embarrassing incident
Describing events based on visual and verbal prompts
Using 'strong' adjectives

VOCABULARY

a pain in the neck astonished bark (v)
be over the moon be / feel on top of the world
burst out laughing delighted disturb dreadful
drive somebody up the wall enormous exhausted
fascinating filthy freezing furious
go red as a beetroot jump out of one's skin
marvellous nearly one's heart is in one's mouth
play a trick on somebody rest (v) rush out sand
spill sun lounger tiny towel
want the ground to open up and swallow one

Vocabulary

Aim: to present some idioms describing feelings

Language Plus

An *idiom* is a group of words which have a different meaning when used together from the meaning of each individual word.

- Ask Ss to read through the sentences 1-8 and draw their attention to the phrases in bold.
- Point out to Ss that these are idioms which describe people's feelings.
- Ask Ss to read through the nouns in the box which refer to feelings and check understanding.
- Point out to Ss that they should try to deduce the meaning of the idioms from the context of the respective sentence.
- Have Ss do the activity.
- Check the answers with the class. If necessary, provide Ss with any further explanations.

KEY
1. fear
2. annoyance
3. happiness
4. fear
5. embarrassment
6. happiness
7. annoyance
8. embarrassment

- Ask Ss to come up with their own sentences practising the idioms.

Speak

A. Aims: **to give Ss practice in narrating an annoying / embarrassing incident**
to give Ss practice in transferring from visual to verbal
to give Ss practice in speculating about a picture

- Ask Ss to look at the first picture, read through the prompts underneath it and check understanding.
- Ask Ss to imagine that they are the man in the picture and that this has happened to them. They should describe what happened and how they felt.
- Point out to Ss that they can use some of the idioms presented in the vocabulary activity in order to describe their feelings more vividly.
- Point out to Ss that they will need to use the past tenses.
- Allow Ss some time to prepare their stories.
- Choose some Ss to describe what happened and how they felt.
- Alternatively, in pairs, Ss take turns to narrate what happened.
- Do the same with the story of the woman shown in the second picture.

KEY
Suggested answers
1st picture
Last Sunday it was very hot, so I decided to go swimming. To my disappointment, when I got to the beach, I realised that it was crowded. However, I decided to stay and enjoy the sea and the sun, as I really needed some rest. But it was impossible! Kids were running up and down the beach, shouting and kicking up sand. Some people next to me were listening to some really loud music. Some children a few metres away were playing with a ball. Everyone was disturbing my peace! I couldn't stand the voices, the music and especially the noise of the kids playing with the ball! It was driving me up the wall! Suddenly, as I was about to stand up and go for a swim, I saw the ball coming towards me! It landed right in front of me causing my soft drink to spill all over my towel. I just got up and left.
2nd picture
Last Sunday I decided to go windsurfing with my friends, Kevin and James. I had been windsurfing for a while when suddenly I saw a shark's fin approaching me! I nearly jumped out of my skin! I turned round to see where my friends were but they were nowhere in sight! I headed for the beach as fast as I could. When I finally managed to get there, I got off my board and threw it onto the beach. As I was rushing out of the water, I heard someone laughing. I turned round and saw my friends! James had a shark's fin on his back and Kevin was next to him laughing. They had played a trick on me! I just wanted the ground to open up and swallow me! When they saw how embarrassed I was, they burst out laughing even more. They are good friends of mine but they can be a pain in the neck sometimes!

B. Aim: to give Ss the opportunity to elaborate on the topic of the speaking activity

- Ask Ss the questions and initiate a short discussion.

KEY
Open

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Write

A. Aims: ⓟ to provide Ss with a sample account of a true event
ⓟ to give Ss practice in understanding the main points of an account of a true event
ⓟ to give Ss practice in identifying some stylistic features of an account of a true event

- Ask Ss to look at the layout of the text and tell you what they think it is.
- Ask Ss to read through the account and underline unknown words at the same time.
- Ask Ss to read through the questions 1-5 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. It took place on the third day of the writer's holiday on the island of Penang in Malaysia.
2. During his / her experience the writer felt furious. At the end of his / her experience the writer felt embarrassed.
3. The Past Simple, the Past Continuous and the Past Perfect Simple.
4. *and, After that, so, Later, But, as, Then*
5. By using Direct Speech, exclamation marks, a variety of adjectives and idioms expressing feelings.

- Ask Ss some comprehension questions:

Was the writer having a great time? Yes, he / she was.
What was the hotel like? It was enormous.
Were many people using the pool? Yes, they were.
What did the writer do every day? He / She got up early and saved a sun lounger.
How did he / she do that? By leaving a towel on it.
What did he / she do afterwards? He / She enjoyed a delicious breakfast in the hotel restaurant.
When did he / she go back to the pool? After he / she had finished his / her breakfast.
What happened on the third day of the writer's holiday? A teenage boy was on the writer's sun lounger and his / her towel was on the floor.
What did the teenage boy say about the fact that the writer's towel was on the floor? He said that maybe the wind had blown it off.
What did the writer accuse the boy of doing? He / She accused him of stealing his / her sun lounger.
What happened to the writer as he / she turned to leave? He / She slipped and fell into the pool.
What did everyone think of the incident? They thought it was hilarious.

B. Aims: ⓟ to give Ss practice in finding specific vocabulary in the account
ⓟ to prepare Ss for the writing activity

- Ask Ss to read through the meanings 1-8.
- Point out to Ss that they should refer to the indicated paragraphs and match the meanings with some adjectives in the account.
- Point out to Ss that these 'strong' adjectives are used to make the account more interesting.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. marvellous
2. enormous
3. starving
4. delicious
5. astonished
6. furious
7. filthy
8. hilarious

- Explain any unknown words.

C. Aims: ⓟ to help Ss realise the effect of 'strong' adjectives
ⓟ to prepare Ss for the writing activity

- Ask Ss to read through the sentences 1-6 and check understanding.
- Draw Ss' attention to the 'strong' adjectives in bold in the sentences.
- Ask Ss to read through the adjectives in the box and do the activity.
- Check the answers with the class.
- Ask Ss to tell you what they notice about the effect of the adjectives in each set of sentences.
- Elicit the answer that *the 'strong' adjectives are more effective than the adjectives preceded by 'very'.*

KEY
1. tiny: very small
2. fascinating: very interesting
3. freezing: very cold
4. exhausted: very tired
5. delighted: very pleased
6. dreadful: very bad

D. Aim: to give Ss practice in writing an account of a true event

- Draw Ss' attention to the TIPS and explain them.
- Allow Ss some time to write their accounts.
- Choose some Ss to read out their accounts.

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FUNCTIONS

Talking about travelling experiences
Reporting questions, commands and requests

STRUCTURES

Reported Speech (Questions, Commands, Requests)

VOCABULARY

afterwards Arabic be a piece of cake
cross one's mind delight (n) dizzy
dream come true dump (v) entire gesture
give something a try go away grab a bite (to eat)
hail a taxi have the time of my life henna tattoo
impression kebab live up to one's expectations
magical outing roam rough sand dune
set (v) (sun) step on something wonder

Read CD2 ▶▶| 14

A. Aim: to prepare Ss for the reading activity by relating it to their personal experience

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- Open
- I enjoy going sightseeing, attending cultural events and tasting the local cuisine.

B. Aims: ⓟ **to present vocabulary, functions and structures in the context of a text about a woman's trip to Morocco**
ⓟ **to give Ss practice in reading for gist and identifying the main idea of each paragraph in the text**

- Draw Ss' attention to the title of the text and the pictures and captions accompanying it.
- Ask Ss to tell you what they think the pictures are in relation to the title of the text (*the girl's pictures from her trip to Morocco*).
- Elicit answers.
- Ask Ss to tell you who the girl is (*it's Amanda Edmunds*).
- Ask Ss what they know about Morocco (see background note).
- Elicit answers.
- Ask to read through the text and underline unknown words at the same time.
- Ask Ss to read through the headings a-g and check understanding.
- Have Ss do the activity.
- Check the answers with the class. If necessary, ask Ss to provide justification for their answers.

KEY
1. d, **2.** g, **3.** a, **4.** e

Background note

Morocco is a country located in North Africa. The capital city is Rabat and the largest city is Casablanca; other large cities include Marrakech and Meknes. Morocco's coast is on the Atlantic Ocean and it reaches past the Strait of Gibraltar into the Mediterranean Sea.
Berbers are the indigenous people of North Africa west of the Nile Valley. The Berber languages form a branch of the Afroasiatic linguistic family comprising of many closely related dialects. There are between 30 and 40 million speakers of Berber languages in North Africa.
The ***Bedouin*** are a part of the predominantly desert-dwelling Arab ethnic group. Originally, the term referred only to the 'camel-raising' tribes. However, today, due to a number of cultural changes, the term is often applied to desert dwellers or nomads.
Erg Chebbi, in southeastern Morocco, is one of the two Saharan ergs. An erg is a large sand dune, up to 150 metres high, formed by wind-blown sand. Erg Chebbi is 22km long and 5km wide. The dunes are a popular tourist destination.

Language Plus

4x4 ('four by four') is an abbreviation for 'Four-wheel drive'. The first figure is normally taken as the total number of wheels and the second is normally taken as the number of powered wheels.

- Ask Ss some comprehension questions:

Did Amanda and Amelie arrive at Marrakech airport on the same day? No, they didn't.
What languages do they speak in Morocco? Arabic, French and Berber.
Was Amanda hungry after she checked in at the hotel? Yes, she was.
Where did Amanda and Amelie go to eat? They went to a souq.
What is a souq? It's an open-air market by day and an open-air restaurant by night with loads of food stalls.
Was it crowded? Yes, it was.
What did the man who yelled at Amanda do? He was a snake charmer.
How long does a henna tattoo usually last? Two weeks.
Was Amanda used to the way people in Morocco hail taxis? No, she wasn't.
How did she feel about the excursion to Erg Chebbi? She felt nervous.
How many days did Amanda spend in Erg Chebbi? Two days.
Did she have a good time there? Yes, she did.
Where is Erg Chebbi? In the Sahara Desert.
What is the most impressive thing tourists notice once they arrive at Erg Chebbi? The enormous sand dunes.
What did Amanda think the life of a Bedouin might be like? Roaming the desert on camels and sleeping in tents under the stars.
What was Amanda's dream? To ride a camel. / To go camel riding.
Did she try it? Yes, she did.
Did she like it? No, she didn't.
Does Amanda believe it's easy to ride a camel? No, she doesn't.
What did she call the camel she rode? Goofy.
Why did she choose that name? Because he had huge teeth.
What was her guide's name? Moha.
What did she ask him to do? She asked him to stop / if they could stop.
Did they stop? No, they didn't.
Why didn't they stop? Because Moha told Amanda that she'd get used to it.
What are camels known as? As 'ships of the desert'.
How did Amanda think she was feeling once Moha told her that? She thought she was feeling seasick in the middle of the desert.

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C. Aim: to give Ss practice in identifying specific information in the text

- Ask Ss to read through the questions 1-8 and check understanding.
- Have Ss do the activity.
- Check the answers with the class. If necessary, ask Ss to provide justification for their answers.

KEY

1. Because she had been to Morocco many times and because she spoke French.
2. She ate kebab.
3. Because she almost stepped on his cobra.
4. She went to the souq.
5. She held up two fingers.
6. It took them most of the day.
7. The stars in the sky.
8. Because she felt dizzy.

D. Aim: to give Ss practice in deducing the meaning of some words / phrases presented in the text

- Ask Ss to read through the definitions 1-8 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. dump
2. grab a bite
3. outing
4. entire
5. roam
6. not live up to one's expectations
7. a piece of cake
8. cross one's mind

- Explain any unknown words and ask Ss to read the text aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the text

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answer

- I would like to visit Erg Chebbi. It impressed me the most because there are so many beautiful things one can see there. I'd like to watch the sun set behind the sand dunes and stare at the stars in the sky. I would also like to try camel riding. They are all unique travelling experiences!

Project

- Draw Ss' attention to the project, and tell them that they are going to make a poster about a trip they enjoyed very much.
- Allow Ss some time to think of a trip they have been on that they would like to present to the class. Have Ss note down some interesting details about it.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to complete the project.
- Encourage them to find pictures and stick them on the poster.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

Grammar

Aim: to revise and give Ss practice in using Reported Speech (questions, commands, requests)

Reported Speech (Questions)

- Ask Ss to read through the examples of questions in Direct and Reported Speech in the grammar box and discuss what they remember about how questions in Reported Speech are formed and when they are used.
- Refer Ss to the Grammar Reference (pp. 164-165).
- Write a few examples of questions in Direct Speech on the board and ask Ss for their equivalents in Reported Speech.
- Elicit answers.
- Tell Ss to find any examples of questions in Reported Speech in the text (*...I asked Amelie where I could get one. / I asked Amelie why they did that... / ...I asked the guide, Moha, if we could stop.*) and ask them for their equivalents in Direct Speech (*'Where can I get one?' I asked Amelie. / 'Why do they do this?' I asked Amelie. / 'Can we stop?' I asked the guide, Moha.*).
- Elicit answers.

Reported Speech (Commands, Requests)

- Ask Ss to read through the examples of commands and requests in Direct and Reported Speech in the grammar box and discuss what they remember about how they are formed and when they are used.
- Refer Ss to the Grammar Reference (p. 165).
- Point out to Ss that a request is not always in the Imperative but it can also be in the form of a question (e.g. *Will you help me, John?' Mary asked.*). When this is the case, it can be dealt with in two ways: either as a question (e.g. *Mary asked John if he would help her.*) or as a request + to-infinitive (e.g. *Mary asked John to help her.*).
- Write a few examples of commands and requests in Direct Speech on the board and ask Ss for their equivalents in Reported Speech.
- Elicit answers.
- Tell Ss to find any examples of commands / requests in Reported Speech in the text (*Moha told me not to worry as I'd get used to it.*) and ask them for their equivalents in Direct Speech (*'Don't worry, you'll get used to it' Moha said to me.*).
- Ask Ss to read through the sentences 1-6 below the grammar box and check understanding. Point out to them that they should use the correct form of the reporting verbs given.
- Have Ss do the activity.
- Check the answers with the class. If necessary, provide Ss with any further explanations.

KEY

1. Mr Jones wondered where he had left his ticket.
2. Mary asked her brother not to step on her towel.
3. Jerry wanted to know if / whether the school would take them on another outing that year.
4. Fay asked her mother if / whether she could invite her friends over for dinner.
5. Betty told Kelly to ring the travel agency and ask about the trip to Spain.
6. Dave wanted to know why Peter wanted to go to the market.

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FUNCTIONS

Using vocabulary related to travelling by plane
Understanding recorded messages
Talking about travel and means of transport

VOCABULARY

abroad airline aisle seat announcement arrival baggage board (v) boarding pass check in clerk delay (n) depart departures board environmentally friendly fasten flight attendant gate hand luggage inexpensive land (v) Never mind on board pack (v) parking problem passport seat belt sense of direction take off travel sickness

Vocabulary

Aims: ⊙ **to present vocabulary related to travelling by plane**
⊙ **to give Ss practice in guessing the meaning of unknown words**

- Ask Ss some questions:

Have you ever travelled by plane?
Have you ever been to an airport?
Can you name any areas that can be found at an airport?
Can you think of any words related to travelling by plane?

- Elicit answers.
- Choose Ss to read out the dialogues in pairs.
- Ask Ss to tell you where each dialogue is taking place (*Dialogue 1: at a check-in desk, Dialogue 2: on a plane*)
- Draw Ss' attention to the words in bold. Explain to them that these are words / phrases related to travelling by plane.
- Point out to Ss that if they have got any unknown words, they should try to deduce their meaning from the context or by looking at the stem of the word.
- Have Ss do the activity. Encourage Ss to rely on their background knowledge of airports and travelling by plane.
- Check the answers with the class.

KEY

check in (phr v) = to go to a desk at an airport where you show your ticket and passport so that you can be told where you will be sitting on the plane
passport = an official document containing personal information along with a photograph which allows a person to enter or leave a country
baggage (uncountable noun) = luggage, bags that passengers take with them when travelling (note: we say a piece / two pieces of baggage when we want to count them)
hand luggage (uncountable noun) = small bags that a passenger can take on a plane (note: we say a piece / two pieces of hand luggage when we want to count them)
on board = on the plane
aisle seat = the seat by the corridor in a plane
boarding pass = a card that a passenger receives after they have checked in and they must have it to be allowed to get on a plane
depart (v) = to leave
gate = the place at an airport where passengers are allowed to get on or off a plane
departures board = the electronic display board which shows the departure details (time, gate) of flights
delay (n) = a period of time when passengers have to wait because of a problem that makes their flight late
board (v) = to get on a plane
announcement = a spoken or written statement that informs people about something
fasten one's seat belt = to do up the belt which holds a passenger in their seat in order to reduce the risk of them being injured when travelling by plane
take off (phr v) = (of an aircraft) to leave the ground and begin to fly
land (v) = (of an aircraft) to come down through the air onto the ground
arrival = when somebody arrives at their destination

Listen CD 2 ▶▶15 (for transcript see page 179)

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions 1-6 and the respective answers and check understanding.
- Play the CD / each monologue twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. b, **2.** c, **3.** b, **4.** b, **5.** a, **6.** b

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Speak

Aim: to give Ss practice in comparing and talking about different means of transport

- Ask Ss to look at the three pictures and tell you what they show (*a ship, a plane, a car*).
- Elicit answers.
- Ask Ss to read through the questions and check understanding.
- Ask Ss to read through the words / phrases in the boxes and check understanding.
- Get Ss to do the activity in small groups and go round the class helping them when necessary.
- Choose some groups to report their answers to the class.

KEY

Suggested answers

- **What are the advantages and disadvantages of each means of transport?**
  The main advantage of a **ferry boat** is that it's comfortable. This is especially true if you book a cabin and can sleep during the night. Furthermore, you can walk around, watch some television or have a meal, so it's not as boring as it would be if you needed to remain seated. Another advantage is that it is a relatively inexpensive way to travel. On the other hand, I think one of the worst things about travelling by boat is that weather conditions can make your journey very unpleasant and even dangerous, or they can prevent you from travelling altogether, which can spoil your travel plans. In addition, besides the fact that ferry boats are very slow, delays often occur at ports, which can be very frustrating.

  As for **planes**, one of the best things about travelling by air is that it is fast. This means that you get to where you are going faster, and you can travel very long distances, which would take days or even months with any other means of transport. Although many people have a fear of flying, planes are considered to be the safest means of transport. However, air travel is considered expensive. In addition to this, weather conditions may affect the quality of your flight or even cause delays. As for the effect they have on the environment, planes are the least environmentally friendly means of transport as they cause a lot of air pollution.

  The **car** is, in my opinion, the most convenient means of transport when travelling. You don't need to arrange to get tickets or look at timetables, you just get in and head to where you want to go. You also have a sense of direction and purpose when you travel by car because you choose the route, the speed at which you wish to travel and how many stopovers you wish to make. Technological developments have made cars more environmentally friendly than planes and ferry boats. In addition to this, if weather conditions are bad, you can stop travelling until they improve. On the other hand, one of the worst things about travelling by car is that it is very tiring and dangerous. It is actually considered to be the most dangerous means of transport. Another disadvantage is that if you are travelling long distances, passengers, especially those sitting in the back, may suffer from travel sickness. When short distances are involved, heavy traffic on the roads and parking problems may cause delays.

- **Which means of transport would you prefer to use to go on holiday?**
  It depends on where I want to go. If I am travelling abroad, I think the plane is the best means of transport. If my holiday destination is within my country and on the mainland, I think I would choose to travel by car because it will give me greater freedom of movement if I have my own means of transport. On the other hand, if my holiday destination is on an island and I am interested in taking my car with me, then a ferry boat would be the most convenient means of transport. If I do not need my car and money is not a problem, then I can fly there.

- **Which means of transport would you prefer to use for travelling long distances?**
  I would much rather travel by plane if I am travelling long distances.

- **Can you think of any other means of transport you prefer to the ones in the pictures? Why?**
  Well, when travelling short distances, public means of transport like buses or the underground are ideal. They are an environmentally friendly and also inexpensive way to travel. One can also choose to ride a bike or walk when short distances are involved. That way you keep fit and help the environment at the same time.

Listen CD2 ▶▶| 16, 17 (for transcript see page 179)

A. Aim: to give Ss practice in listening for gist

- Play the CD and have Ss listen to it.
- Ask Ss the question in the rubric.
- Check the answers with the class.

KEY

His suitcase has been lost.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the notes and check understanding.
- Play the CD again and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

Destination: London
Flight number: RS 3468
Number of bags: one / 1
Contents: clothes and a model plane
Baggage will be delivered to his house within two / 2 days

Optional post-listening activity:

- Ask Ss:

  Has anything similar ever happened to you / a friend of yours / a relative of yours? If so, what happened? Is there a similar service available in your country?

- Elicit answers and initiate a short discussion.

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FUNCTIONS

Expanding on prompts
Making offers and suggestions
Giving directions

VOCABULARY

ancient ruins archaeological site avenue bakery breathtaking crossroads footbridge hostel insist nature spot nuisance on / at the corner pay somebody a visit pedestrian crossing plus rush off shot (photo) signpost stop sign surrounding (adj) take a turning

Write

A. Aim: to give Ss practice in identifying the purpose of writing a letter

- Ask Ss to look at the layout of the text and tell you what it is (a letter).
- Ask Ss to read the letter and underline unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY
Andrew is writing to Mark to inform him that he will be visiting his country, to ask him for some information about where to stay and which places to visit, and to make arrangements about where and when to meet.

- Ask Ss some comprehension questions:

Where will Andrew and his parents be staying during their visit? They will be staying at a resort.
How did Andrew meet Mark? They were on the same language course.
Is Andrew looking forward to visiting Mark's country? Yes, he is.
When will Andrew and his parents be there? In August.
When does he want to visit Mark? On the second weekend in August.
How does he plan to arrive at the city where Mark lives? By train.
Where does he want to stay? At a hostel near the station.
What is he into? He's into photography.
What would he like to do while he's visiting Mark? He'd like to get some good shots of nature spots or places of historical interest.

- Explain any unknown words.

B. Aims: to help Ss prepare for the writing activity
to give Ss practice in identifying functions

- Refer Ss to Andrew's letter and draw their attention to the notes Mark has made. Explain that this is what Mark should include in his reply.
- Point out to Ss that they must read each note which refers to a specific sentence / phrase in the letter and match them with the points a-c.
- Ask Ss to read through the points a-c.
- Have Ss do the activity.
- Check the answers with the class.

KEY
a. suggest something: *Meet at..., Must see...*
b. offer accommodation: *No way! Stay with us.*
c. give directions: *Get there on foot...*

C. Aims: to prepare Ss for the writing activity
to provide Ss with a sample for writing an email based on prompts

- Ask Ss to read through Mark's email and underline the sentences that correspond to his notes.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY
Mark hasn't included any information about the nature spots or places of historical interest that Andrew would like to visit.

- Ask Ss some comprehension questions:

Is Mark looking forward to Andrew's visit? Yes, he is.
Will Mark and his family be on holiday in August? No, they won't.
What do Mark's parents insist that Andrew should do? They insist that he should stay with them.
How would Mark's mother feel if Andrew stayed at a hostel? She would be very disappointed.
What does Mark's father do? He's a baker.
Where does Mark suggest they meet? At his father's bakery.
Why does he suggest this meeting place? Because he's usually there on weekday afternoons and because it's very close to the station.
How can Andrew get from the station to the bakery? On foot. / He can walk.
Where is the station's main entrance? It's on Chester Road.
Where is the bakery? It's on the corner of Maple Street and Redwood Avenue.

- Explain any unknown words.

D. Aims: to prepare Ss for the writing activity
to elaborate on some stylistic features of an email based on prompts

- Ask Ss to read through the two paragraphs.
- Ask Ss the questions in the rubric.
- Check the answers with the class.

KEY
The most suitable paragraph to complete Mark's email is **b**. because it includes information about some nature spots and places of historical interest that Andrew would like to take pictures of.
This paragraph should go after the directions to the bakery.
Paragraph **a**. is not suitable because it contains information about fun places and nightlife and this is not the kind of information Andrew has asked for.

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E. Aims: ⓟ to prepare Ss for the writing activity
ⓟ to present expressions / phrases used when making suggestions, asking for directions and giving directions
ⓟ to give Ss practice in using these expressions / phrases

- Draw Ss' attention to the table containing expressions / phrases for making suggestions, asking for and giving directions and provide them with any necessary explanations.
- Ask Ss to read through the situations 1-3 and check understanding.
- Have Ss do the activity.
- Choose some Ss to read out their replies.

KEY

Suggested answers

1. There is a nice café in the town centre where we can grab a bite and drink some delicious smoothies!
2. Go down High Road for about 200m until you come to the traffic lights. Turn left into Regent Street, go past the supermarket and turn right into Hills Road. My house is at 32 Hills Road, opposite a bakery.
3. I suggest you buy a silk tie for dad since he likes ties, and a silk scarf for mum.

F. Aim: to give Ss practice in writing an informal email based on prompts

- Refer Ss to Andrew's letter in activity A.
- Draw their attention to the map and point out the station on Station Road.
- Explain to Ss that they should use the same prompts, but different ideas and expressions / phrases to expand on them.
- Point out that they can use Mark's email as a model.
- Draw Ss' attention to the TIPS and refer them to the relevant pages for more information on how to write an informal letter / email. Provide them with any necessary explanations concerning the layout, the plan and the set phrases they can use when writing an informal letter / email.
- Allow Ss some time to write their emails.
- Choose some Ss to read out their emails.

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5 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should then calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 5 through various activities

A.

KEY
1. c, **2.** b, **3.** c, **4.** a, **5.** a, **6.** a

B.

KEY
1. strength
2. trekker
3. survivor
4. cyclists
5. announcement
6. inexpensive
7. competitors

C.

KEY
(1) hadn't planned
(2) started
(3) had been working
(4) called
(5) wanted
(6) had booked
(7) arrived
(8) had left
(9) got on
(10) had been travelling
(11) stopped

D.

KEY
1. Jack said that Derek had bought some camping gear the day before / the previous day.
2. Sandy asked where she could get a henna tattoo.
3. Lisa asked her father if / whether he would drive her to school. OR
Lisa asked her father to drive her to school.
4. Fay told me to meet her outside the cinema that night but not to be late.

E.

KEY
1. Greg denied using / having used Larry's laptop. OR
Greg denied that he had used Larry's laptop.
2. My mother ordered me to go to my room immediately.
3. Oliver reminded me (not to forget) to call Victor.
4. Ann admitted (to) breaking / having broken my mobile.
Ann admitted that she had broken my mobile.

F.

KEY
1. b, **2.** f, **3.** d, **4.** a, **5.** c

Now I can...

Aims: ⊙ to give Ss the opportunity to check their progress
⊙ to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

For Culture page 3, go to page 130. CD2 ▶▶18

Exam Practice (p.144)

A.

KEY

(1) been	(6) got / arrived
(2) had	(7) over
(3) would	(8) come
(4) off	(9) cake
(5) if / whether	(10) up

B.

KEY

(1) attractions	(6) fascinating
(2) arrival	(7) strength
(3) departure	(8) impression
(4) Visitors	(9) friendly
(5) leader / leaders	(10) delighted

For Video Worksheet, go to page 152.

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6 Time out

FUNCTIONS

Talking about free-time activities

VOCABULARY

be a bit of a downer be bored stiff be thrilled to bits
cancel commercial get a kick out of something
get on one's nerves have a whale of a time
interrupt make one's day wind somebody up

Aims: ⓟ **to introduce the topic of the module and activate Ss' knowledge**
ⓟ **to present the learning objectives of the module**

- Draw Ss' attention to the title of the module and the picture on the page.
- Ask Ss what they can see and elicit an answer (*a teenager playing video games*).
- Help Ss deduce the meaning of the phrase time out (*a break from school / work / the daily routine in order to rest or do something different*).
- Help Ss relate the title of the module to the content of the picture and ask them what they think the module will be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section.
- Help Ss deduce the meaning of the idioms in bold from the context of the respective sentences.
- Elicit answers.

KEY

Suggested answers

- **What do you like doing in your free time?**
  Well, I often go jogging or attend aerobics classes. That's because I always feel less stressed after I've had a good workout and I also feel a lot better about myself. Another thing I like doing is playing computer games, surfing the Net or chatting with my friends online. At weekends when I have a lot of free time, I often get together with friends and we watch a film or go bowling.
- **Do the idioms in bold have a positive or negative meaning?**
  positive meaning
  have a whale of a time = to enjoy oneself very much
  make one's day = to make somebody feel very happy on a particular day
  get a kick out of something = to feel excited and pleased
  be thrilled to bits = to be extremely pleased
  negative meaning
  be a bit of a downer = something that makes you feel unhappy or depressed
  be bored stiff = to be extremely bored
  wind somebody up = to annoy somebody
  get on somebody's nerves = to annoy somebody
- **Now in groups, use some of the expressions to describe your free-time activities and how you feel about them.**
  Open.

- Draw Ss' attention to the *Go through the module and find...* section.
- Ask Ss to find where these topics are discussed.

KEY

- short descriptions of computer games: p. 88
- crazy ideas for presents: p. 86
- a review of a sports film: p. 92
- an exciting physical activity: p. 82
- a TV game show involving university students: p. 91

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.
- Draw Ss' attention to the values of the module, and discuss the importance of them.

KEY

Suggested answers

- Dedication involves being committed to what you are doing and working hard to complete it.
- Nation building involves promoting solidarity and a sense of national identity.

FUNCTIONS

Talking about extreme physical activities
Emphasising an action using the Passive Voice

STRUCTURES

Passive Voice I
Verbs with two objects

VOCABULARY

a couple of adolescent appropriate attitude basic beat (v) broadcast (v) carry on city council confuse depend on dive fame fitness gap landmark leap martial arts no doubt obstacle obviously opponent overcome overdo parkour philosophy physical activity playground popularity response roll over urban whereas

Read CD2 ▶▶19

A. Aim: to prepare Ss for the reading activity by activating their background knowledge and personal preferences

- Draw Ss' attention to the pictures accompanying the text and ask them to tell you if they know what they show.
- Explain to Ss that they show instances of an extreme physical activity called *parkour* or *freerunning*.
- Draw Ss' attention to the sign and ask them to tell you if they know who it is addressed to (*people who might not want to try parkour*). Ask them what it tells us (*whoever wants to try parkour should do so only under the supervision of a professional parkour instructor and never alone*) and elicit answers.
- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Open.
- I think that extreme physical activities are great for those who like to take risks. Unfortunately, I am not one of those people. I enjoy doing more conventional sports and activities. It must be great being so fearless and brave, but I just don't have what it takes.

B. Aims: ⓟ to present vocabulary, functions and structures in the context of a text
ⓟ to give Ss practice in reading for gist

- Draw Ss' attention to the title of the text.
- Ask Ss to guess what the text will be about.
- Elicit answers.
- Ask Ss to tell you how the title is related to the text.
- Help Ss deduce that by practising parkour or freerunning kids have fun (= as if they are going to a playground) in the city (= urban).
- Ask Ss to read through the text and underline unknown words at the same time.
- Ask Ss to read through the question and the three answer choices and check understanding.
- Have Ss do the activity and check the answer with the class.

KEY

The correct answer is **a**. (He / She has a positive attitude.)

- Ask Ss some comprehension questions:

When was freerunning or parkour created? In the 1980s.
Who was it created by? By David Belle and Sebastien Foucan.
What were David and Sebastien passionate about? They were passionate about learning how to go over, under or through any obstacles that they met in the streets of their Parisian neighbourhood.
What happened in 2003? A documentary called 'Jump London' was broadcast in the UK.
What was the documentary about? It was about a group of traceurs including Foucan, running around famous landmarks.
How was the sport introduced to the English-speaking world? It was introduced as freerunning.
What had Foucan and Belle already decided by then? That parkour and freerunning were two different sports.
What does freerunning involve? It involves more spectacular tricks and somersaults, which are not really necessary.
What is the most important thing in parkour? To overcome an obstacle.
Where are traceurs commonly seen? On TV and in music videos.
Are there computer games about traceurs? Yes, there are.
How do you play them? You navigate a traceur moving through an urban environment.
What is parkour similar to? It's similar to martial arts philosophy.
Is there a list of moves and techniques for parkour? No, there isn't.
Why are there no standard moves and techniques for parkour? Because each obstacle a traceur faces is a new challenge.
What things influence the way a traceur deals with an obstacle? Body type, weight, speed and strength.
Is parkour a competitive sport? No, it isn't.
What should you wear if you want to practise parkour or freerunning? Strong trainers and comfortable clothes.
Where can you practise parkour or freerunning? In parks, playgrounds and shopping malls.
What are city councils beginning to provide young people with? Safe places to practise parkour and freerunning.
What have many schools in London introduced? Parkour classes.

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the statements 1-7 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. F, 2. T, 3. F, 4. T, 5. F, 6. T, 7. F

D. Aim: to give Ss practice in deducing the meaning of some words / phrases presented in the text

- Ask Ss to read through the definitions 1-6 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. leap
2. carry on
3. spectacular
4. urban
5. opponent
6. appropriate

- Explain any unknown words and get Ss to read the text aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- Open.
- Perhaps, it's best that way. Firstly, it will help encourage young people to keep fit and stay active. Furthermore, it will help them develop the skills and level of fitness they require to do these activities in a more controlled and, therefore, safer environment.

Project

- Draw Ss' attention to the project, and tell them that they are going to make a PowerPoint presentation about an extreme sport.
- Allow Ss to do some brainstorming and decide which extreme sport they want to write about.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to complete the project.
- Draw Ss' attention to the things they should find information about.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Encourage Ss to find pictures and interesting facts as well.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

Grammar

Aims: ▶ to revise the Passive Voice and present verbs with two objects
▶ to give Ss practice in using the Passive Voice in context

Passive Voice I

- Ask Ss to read through the examples of the Passive Voice in the Grammar box and discuss what they remember.
- Draw Ss' attention to the agent in the first and third example (*by Mr Simmons, by the firefighters*) and ask them why we sometimes use an agent and in other cases we don't.
- Elicit the answer that the first and third example includes an agent because we know who it is. We don't include an agent when the agent is unknown, unimportant or easy to figure out.
- Refer Ss to the Grammar Reference (p. 165).
- Ask Ss to come up with their own examples of the Passive Voice.
- Tell Ss to find all the examples of the Passive Voice in the text (*This sport was created... / ...a documentary was broadcast... / The sport was introduced... / ...are commonly seen... / No equipment is needed... / ...should be worn.*).

Verbs with two objects

- Draw Ss' attention to the first example in the Active Voice and ask them what the object is.
- Elicit the answer that there are two objects (*Wayne, the best place for freerunning*).
- Point out to Ss that certain verbs (e.g. *show, give, offer, send,* etc.) take two objects in the Active Voice.
- Ask Ss to tell you which one they think is the direct and which the indirect object.
- Elicit the answer that *'Wayne' is the indirect and 'the best place for freerunning' is the direct object.*
- Point out to Ss that the usual word order in sentences with verbs that take two objects is: *Subject + Verb + Indirect object + Direct object.*
- Draw Ss' attention to the second example in the Active Voice and point out to them that it has the same meaning as the first, but the word order is different. We can use *to* and *for* before the indirect object. In this case, the word order is: *Subject + Verb + Direct object + to / for + Indirect object.*
- Ask Ss to read through the two examples in the Passive Voice.
- Explain to Ss that when a sentence in the Active Voice has two objects, both objects can be used as subjects of the verb in the Passive Voice. Point out to them that the first example is more common (i.e. *the indirect object in the Active Voice becomes the subject of the verb in the Passive Voice*).
- Refer Ss to the Grammar Reference (p. 165).
- Ask Ss to read through the sentences 1-6 below the grammar box and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. were given to Fred by Graham.
2. must be worn (by passengers) at all times.
3. was taken out of my bag.
4. have been built since 2005.
5. are sold at this shop.
6. will be delivered by next Friday.

FUNCTIONS
Practising word building
Emphasising an action using the Passive Voice

STRUCTURES
Passive Voice II

VOCABULARY
ahead anger awareness beg capability concentrate contents cope darkness dead deep depth growth ignore kindness loneliness necessity overcook overeat overflow overhear overlook oversleep overtake overturn possibility prevent relief sadness similarity vehicle weakness

Vocabulary

A. Aims: ⓟ to give Ss practice in guessing the meaning of unknown words
ⓟ to present some verbs followed by prepositions

- Ask Ss to read through the sentences 1-4.
- Draw Ss' attention to the verbs in bold.
- Help Ss deduce the meaning of the verbs in bold from the context.
- Ask Ss the question in the rubric.
- Check the answers with the class.

KEY
prevent somebody **from** something / doing something= to stop somebody from something / doing something
concentrate on = to focus on
cope with = manage
beg for = ask for something in an anxious way
All four verbs (prevent, concentrate, cope, beg) are followed by prepositions (from, on, with, for).

- Ask Ss to read through the verbs in the box and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

from	on	with	for
benefit	depend	deal	apologise
borrow	insist	interact	search

- Ask Ss to come up with their own sentences demonstrating the meaning of the verbs followed by prepositions presented here.

KEY
Suggested answers
*They **apologised for** their son's rude behaviour.*
*He is not the kind of person you can **depend on**.*
*We all **benefited from** the experience.*
*The police are **searching for** further evidence.*
*He **borrowed** the money **from** his brother.*
*How do you intend to **deal with** this problem?*
*Jane's teacher says that she **interacts** well **with** other children.*
*He **insisted on** talking to his lawyer.*

B. Aim: to give Ss practice in deducing the meaning of verbs beginning with *over*

- Draw Ss' attention to the verbs *overdo* and *overcome* in the extract from the text on p. 82.
- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to try and guess what the verbs mean.

KEY
overdo = to do something too much
overcome = to successfully deal with something

- Ask Ss to read through the sentences 1-6 and draw their attention to the verbs in bold.
- Ask Ss to read through the meanings a-f and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. e, **2.** d, **3.** f, **4.** b, **5.** a, **6.** c

Language Plus

The prefix *over* can also go with nouns (e.g. overpopulation), adjectives (e.g. overcrowded) and adverbs (e.g. overboard).

C. Aim: to give Ss practice in word building

- Draw Ss' attention to the first NOTE and explain it.
- Ask Ss to read through the table and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Adjective	Noun	Adjective	Noun
active	*activity*	capable	*capability*
popular	*popularity*	kind	*kindness*
fit	*fitness*	possible	*possibility*
lonely	*loneliness*	weak	*weakness*
dark	*darkness*	similar	*similarity*
aware	*awareness*	necessary	*necessity*

- Draw Ss' attention to the second NOTE and explain it.
- Ask Ss to read through the table and check understanding.
- Point out to Ss that nouns can derive both from adjectives and verbs.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Adjective or Verb	Noun
strong	*strength*
weigh	weight
deep	depth
high	*height*
angry	anger
believe	belief
relieve	*relief*
dead / die	*death*
think	thought
famous	*fame*
grow	growth

Grammar

Aim: to present the Passive Voice (Continuous tenses) and give Ss practice in using it in context

- Ask Ss to read through the examples of the Continuous Tenses in the Passive Voice and ask them to tell you how the Present and Past Continuous are formed in the Passive Voice (*am / are / is and was / were + being + the past participle of the main verb*).
- Refer Ss to the Grammar Reference (p. 165).
- Ask Ss to come up with their own examples of the Present and Past Continuous in the Passive Voice.
- Ask Ss to read through the sentences 1-5 below the grammar box and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. is being built
2. is being planned
3. is being organised
4. was being robbed
5. was being taught

Listen CD2 ▶▶I 20 (for transcript see page 179)

Aims: ⓟ to give Ss practice in listening for specific information
ⓟ to give Ss practice in transferring from verbal to visual

- Ask Ss to read through the questions 1-5 and look at the set of pictures following each question.
- Play the CD twice / each dialogue twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
1. b, **2.** c, **3.** b, **4.** a, **5.** c

FUNCTIONS

Speculating and making a decision
Asking for and giving information
Making polite requests

VOCABULARY

amaze (v) annual award (v) BBQ beforehand buffet certificate circus demonstrate demonstration driving licence ethnic geology grilled food in advance noticeboard participant performer refreshments registration schedule sign up specific steering wheel unique

Speak

Aim: to give Ss practice in speculating and making a decision

- Ask Ss if they have heard of activity gifts, if they know what they are, etc.
- Elicit answers and point out to Ss that activity gifts are alternative gifts which engage people in various activities they enjoy.
- Ask Ss to read through the three advertisements for activity gifts and check understanding.
- Ask Ss which activity gift they would choose for themselves and which one they would choose for their partner.
- Elicit answers.
- Ask Ss if they can think of any other activity gifts for themselves and for their partners.
- Elicit answers.
- Ask Ss to look at the pictures of the three people and read through their profiles and check understanding.
- Ask Ss to read through the phrases in the box and check understanding.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out their dialogues in class.

KEY

Suggested answer

I think that the circus school would be the most appropriate for Kim Rankin because she seems to love sports and is into extreme physical activities like parkour and skateboarding. For this reason, she is likely to enjoy learning how to do acrobatic tricks. What she learns is also sure to help her become more skilled at parkour. Besides this, classes are at the weekend, which is better for her because she is still in school. As for the BBQ buffet lunch, she may dislike meat but she can easily eat what goes with it. Regarding the other activities, she is too young to take part in the Drive an F1 car activity, even though she would enjoy it, and she is too active and energetic to enjoy spending so much time in a kitchen.

I think that the Ethnic Cooking Class would be the most suitable for Arnold Cheeseman because he likes travelling. For this reason, he is likely to appreciate learning how to cook cultural dishes. The fact that he dislikes exercise means that he would not enjoy the circus school activity. Furthermore, even though driving an F1 car is a unique experience, I don't think that he would be enthusiastic about it. You see, he is a taxi driver and spends a lot of time on the road, so it might be a bit boring for him.

Well, since Barry Boyle dislikes sports and flying, he wouldn't enjoy the circus school. He is also not likely to enjoy attending a cooking class as one of his dislikes is grilled food. I think that the Drive an F1 car activity would be the most appropriate for him. Some people might be put off by the risk and speed involved in driving an F1 car but he likes roller coasters, so he is sure to enjoy this activity. The fact that this activity is available on specific dates is also not a problem because firefighters work shifts, which means that he will be able to fit it into his schedule.

Write

A. Aim: to prepare Ss for the writing activity by activating their background knowledge and asking for their personal opinion

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Yes, I would really like it because it would be for a good cause. / No, I don't think I would because I'm not particularly active and I don't enjoy cycling.
- I would like to know how long the cycling race is, what time the cycling race starts, how much I need to pay in order to take part in it, what kind of bikes are suitable for the race, etc.

B. Aims: ⓟ **to provide Ss with a sample semi-formal letter asking for and giving information**
ⓟ **to familiarise Ss with some of the stylistic features of a semi-formal letter / email asking for and giving information**
ⓟ **to prepare Ss for the writing activity**

- Ask Ss to read through the announcement and the letter and tell them to underline unknown words at the same time.
- Ask Ss to read through the questions 1-5 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. Ms Samad
2. He gives his name, age and information about his cycling background and intentions.
3. He asks how much the registration fee is, when he will have to pay it by, if the cycling club will do any training for the bike ride, when and where that will take place and if there is a weekly schedule.
4. He uses both direct and indirect questions.
5. *Yours sincerely*, followed by his full name.

- Ask Ss some comprehension questions:

Who was this announcement issued by? By the Putrajaya Cycling Club.
Why is the bike ride being organised? To help the Heart Foundation of Malaysia raise money to fight against heart disease.
When is the bike ride? On Sunday 16 June.
Who is Sarah Samad? The club secretary.
What should be done by 5 March? Anyone who wishes to take part in the bike ride should contact Sarah Samad.
What kind of information should participants send? Name, age and whether they have participated in any other cycling events.
Where did Aiman see the announcement? On his school noticeboard.
Is he a member of the cycling club? No, he isn't.
Would he like to become a member of the cycling club? Yes, he would.
Has he taken part in any other cycling events? No, he hasn't.

- Explain any unknown words.

C. Aims: ⓟ **to present and practise indirect questions**
ⓟ **to familiarise Ss with an important stylistic feature of a semi-formal letter / email asking for information**
ⓟ **to prepare Ss for the writing activity**

- Ask Ss to read through the information in the box and draw their attention to the phrases we use to introduce indirect questions.
- Point out to Ss that we use indirect questions to sound more polite.
- Draw Ss' attention to the examples in the table and ask them what they notice about the formation of indirect questions.
- Elicit the answer that indirect questions are formed in two ways:

i) an introductory phrase (e.g. *I would like to know...*) + a question word (e.g. *how much*) + a subject (e.g. *the registration fee*) + a verb (e.g. *is*) when the direct question begins with a question word (e.g. *How much is the registration fee?*).
ii) an introductory phrase (e.g. *I was wondering...*) + if / whether + a subject (e.g. *the team*) + verb (e.g. *will do*) when the direct question does not begin with a question word (e.g. *Will the team do any training before the race?*).

- Point out to Ss that in indirect questions the word order is the same as in affirmative sentences and the tenses do not change.
- Ask Ss to read through the direct questions 1-5 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. how many students are participating
2. when the cycling team meets
3. if / whether a certificate is awarded to participants
4. if / whether this event takes place every year
5. where the registration office is

- Refer Ss to Aiman's letter.
- Ask Ss what kind of questions are included in the letter (*four indirect questions and one direct question*) and tell them to transform them to Direct and Indirect Speech respectively (e.g. *How much is the registration fee? / Could you tell me when I will have to pay it by? / Will the cycling club do any training for the bike ride? / When and where will it take place? / Is there a weekly schedule?*).
- Elicit answers.

D. Aim: **to give Ss practice in writing a semi-formal letter asking for and giving information**

- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the announcement and check understanding.
- Draw Ss' attention to the three things that they need to ask about in their letter.
- Allow Ss some time to write their letters.
- Choose some Ss to read out their letters.

FUNCTIONS

Talking about computer / video games
Expressing cause and result
Expressing concession
Expressing purpose

STRUCTURES

Clauses of result
Clauses of concession
Clauses of purpose

VOCABULARY

adore army battle brand new build up clear (v) conquer count on crop edition empire enemy expert farmer feature (v) field globe have what it takes hook up with impress intelligence king league lock somebody up musician occasion option passion pastime push puzzle race track run into series show off soundtrack steps (moves) superhero take control of test (v) tournament try out villain war workout

Read CD2 ▶▶| 21

A. Aim: to prepare Ss for the reading activity by discussing their personal preferences

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Yes, I love computer / video games. I've got a game console at home and my friends and I play games all the time. I also have a hand-held game console which I take with me everywhere. If I forget that, I also have some good games on my mobile, too. / No, I don't like them very much. I think they're a waste of time and kind of childish, too. It's annoying to see kids playing computer games everywhere they are. Can't they think of anything else to do?
- I love action-adventure games, especially ones that have a good storyline. They are great because there's lots of excitement but you also have to use your brain.
- I hate most simulation games. I don't mind ones where you drive around or fly a jet plane or something, but building and organising cities, that's just boring. Furthermore, I don't like war games because there is usually a lot of blood and violence. I also can't stand sports games. I think that if you're interested in sports, you shouldn't be sitting in front of a computer screen. To me, playing sports is about keeping active.

B. Aims: ⓟ to present vocabulary, functions and structures in the context of a text
ⓟ to give Ss practice in reading for specific information

- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the descriptions (1-5) of the teenagers and underline unknown words at the same time.
- Ask Ss to read through the descriptions (a-h) of some computer games and underline unknown words at the same time.
- Have Ss do the activity. Point out to them that there are three extra games which they do not need to use.
- Check the answers with the class. Ask Ss to provide justification for their answers.

KEY

1. h, **2.** a, **3.** e, **4.** b, **5.** c

- Ask Ss some comprehension questions:

What can you learn by playing 'get ya Groove on!'? Amazing dance routines.
How many people can play it? Up to five people.
What is another benefit of playing it except learning dance routines? You get fit at the same time.

What can you find on 'Puzzle-mania'? Over 1200 all-new puzzles.
What do these puzzles test? Your intelligence and memory.
Can everyone play 'Puzzle-mania'? Yes, they can.

How can 'racing driver' make you feel? It can make you feel like you're really inside a race car.
Where will players race? On famous race tracks in world championships.
What must you be ready for if you choose to play 'racing driver'? For lots of pressure and action.

When is 'Kings and Empires' set? In ancient times.
What do players take part in while playing it? Bloody battles to conquer some of the greatest cities in human history.
What does this game require? Excellent planning skills and the ability to concentrate and think ahead of time.
Who will enjoy it? History lovers.

What are you required to do in 'Farm Fun 4'? Manage five different farms around the world.
Where are the farms? In Africa, Europe, South America, the USA and Asia.
What are your tasks as a farmer? To grow crops in fields, feed animals, collect eggs and take your produce to market in order to earn money.

What does 'Check Mate' include? A complete tutorial programme.
What does the multi-player option available allow you to do? To play against other players live online.
What else can you do? You can join or create tournaments and leagues.
What are the benefits of chess? It improves problem solving skills and tests all parts of the brain.

How is 'Rock Superstar II' played? Each player chooses which instrument they want to play and work together on the same song.
What does 'Rock Superstar II' offer you? It will make you a better musician, keep you entertained for hours and wake up the rock star in you.

What is the idea behind 'Super heroes'? To save Ultrapolis with your choice of superhero.
Who are Dragonmaster and Wolfwoman? They are some of the game's villains.
What is this game full of? It's full of adventure, action and surprises.
How many game modes and levels are available? Over 15.
Can you play 'Super heroes' online? Yes, you can.

C. Aim: to give Ss practice in deducing the meaning of some phrasal verbs presented in the text

- Refer Ss' attention to the highlighted phrasal verbs in the text.
- Ask Ss to deduce the meaning of the phrasal verbs from the context.
- Ask Ss to read through the meanings 1-7 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. lock up
2. count on
3. try out
4. hook up with
5. run into
6. build up
7. show off

- Explain any unknown words.

D. Aim: to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- *Superheroes* seems like a really good game. I love superheroes and comics and I always enjoy games with lots of different levels. *Farm Fun 4* also looks like good fun. I enjoy playing simulation games like this and it would be great fun to play with my mates online.
- *Rock Superstar II* looks a lot like *Guitar Hero*, which is a brilliant game. You have a controller in the shape of a real guitar and you have to press buttons in time to the music. It's great because there are lots of variations on the game based on different rock music types, bands and concerts.
  Farm Fun 4 reminds me of *Farmville*, which is a very popular game on social networking sites. You have to plant vegetables and raise animals just like a real farm. It sounds easy enough, but it can get really complicated.

Grammar

Aim: to present clauses of result, concession and purpose and give Ss practice in using them in context

Clauses of result

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss what they remember about the use and formation of clauses of result and the difference between so (*followed by an adjective or an adverb*) and such (*always followed by a noun*).
- Elicit answers.
- Refer Ss to the Grammar Reference (p. 166).
- Ask Ss to come up with their own examples.
- Ask Ss to find any examples of clauses of result in the text (*It's so real that you feel like you're really inside a race car.*).

Clauses of concession

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Point out to Ss that clauses of concession express contrast or opposition.
- Ask Ss what they notice about the difference between *Although / Even though* and *In spite of / Despite*.
- Elicit the answer that *Although / Even though* are followed by a clause and *In spite of / Despite* are followed by -ing form or a noun.
- Point out to Ss that if a clause of concession comes before the main clause, they are separated by a comma.
- Refer Ss to the Grammar Reference (p. 166).
- Ask Ss to come up with their own examples.
- Ask Ss to find any examples of clauses of concession in the text (*Despite her passion for music, she doesn't have any musical talents or abilities... / Even though he is intelligent and likes to be pushed mentally, he does not like competition.*).

Clauses of purpose

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Point out to Ss that clauses of purpose express the purpose for (not) doing something.
- Point out to Ss that *so as (not) to / in order (not) to* introduce clauses of purpose and are both followed by an infinitive.
- Point out to Ss that clauses of purpose are also introduced with *so that* followed by a clause including a modal verb (*can / may / will / could / might / would*).
- Refer Ss to the Grammar Reference (p. 166).
- Ask Ss to come up with their own examples.
- Ask Ss to find any examples of clauses of purpose in the text (*...she is always the first to try out new steps so as to perform in front of her friends. / ... take your produce to market in order to earn money.*).
- Ask Ss to read through the sentences 1-6 next to the grammar box and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. There is so much violence in this video game that you shouldn't buy it. /
   This video game is so violent that you shouldn't buy it.
2. The children continued swimming despite the rain / the fact that it was raining.
3. Although the puzzle was difficult, we managed to solve it.
4. Kelly bought a new dance DVD so as to work out at home.
5. Even though Bill was ill, he went to school.
6. You should take up a new hobby so that you won't be bored all the time.

FUNCTIONS

Discussing TV habits and preferences
Expressing opinion

VOCABULARY

acrobat addict (n) award ceremony
can't take it any more channel chat show episode
film (v) home decoration programme inappropriate
informative present (v) presenter reality TV
remote control satellite TV sitcom soap opera
star (v) take it easy take one's mind off things
take one's time take part take place
take some time off take something for granted
take something seriously take something the wrong way
telly TV guide unwind viewer weather forecast

Vocabulary

Aim: to present and give Ss practice in using some phrases with *take* in context

- Ask Ss to read through the sentences 1-6 and check understanding.
- Ask Ss to read through the words in the first box and complete the sentences 1-6.
- Ask Ss to read through the sentences 7-12 and check understanding.
- Ask Ss to read through the words in the second box and complete the sentences 7-12.
- Check the answers with the class. If necessary, provide Ss with any necessary explanations.

KEY

1. part	**7.** time
2. place	**8.** any more
3. way	**9.** for
4. what	**10.** easy
5. time	**11.** seriously
6. control	**12.** mind

Language Plus

take part in = to be involved in something
take place at / in = to happen
take something the wrong way = to be offended by a remark that was not intended to be offensive
have what it takes = to have the qualities, ability, etc. needed to become something
take time off = to stop work for a short time in order to do something else (e.g. to relax)
take control of something = to be in charge of something / to be responsible for something
take your time = to use as much time as you need without hurrying
can't take it any more = to no longer put up with something / to run out of patience
take it for granted = to believe something is true without even thinking about it
take it easy = to relax
take somebody / something seriously = to think that somebody / something is important and deserves your attention
take one's mind off things = to make somebody forget about something unpleasant for a short time

Listen CD 2 ▶▶| 22 (for transcript see page 180)

A. Aim: to prepare Ss for the listening activity by discussing their opinion

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Online TV guides, TV listings in the newspapers, entertainment magazines
- The reviews in magazines and on the Internet are usually quite reliable. However, if you want to be sure, it's always a good idea to read the review of more than one critic because people's opinions vary.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through each set of questions and the respective answer choices and check understanding.
- Play the CD twice / each part twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. b, **2.** b, **3.** a, **4.** a, **5.** a, **6.** b

Speak

Aim: to give Ss practice in expressing their opinion on TV and TV programmes

- Ask Ss to read through the questions and check understanding.
- Ask Ss to read through the words / phrases in the box and check understanding.
- Ask Ss to read through the list of different types of TV programmes and check understanding. Ask them to give you an example of each TV programme.
- Read out and explain the TIPS.
- Get Ss to do the activity in groups and go round the class helping them when necessary.
- Choose some groups to report their answers to the class.

KEY

Suggested answers

- **What do you usually watch on TV?**
  Actually I watch a variety of programmes and channels. It depends on what mood I'm in and how tired I am feeling. I find watching sitcoms and films very entertaining especially if I've had a difficult day and want to unwind. I also consider game shows, talent shows, sporting events, home decoration programmes and cooking programmes to be light entertainment as they do not require any effort to watch. However, when I'm feeling up to it, I watch informative and educational programmes as I enjoy learning about the world around me.
- **What are some popular TV programmes in your country?**
  Open.
- **What's your favourite TV channel? Why?**
  Open.
- **Can you make any suggestions about how to improve TV?**
  Firstly, I think that there should be fewer commercials. When too many are shown, people lose interest anyway. Furthermore, viewers should be provided with a larger selection of informative and educational programmes. At the moment there are too many low quality programmes. The television is a very important and popular means of communication so it should not only entertain. Instead it should help broaden people's minds and inform them about the world around them. It is also important that TV channels show programmes at appropriate times because young children should not be exposed to material and information that is inappropriate for their age.
- **What do you think of commercials? Are they useful? Do they influence you?**
  Commercials can actually play an important role in informing consumers about new products, services and bargains. They also give viewers the opportunity to take a break when they are watching a film. Unfortunately, viewers are often shown so many commercials that they stop paying attention to them. Personally, if a commercial break interrupts a programme I am watching, I usually get up and do other things until the programme comes back on again. I am only influenced by commercials if I am interested in buying a specific product or service.
- **What are the advantages and disadvantages of watching TV?**
  One of the advantages of watching TV is that you have access to a large variety of programmes and channels. With satellite TV an even larger variety is available, which means that there is always something interesting to watch. For this reason, it's a source of entertainment and an ideal way to take a break and unwind. Besides this, it is informative and educational. Not only does it inform us about what's happening both in our country and abroad but it also shows us live events as they are happening. One of the most important disadvantages is that we become less active both physically and mentally. Physical inactivity comes from spending too much time in front of a television while mental inactivity comes from believing everything you see and hear on it. People who have become telly addicts are usually affected in this way. In addition to this, low quality programmes have a negative effect on both moral and social standards as the language and behaviour is often inappropriate.
- **What would your life be like without TV?**
  It's easy for me to say that I would manage without it because we have other devices at home like computers and mobile phones that can help entertain and keep me informed. In addition, computers have so many applications that we don't really need a TV. It's possible that we will not need televisions at all in the future. I suppose that if these devices did not exist, I would appreciate the television more.
- **What do you think of reality TV?**
  I don't like it. However, I can understand why some people find it enjoyable. You see human beings are curious by nature and reality TV satisfies their curiosity. Furthermore, people in urban environments are quite lonely and reality TV is about ordinary people, who they can identify with. Others watch reality TV just for the fun of it.

Listen CD 2 ▶▶| 23, 24 (for transcript see page 181)

A. Aim: to give Ss practice in listening for gist

- Ask Ss to read the question and the three answer choices.
- Play the CD and have Ss answer the question.
- Check the answer with the class.

KEY

c. a game show

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the notes and check understanding.
- Point out to Ss that they will need to complete each gap with a word or a short phrase.
- Play the CD and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

Language Plus

Uni is short for university.

KEY

(16 major universities in) the UK
3 / three
£5000
Mondays
7pm
SMS
£1000

Optional post-listening activity:

- Ask Ss:

  Would you be interested in watching 'Uni-battle'? Why / Why not?
  Would you be interested in taking part in 'Uni-battle'? Why / Why not?
  Are there similar game shows in your country?

- Elicit answers and initiate a short discussion.

FUNCTIONS

Talking about cinema and films
Expressing opinion and preferences

VOCABULARY

action-packed appeal (v) authentic
be on the edge of your seat be set blockbuster
box-office hit captain character classic
commentator direct (v) director disappointing
film-goer give up goal heroine inspirational
inspire leading role narrate original performance
plot predictable qualify (un)realistic
recommendation review setting special effects
superb suspense trailer violent would-be

Write

A. Aim: to introduce the topic of the writing activity by relating it to Ss' personal preferences

- Ask Ss the questions and initiate a short discussion. If necessary, explain the words in the bubbles.

KEY

Suggested answers

- Yes, I do. I usually go to the cinema once a week with my friends. It's our favourite pastime. / No, I don't because I don't have a lot of free time and I think that since you can watch the film on DVD later on, there's no point in going to the cinema.
- I like action films very much because I like adventure. I also enjoy watching science-fiction films because they are usually unpredictable, keep you interested and give you an alternative perspective on what life could be like in the future. In addition, they usually have spectacular special effects.
- I think that I would be most influenced by the trailer of a film and the actors starring in it. The trailer, which consists of selected scenes from the film, gives you a pretty good idea of what the film is about. It can sometimes be misleading because the scenes that are selected are usually the best. Furthermore, if I like an actor, I am often encouraged to watch a film that comes out in which he / she is starring.

B. Aims: ⓟ **to provide Ss with a sample film review**
ⓟ **to familiarise Ss with some of the stylistic features of a film review**
ⓟ **to prepare Ss for the writing activity**

- Ask Ss to look at the poster of the film accompanying the text and ask them to tell you the title of it *(Ola Bola)*.
- Ask Ss:

Have you seen this film? / Have you heard of this film?
Did you like it? / What do you know about it?
What kind of film is it?

- Elicit answers.
- Ask Ss to look at the layout of the text and tell you what they think it is (*a review of Ola Bola*).
- Ask Ss to read through the film review and underline any unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.

KEY

a. 4, **b.** 2, **c.** 1, **d.** 3

- Ask Ss some comprehension questions:

Who is 'Ola Bola' directed by? By Chiu Keng Guan.
What kind of film is it? It's a sports film.
Who stars in it? JC Chee and Bront Palarae.
Who is Chow Kwok Keong? The captain of the national football team of Malaysia in 1980.
Who is Rahman? A would-be sports commentator and friend of Chow's.
When is the film set? In 1980.
What is the film inspired by? By the true story of how the Malaysia national football team made it to the 1980 Olympics.
What does it narrate? It narrates the stories of the players who have to overcome obstacles and personal issues on their way to success.
What is the highlight of the film? The match between Malaysia and South Korea.
Who wins this match? Malaysia.
What is a special feature of the film? The careful attention that was given to detail.
What was careful attention given to? Careful attention was given to the 80s setting in order to look authentic, and to the character's stories.
What does 'Ola Bola' teach us? It teaches us to never give up and to put differences aside and work together to achieve a common goal.
Is 'Ola Bola' suitable only for sports lovers? No, it is suitable not only for sports lovers but also for anyone looking for an inspirational story.

- Explain any unknown words.

C. Aims: ▶ to give Ss practice in using descriptive adjectives in context
▶ to prepare Ss for the writing activity

- Ask Ss to read through the sentences 1-8 and check understanding.
- Ask Ss to read through the adjectives in the box and check understanding.
- Point out to Ss that they will need to rephrase the sentences 1-8 using the descriptive adjectives in the box and making any other necessary changes (e.g. tenses).
- Point out to Ss that the use of descriptive adjectives can make a film review more interesting.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. The ending is / was predictable.
2. The costumes the actors wear are superb / spectacular.
3. The special effects are / were unrealistic.
4. Film-goers will find the experience unforgettable.
5. Some scenes are terrifying.
6. The leading actor's performance is / was disappointing.
7. The film is set at the top of a mountain with a spectacular / superb view.
8. The plot is original.

D. Aims: ▶ to provide Ss with a plan and set phrases / expressions to be used in a film review
▶ to give Ss practice in writing a film review

- Ask Ss to read through the plan and give them any necessary explanations about the structure and the parts of a film review as well as the set phrases / expressions they can use.
- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the writing task.
- Help Ss make a plan of the film they have chosen to write about by writing the following on the board:

Title:	_____
Type of film:	_____
Director:	_____
Leading actors:	_____

	excellent	good	not good
plot			
acting			
soundtrack			
special effects			
costumes			
ending			

- Ask Ss to copy it, complete the general information about the film and then tick the boxes according to their impressions of the film.
- Allow Ss some time to write their film reviews according to their plans.
- Choose some Ss to read out their film reviews.

Let's Read 3

Aim: to familiarise Ss with literature from various countries

A.

- Draw Ss' attention to the title of the story, and ask them the questions in the rubric.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

How did the sultan hear of the princess of Mount Ledang? The stories that were told in villages near the mountain had travelled to the land of Melaka where the sultan lived.
What did the sultan want to do when he heard about the princess? He wanted to marry her.
Where did the princess live? At the top of the mountain.
Who did the sultan send to speak to the princess? He sent several of his most devoted nobles.
How long did it take the nobles to reach the top of the mountain? It took them the whole day.
What did they find there? A magnificent palace, surrounded by a garden with bright flowers and tall trees.
Who was waiting for them at the entrance? The beautiful princess.
What did the princess ask them? She asked them why they had come to her mountain.
What was the princess's reply to the sultan's message? She asked the sultan to give her seven gifts (First, he must build two bridges between Mount Ledang and the sultan's palace – one of silver, one of gold. Then he must bring her seven trays of mosquito hearts, seven trays of germ hearts, seven barrels filled with juice from the betel nut, and seven barrels of tears. Finally, for the seventh gift, he must give her a silver bowl, filled with the blood of his only son).
Did the nobles stay long after the princess's reply to the sultan's request? No, they didn't. They left as quickly as they could.
What did the sultan do when he heard the princess's reply? He did everything in his power to fulfill the princess's requests.
How many gifts did he manage to prepare? The first six gifts.
Why was it impossible for him to prepare the seventh gift? Because he loved his son dearly and therefore couldn't give the princess a bowl filled with the blood of his son.
What had the sultan forgotten? He had forgotten his duty to look after his people.

B.

- Ask Ss to read through the questions 1-6, and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class

KEY

1. She was famous for her beauty and loveliness.
2. They took a great number of expensive gifts, such as clothes, gold jewellery, bowls and boxes crafted from silver.
3. She welcomed them warmly and invited them into the palace, where she offered them food and entertainment.
4. They were shocked.
5. The realisation that he could not give the princess the seventh gift, which was a silver bowl filled with the blood of his only son.
6. They were suffering because they had worked hard to fulfill the sultan's wishes.

C.

- Ask Ss the questions.
- Elicit answers, and initiate a short discussion.

D.

- Ask Ss to read the sentences from the story, and check their understanding.
- Draw Ss' attention to the note, and explain it.
- Ask Ss to say what the adjectives in the sentences express.
- Elicit answers.
- Check the answers with the class.

KEY

Feelings: satisfied
Character: devoted
Appearance: slim, graceful

E.

- Ask Ss to read through the extract again, and explain any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Feelings: eager
Appearance: beautiful

F.

- Ask Ss to read through the words in the box, and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Feelings: irritated, offended, overjoyed, discouraged
Character: arrogant, devoted, witty, reserved
Appearance: bald, well-built, underweight, handsome

G.

- Ask Ss to read through the sentences 1-8, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. devoted
2. reserved
3. underweight
4. overjoyed
5. offended / irritated
6. discouraged
7. witty
8. arrogant

Project

- Draw Ss' attention to the project, and tell them that they are going to make a presentation of a folk tale from another culture about a princess.
- Ask Ss to find information about the plot, main characters and interesting features.
- Refer Ss to the Project Skills section, and explain the steps they have to follow in order to complete the project.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

6 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should then calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 6 through various activities

A.

KEY
1. part
2. unique
3. villain
4. overcome
5. adolescent
6. inappropriate
7. off
8. presenter
9. plot, disappointing

B.

KEY
1. on, 2. in, 3. into, 4. with, 5. for, 6. on, 7. from, 8. up, 9. off, 10. on

C.

KEY
1. You should be shown how to overcome obstacles.
2. Many letters of complaint have been written by customers.
3. Tim will be given a skateboard as a birthday present. / A skateboard will be given to Tim as a birthday present.
4. The students are being informed by Mrs Brown about the event now.
5. Dinner is being served in the garden.
6. The meal was being prepared by the chef when Sally arrived.

D.

KEY
1. not to
2. Although
3. so
4. In spite of
5. so that
6. in order to
7. Even though
8. such

E.

KEY
1. c, 2. f, 3. d, 4. e, 5. g

Now I can...

Aims: ⓟ to give Ss the opportunity to check their progress
ⓟ to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get S to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

For Song 3, go to page 134. CD 2 ▶▶| 25

Exam Practice (p.145)

A.

KEY

(1) c	(6) d
(2) b	(7) c
(3) c	(8) b
(4) d	(9) a
(5) a	(10) b

B.

KEY
1. is said to be
2. opponent was so good that
3. were made to clean
4. even though they were
5. gets on my nerves
6. so as not to get
7. are being shown
8. in spite of being popular / in spite of its popularity

For Video Worksheet, go to page 153.

FUNCTIONS

Talking about animals
Discussing facts

STRUCTURES

To-infinitive / infinitive without to
-ing form (gerund)

VOCABULARY

accomplish at a loss authorities calf calm down crow devoted end up extraordinary flock freedom gather (v) get stuck in herd loyal loyalty nuts odd off the coast put down recover run over sanctuary shallow smart somehow tool turn up wisdom

Read CD 3 ▶▶| 2

A. Aim: to prepare Ss for the reading activity by activating their background knowledge

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- In my opinion, **parrots** are intelligent animals because they can imitate human voices, utter words and even form very simple sentences. **Monkeys** are also considered to be very intelligent. Besides being curious, monkeys also teach their young what they need to know and pass this knowledge on from one generation to the next. In addition to this, they use tools, medicine and language.
- Humans have a highly developed brain, and have developed a sophisticated language system and culture. Humans have the ability to distinguish between right and wrong and behave in a more civilised way than most animals.

B. Aims: ⓑ to present vocabulary, functions and structures in the context of three short texts
ⓑ to give Ss practice in reading for gist and checking their predictions

- Draw Ss' attention to the layout of the text and the pictures accompanying it and ask them to tell you what kind of text it is and where it can be found (*a magazine article*).
- Ask Ss to tell you what the pictures show (*animals: a parrot, elephants, crows, a dolphin*).
- Draw Ss' attention to the main title as well as to the titles of the three texts. Ask them to relate the titles to the pictures that accompany the texts and have them answer the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and underline unknown words at the same time.
- Check Ss' predictions.

KEY

The text is about the relationships elephants have, the intelligence of crows and the communicative skills of dolphins.

- Ask Ss some comprehension questions:

Big love

What are elephants seen as in many cultures? They are seen as a symbol of wisdom.
What are elephants known for in many cultures? They are known for having an excellent memory.
Where is their intelligence evident? In their ability to learn, use tools and even in their sense of humour.
Do elephants live together in herds? Yes, they do.
What did Tarra and Bella love doing? They loved spending all their time together, eating, sleeping and playing.
How long did it take Bella to recover? Three weeks.
What did Tarra do while Bella was ill? She waited outside the sanctuary office.

Clever crows

Who do we use the word 'birdbrain' for? For people who aren't very clever.
What do some crows make tools for? For finding food.
What do they do if they can't find tools that are the right shape? They make the tools themselves by cutting bits of wood from trees, leaves or grass.
What do crows use food scraps for? For fish bait.
How do crows catch fish? By dropping the scraps into the sea.

Dolphin to the rescue!

What are dolphins well-known for? For their intelligence and their ability to understand human language.
What happened in 2008? Two whales, a mother and her calf, got stuck in shallow waters off the coast of New Zealand.
What did the dolphin do? It calmed the whales down and communicated with them.
Did it take the dolphin long to lead the whales back to the freedom of safe waters? No, it didn't.
What does the story of the whales and the dolphin show? That even though we might not understand what animals are saying, other animals probably do.

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the questions 1-8 and check understanding.
- Have Ss do the activity.
- Check the answers with the class. Ask Ss to provide justification for their answers.

KEY
1. D, **2.** E, **3.** C, **4.** C, **5.** D, **6.** C, **7.** E, **8.** C

D. Aim: to give Ss practice in deducing the meaning of some words / phrases presented in the text

- Refer Ss to the highlighted words / phrases in the text.
- Ask Ss to read through the meanings a-i and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. i, **2.** d, **3.** g, **4.** a, **5.** c, **6.** e, **7.** f

- Explain any unknown words and get Ss to read the texts aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers

- Some animals are not only hard-working but also cooperate for a number of reasons. For example, **beavers** cooperate to build their homes in rivers and streams, as well as dams which help keep their homes safe. When an **ant** is crushed, it releases a scent called 'alarm pheromone' that signals the other ants to come to the crushed ant and attack the enemy.
- An 11-year-old Doberman trapped for more than 15 hours in a canal off South Bahama Avenue on Marco Island, Florida, USA, was saved by a dolphin that splashed and made noise until a nearby homeowner responded.

Grammar

Aim: to revise the to-infinitive and the infinitive without to and the *-ing* form (gerund) and give Ss practice in using them in context

To-infinitive / Infinitive without to

- Ask Ss to read through the examples and tell you the difference between the to-infinitive and the infinitive without to..
- Elicit answers (*to-infinitive: **to** + the base form of the verb, infinitive without to: the base form of the verb **without to***).
- Ask Ss to read through the examples again and discuss when the to-infinitive and the infinitive without to are used.
- Refer Ss to the Grammar Reference (p. 166).
- Ask Ss to come up with their own examples.
- Refer Ss to the text and ask them to find examples of the to-infinitive and the infinitive without to (*...might think..., ...to think and to build..., ...might imagine., ...to learn, ...to recover., ...to wander..., ...to wait..., ...to get better., ...cannot find..., ... to use..., ...pretend..., ...to store..., ...to leave..., ...run over..., ...to attract..., ...to understand..., ...to help..., ...to direct..., ...to do..., ...to give up., ...might not understand...*).

***-ing* form (gerund)**

- Ask Ss to read through the examples and discuss what they remember about its use.
- Refer Ss to the Grammar Reference (pp. 166-167).
- Ask Ss to come up with their own examples.
- Refer Ss to the text and ask them to find examples of the *-ing* (gerund) form (*...are known for having..., ...loved spending time together, eating, sleeping and playing., ...for finding..., ...by cutting..., ...ended up getting stuck..., ...spent hours trying..., ...putting the animals down,...*).
- Ask Ss to read through the sentences 1-7 below the grammar box and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. to see
2. to help, to call, to say
3. staying, being
4. to do, feeding
5. running
6. lose, going
7. leave

FUNCTIONS

Using collective nouns to group animals
Expressing surprise, alarm, joy

STRUCTURES

Exclamatory Sentences

VOCABULARY

a flock of a herd of a pack of a school of a swarm of ant at first sight at last at least at the age of at the latest bee break down chimpanzee coconut come down with cow cut down on deer eagle floor goat intend located make up nest peanut pick up scenery sheep species turn down use up vet wolf wonder (n)

Vocabulary

A. Aim: to present collective nouns to group animals

- Ask Ss to read through the two columns.
- Point out to Ss that the nouns *fish, sheep* and *deer* are the same in the singular and the plural form.
- Have Ss do the activity.
- Check the answers with the class. If necessary, provide Ss with any further explanations.

KEY
a herd of cows, deer, elephants
a flock of birds, sheep, goats
a school of fish, dolphins, whales
a pack of wolves
a swarm of bees, ants

B. Aim: to present some phrasal verbs with *up* and *down*

- Ask Ss to read through the sentences 1-6 and draw their attention to the phrasal verbs in bold.
- Point out to Ss that these are some phrasal verbs with *up*.
- Ask Ss to read through the meanings a-f and check understanding.
- Help Ss deduce the meaning of the phrasal verbs in bold from the context of the respective sentences.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to produce their own sentences using the phrasal verbs presented here.

KEY
1. d, **2.** a, **3.** b, **4.** f, **5.** e, **6.** c

- Ask Ss to read through the sentences 1-6 and draw their attention to the phrasal verbs in bold.
- Point out to Ss that these are some phrasal verbs with *down*.
- Ask Ss to read through the meanings a-f and check understanding.
- Help Ss deduce the meaning of the phrasal verbs in bold from the context of the respective sentences.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to produce their own sentences using the phrasal verbs presented here.

KEY
1. f, **2.** a, **3.** b, **4.** e, **5.** c, **6.** d

C. Aim: to present and give Ss practice in using prepositional phrases with at in context

- Ask Ss to read through the prepositional phrases in the box.
- Ask Ss to read through the sentences 1-10 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to produce their own sentences using the prepositional phrases presented here.

KEY
1. at last
2. at a loss
3. at the age of
4. At the beginning, at the end
5. at the latest
6. At first sight
7. at present
8. at once
9. at a later time
10. at least

Language Plus

at last = finally
at a loss = to not know what to do or say
at the age of = when they reach a certain number of years
at the beginning / end of = the time when something starts / ends
(NOTE: at the beginning / end of are phrases usually followed by a noun while in the beginning / end are used as adverbs, meaning initially and finally respectively.)
at the latest = used to emphasise that something must happen or be done before a stated time or day
at first sight = when you see somebody / something for the first time, your first impression of somebody / something
at present = now
at once = immediately
at a later time = at a time in the future, or after the time you have mentioned
at least = used to add a positive comment about a negative situation

Grammar

Aim: to present exclamatory sentences and give Ss practice in using them in context

- Ask Ss to read through the examples and tell you what all the sentences have in common.
- Elicit the answer that *they all end with an exclamation mark.*
- Point out to Ss that these sentences are called exclamatory sentences.
- Read out the exclamatory sentences with the right intonation and ask Ss to tell you what they think exclamatory sentences are used for.
- Elicit the answer that exclamatory sentences are used to express *strong feelings, such as surprise, alarm, joy, shock, fear, admiration,* etc.
- Explain to Ss that in exclamatory sentences *How, What, so, such* emphasise an adjective, adverb or a noun.
- Ask Ss to tell you which words the speakers want to emphasise in the examples.
- Elicit the answer that the speakers want to emphasise the adjectives, adverbs, nouns following *How, What, so, such,* that is *colourful, well, lovely scenery, beautiful, exciting trip.*
- Point out to Ss that we use *How* and *so* before *adjectives* and *adverbs* and *What* and *such* before *adjectives* and *nouns.*
- Refer Ss to the Grammar Reference (p. 167).
- Ask Ss to come up with their own examples.
- Ask Ss to read through the short exchanges 1-3.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. so, How, such
2. such, What
3. so, How

Listen CD3 ▶▶| 3, 4 (for transcript see page 181)

A. Aim: to give Ss practice in transferring from verbal to visual

- Ask Ss to look at the map and tell you what it shows.
- Elicit the answer that it shows some countries in South-East Asia.
- Ask Ss if they have ever been to any of these countries, what they know about them, etc.
- Elicit answers.
- Draw Ss' attention to the compass and ask them to tell you what the letters N, S, E, W stand for.
- Elicit the answer that N stands for *North,* S for *South,* E for *East* and W for *West.*
- Play the CD and have Ss listen and answer the question in the rubric.
- Check the answer with the class.

KEY
The presenter is talking about Malaysia this week.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5 and check understanding.
- Point out to Ss that they will need to complete the sentences with a word or number.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
1. 4,095
2. 1998
3. 86th
4. Fridays
5. rice, vegetables

Optional post-listening activity

- Ask Ss some questions to elaborate on the topic of the listening activity:

  Do you like travelling abroad?
  When you visit a country, what do you like doing?
  What is the best way to get to know a foreign country?
  What do you think of Malaysia? Would you like to visit it?
  Would you be interested in visiting Petronas Twin Towers?
  Would you try 'nasi lemak'?
  Do you like listening to music from different countries of the world?

- Elicit answers and initiate a short discussion.

FUNCTIONS

Speculating and making a decision
Describing a place

VOCABULARY

a once-in-a-lifetime experience astonishing beauty beneficial birdwatching cave chew coastal come into contact with countryside cultural cute delightful dragon dull endangered species energising escape from routine fascinate giant panda impressive in the wild inviting landscape luxurious mountainous natural habitat overwhelm peaceful publish refer see for yourself surrounded by truly valley valuable waterfall

Vocabulary

Aim: to present and practise adjective formation

- Draw Ss' attention to the NOTE and explain it by referring Ss to the example.
- Ask Ss to read through the rest of the adjectives, check understanding and have Ss do the activity.
- Check the answers with the class.

KEY
2. attract (verb) + ive
3. mountain (noun) + ous
4. astonish (verb) + ing
5. delight (noun / verb) + ful
6. enjoy (verb) + able

- Ask Ss to read through the sentences and the words in brackets and check understanding.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to explain how each adjective is formed.

KEY

1. remarkable	remark (noun / verb) + able
2. inviting	invite (verb) + ing
3. impressive	impress (verb) + ive
4. colourful	colour (noun / verb) + ful
5. peaceful	peace (noun) + ful
6. luxurious	luxury (noun) + ous
7. coastal	coast (noun) + al
8. valuable	value (noun / verb) + able

Speak

Aim: to give Ss practice in speculating and making a decision

- Ask Ss to look at the pictures and the captions.
- Ask Ss to read through the words / phrases in the boxes and check understanding.
- Read out and explain the TIPS.
- Have Ss do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues.

KEY
Suggested answers

advantages	disadvantages
visit castle	
• educational • impressive scenery • fresh air • valuable learning experience • escape from routine	• may be seen as dull • unappealing to those who do not enjoy history
walk in the countryside	
• relaxing • beneficial because of fresh air • come into contact with nature • impressive scenery • an opportunity to observe nature • educational	• dull for those who are energetic • unappealing • tiring
visit a zoo	
• entertaining • educational • valuable learning experience • escape from routine • opportunity to see wild animals	• tiring • unappealing to those who oppose zoos
explore ancient ruins	
• educational • beneficial • gain valuable learning experience • makes learning more real	• dull for students not interested in history • tiring
bus tour of town	
• relaxing • appealing • educational • entertaining • escape from routine	• dull - spending the whole day on a bus • no challenge involved • inactive
explore a cave	
• adventurous • appealing to those who like being active • challenging • educational - learn about rock formations • escape from routine • come into contact with nature	• dangerous • tiring • might not appeal to everyone
mountain biking through the woods	
• active • adventurous • appealing to teens • challenging • beneficial • energising • fresh air • escape from routine • come into contact with nature	• dangerous • tiring - might be too demanding for some
birdwatching	
• relaxing • spectacular views • valuable learning experience • beneficial in creating awareness about the protection of bird and animal species	• dull • most students would find it unappealing

Decide which three ideas would appeal most to your fellow students.

Student A: I believe that visiting a castle and exploring ancient ruins would be a good idea because it would make learning about these places and the events that took place there more interesting. It's better than learning about them in class, isn't it?
Student B: Yes, but I don't think that many students would be interested. What about a bus tour of the town? It could be both educational and entertaining.
Student A: I definitely think that would be less interesting and fun for students. They would find it dull and tiring because they would have to spend a lot of the time sitting on a bus.
Student B: Perhaps you're right. Let's recommend a visit to a castle then. That way they can also enjoy the impressive scenery while learning about the events that took place there. We could also recommend a visit to a zoo. I think that apart from being fun, it would help increase their awareness of environmental issues like the destruction of natural habitats and the extinction of animal species.
Student A: Well, some students may find this unappealing because they don't agree with the idea of keeping animals in zoos. Why don't we teach them the importance of protecting nature by taking them birdwatching instead?
Student B: I seriously doubt that it would interest them. How about a walk in the countryside? That way we can all get some fresh air, come into contact with nature and enjoy the impressive scenery.
Student A: I agree. As for the two activities that are left, both mountain biking and cave exploration are adventurous, energising and challenging. I think students would find both of them enjoyable. What do you think?
Student B: I don't think that they all have the physical strength and fitness required to ride a mountain bike through the woods. Besides this, mountain biking is dangerous. I think exploring a cave is a safer option because we will be accompanied by guides.
Student A: You're right. Besides this, it could be a valuable learning experience for them as they will learn all about caves and see from up close various underground rock formations.

Write

A. Aim: to help Ss determine what information to include in an article describing a place

- Ask Ss to read through the writing task and underline the key words in it.
- Elicit answers and explain any unknown words.

KEY

The following words should be underlined:
article, travel and nature magazine, nature reserve, place of natural beauty, describe, what attracts visitors, any other special features

B. Aims: to provide Ss with a sample article describing a place
to prepare Ss for the writing activity
to give Ss practice with some stylistic features of an article describing a place

- Ask Ss to read through the article and underline unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Suggested answers

1. The most suitable title for the article is **a. Discover the Magic of Wolong** because it is more interesting than b which just refers to the name of the place being described.
2. **In paragraph 1** the writer tells us which place he / she is going to describe and why he / she has chosen to write about it.
   In paragraph 2 the writer describes a main attraction, the sanctuary, and what you can see there.
   In paragraph 3 the writer gives some additional information about the place as well as his / her impressions of it.
   In paragraph 4 the writer makes a general comment about the place and recommends visiting it.

- Ask Ss some comprehension questions:

Where did the writer see some cute, giant pandas? At the Wolong National Nature Reserve in China.
Did he / she like the experience? Yes, he / she did.
What is Wolong? A sanctuary for giant pandas and other endangered species.
Where do the mothers and their babies live? In panda houses.
How do scientists benefit from that? Scientists can study the mothers and their babies living in panda houses.
What are the pandas free to do? They are free to roam the mountains.
What can a visitor see the pandas doing? A visitor can see them playing, relaxing and chewing on bamboo.
What does 'Wo Long' mean? It means 'sleeping dragon'.
Where does it come from? It comes from a legend.
What is the legend about? It's about a dragon that was overwhelmed by the beauty of the valley and fell asleep there forever.
What has been built there as a reminder of the legend? A long dragon wall.
What did the writer think of the landscape? He / She found it absolutely breathtaking.
What makes the reserve truly remarkable? The valleys with rivers and waterfalls that are surrounded by forest-covered mountains.
Who is Wolong for? It's for nature lovers.
What is a once-in-a-lifetime experience? Seeing giant pandas in the wild.

- Explain any unknown words.

C. Aims: to familiarise Ss with some stylistic techniques used for attracting and keeping the reader's interest
to prepare Ss for the writing activity

- Draw Ss' attention to the point made in the rubric.
- Ask Ss to read through the points 1-4 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Discover the Magic of Wolong
2. *cute, cuddly giant pandas / an unforgettable experience / overwhelmed by the beauty / absolutely breathtaking / forest-covered mountains / a truly remarkable place / a once-in-a-lifetime experience*
3. *Have you ever wondered... you see in zoos come from? / ...you can see them playing, relaxing and ... / If you are a nature lover, Wolong is sure to fascinate you. / Why not plan a trip there and see for yourself?*
4. *Have you ever wondered where those cute, cuddly giant pandas you see in zoos come from? / Why not plan a trip there and see for yourself?*

Language Plus

A ***rhetorical question*** is a question which does not expect an answer. It is used as a stylistic writing device.

D. Aims: to provide Ss with a plan for an article describing a place
to give Ss practice in writing an article describing a place

- Ask Ss to read through the plan and give them any necessary explanations about the structure and the different parts of an article describing a place.
- Draw Ss' attention to the TIPS and explain them.
- Point out to Ss that they should write their articles based on the announcement in activity A.
- Allow Ss some time to write their articles.
- Choose some Ss to read out their articles.

FUNCTIONS

Talking about environmentally-friendly products
Expressing criticism, possibility, certainty and absence of necessity in the past

STRUCTURES

Modal verbs + have + past participle

VOCABULARY

affect any longer average case consumer device dispose of eager effect electricity frequently get rid of glow (v) handbag in the first place in use junk kill two birds with one stone material model number plate particularly power (v / n) recyclable researcher reuse seed simply So what? throw out unwanted

Read CD3 ▶▶| 5

A. Aim: to prepare Ss for the reading activity by discussing their personal opinion

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- I recycle, I don't drop litter in streets / parks, I turn off the lights when I leave the house / a room, I don't leave the water running while I am taking a shower / brushing my teeth.
- I should try to recycle more materials, like batteries. I should avoid buying plastic which is hard to recycle. I should walk or ride my bike to school instead of having my parents drive me there.

B. Aims: ⓟ to present vocabulary, functions and structures in the context of three short texts about environmentally-friendly products
ⓟ to give Ss practice in reading for gist

- Ask Ss to look at the layout of the text and tell you where it can be found (*in a magazine*).
- Elicit answers.
- Ask Ss to look at the three pictures accompanying the texts and tell you what they show.
- Elicit answers.
- Draw Ss' attention to the main title and to the background picture and help them deduce that *green* refers to *the protection of the environment*.
- Ask Ss to tell you what they think the text is about in relation to the title and the content of the pictures.
- Elicit answers.
- Ask Ss to read through each small text and underline unknown words at the same time.
- Ask Ss to read through the two given headings for each text and check understanding.
- Have Ss do the activity.
- Check the answers with the class. Ask Ss to provide justification for their answers.

KEY

1. b, **2.** b, **3.** a

- Ask Ss some comprehension questions:

Introduction

What do we do every day without giving it a lot of thought? We buy and use a variety of products.
How does each of these products we buy and use every day affect the environment? Through the way it is made, used or disposed of.
What are eco-scientists trying to come up with? Ideas to introduce environmentally-friendly products into our lives.
What is their motto? Reduce, reuse, recycle.

Text 1

What do we tend to waste in the home? A lot of energy.
What are the features of the new showerhead? It is a light for the shower and it can tell us if the water is either too cold or hot.
Is it easy to install? Yes, it is.

Text 2

What is true about the mobile phone? It is one of the devices that is thrown out very frequently.
How many mobile phones are in use worldwide? About 4.5 billion.
What have researchers in England created? A mobile phone with high-tech materials.
What does it also contain? A sunflower seed.
What does the seed grow into? It grows into a sunflower.

Text 3

What did a company in the USA think of? They thought of a way to recycle old car number plates.
What do they turn them into? They turn them into fashionable handbags and CD cases.
Have they been successful? Yes, they have.
What else are they looking into? They are also looking into using other parts of cars to create fashionable accessories.
What do recyclable products show? That you can look good and be eco-friendly at the same time.

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the questions 1-7 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. From the water used while having a shower.
2. An indicator glows red.
3. Consumers tend to throw them out and buy the latest model.
4. You plant it.
5. It breaks down completely within a month and fertilises the seed.
6. From the side of roads or from junkyards.
7. By sending your own old number plate to be turned into a handbag.

D. Aim: to give Ss practice in deducing the meaning of some words / phrases presented in the reading text

- Ask Ss to read through the definitions 1-7 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. dispose of
2. power
3. glow
4. frequently
5. eager
6. hazardous
7. junkyard

- Explain any unknown words and get Ss to read the text aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- If I were to choose one of these products, I would definitely choose the biodegradable mobile phone with the sunflower seed in it. You see, I tend to throw out my phone in less than a year. This environmentally-friendly product will help me keep up with mobile phone technology and protect the environment at the same time.
- There are a lot of eco-friendly products on the market at the moment. I recently read about an ecofriendly TV remote. It's wand shaped and doesn't use batteries. To power it up all you have to do is move it from side to side. Simple products like biodegradable plastic bags and environmentally-friendly cleaning detergents have also been on the market for quite some time, helping to make housework greener. There are also many energy-saving devices and appliances on the market at the moment.
- Everything is interconnected, so by protecting the environment we protect ourselves and the future generations by making sure that they will live in a healthy environment.

Project

- Draw Ss' attention to the project, and tell them that they are going to make a presentation of an eco-friendly product.
- Ask Ss to do some brainstorming and tell you which information they would include in a poster about an eco-friendly product, and in what way it is eco-friendly.
- Initiate a short discussion.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to complete the project.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

Grammar

Aim: to present *modal verbs + have + past participle* and give Ss practice in using them in context

- Ask Ss to read through the first two examples, draw their attention to the words in bold and ask them to tell you what they notice.
- Elicit the answer that these are the *modal verbs 'may / might / could' followed by 'have' and a past participle.*
- Ask Ss to tell you when they think this form is used.
- Help Ss deduce that we use *'may / might + have + past participle' when something possibly happened in the past* and *'could + have + past participle' when something was likely to happen, but it didn't.*
- Point out to Ss that *have + past participle* is called the *perfect infinitive* and refers to the *past.*
- Ask Ss to come up with their own examples.
- Ask Ss to find any examples of *may / might / could + perfect infinitive* in the text (*You might not have realised it... / You may not have seen them before,...*).
- Ask Ss to read through the third and fourth example in the grammar box and tell you what they notice about the words in bold (these are the *modal verbs 'must, can't / couldn't' + perfect infinitive*).
- Ask Ss to tell you when they think this form is used. We use *'must + perfect infinitive' when we are almost sure that something happened in the past (a positive deduction about the past)* and *'can't / couldn't + perfect infinitive' when we are almost sure something didn't happen in the past (a negative deduction about the past).*
- Ask Ss to come up with their own examples.
- Ask Ss to find any examples of *must / can't / couldn't + perfect infinitive* in the text (*You must have found yourself in a situation...*).
- Ask Ss to read through the fifth example in the grammar box and tell you what they notice about the words in bold (this is the modal verb *needn't + perfect infinitive*).
- Ask Ss to tell you when they think this form is used. We use *needn't + perfect infinitive to express absence of necessity in the past, when something wasn't necessary but it was done.*
- Ask Ss to come up with their own examples.
- Ask Ss to read through the sixth example in the grammar box and tell you what they notice (*would rather + perfect infinitive*).
- Ask Ss to tell you when they think this form is used. We use would *rather + perfect infinitive to express preference in the past.*
- Ask Ss to come up with their own examples.
- Ask Ss to read through the last two examples in the grammar box and tell you what they notice (the modal verb *should(n't) + perfect infinitive*).
- Refer Ss to the first sentence and ask them:

  Did they recycle in the past? No, they didn't.
  How do they feel about it? They regret it.

- Help Ss deduce when we use *should + perfect infinitive (to crticise or express regret about something that didn't happen in the past).*
- Ask Ss to come up with their own examples.
- Refer Ss to the second sentence and ask them:

  Did governments let the environmental disaster happen? Yes, they did.
  Did they do the right thing? No, they didn't.

- Help Ss deduce when we use *shouldn't + perfect infinitive (to criticise or express regret about something that happened in the past and was wrong).*
- Ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference (p. 167).
- Have Ss do the activity below the grammar box.
- Check the answers with the class.

KEY

1. should have told
2. could have broken
3. must have taken
4. can't have slept
5. needn't have bought
6. 'd rather have stayed
7. shouldn't have left

FUNCTIONS

Talking about environmental problems
Expressing opinion

VOCABULARY

acid rain alternative energy atmosphere ban (v) biodegrade breathe chemical close down coal exhaust fumes fine (v / n) fog form (v) fossil fuels gases hectic last (v) litter (n) measure (n) oil spill organic food poisonous pump into rural smog smoke substance surface tanker toxic waste

Vocabulary

A. Aim: to present some vocabulary related to the environment and some environmental problems

- Ask Ss to look at the pictures 1-6 and read through the accompanying captions.
- Ask Ss to tell you what the pictures have in common.
- Elicit the answer that they are related to the environment.
- Ask Ss to read through the definitions a-f and check understanding.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

KEY
1. b, **2.** d, **3.** a, **4.** e, **5.** f, **6.** c

B. Aim: to give Ss practice in differentiating between words that can easily be confused

- Ask Ss to read through the set of sentences and check understanding.
- Ask Ss to read through the set of words in each box.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

Language Plus

DIY is an abbreviation for *Do-It-Yourself* (= the activity of decorating or repairing your home, or making things for your home yourself, rather than paying someone else to do it for you).

KEY

1. rubbish	**5.** machine
2. junk	**6.** appliance
3. waste	**7.** tool(s)
4. litter	**8.** device

Language Plus

junk (n) = things that are considered to be of no use or value
waste (n) = unwanted matter or material of any type, often that which is left after useful substances or parts have been removed
rubbish (n) = waste material or things that are no longer wanted or needed
litter (n) = small pieces of rubbish that have been left lying on the ground in public places

device (n) = an object or machine which has been invented for a particular purpose
appliance (n) = a device, machine or piece of equipment, especially an electrical one that is used in the house, such as a cooker or washing machine
machine (n) = a piece of equipment with several moving parts which uses power to do a particular type of work
tool (n) = a piece of equipment which you use with your hands to make or repair something

Listen CD3 ▶▶| 6 (for transcript see page 182)

A. Aims: ⓟ to activate Ss' background knowledge
ⓟ to give Ss practice in guessing about eco-facts

- Ask Ss if they like doing quizzes, what kind of quizzes they like doing, etc.
- Elicit answers.
- Ask Ss if they are knowledgeable enough about environmental issues and invite them to do the eco-quiz to find out.
- Ask Ss to read through the questions and the answer choices and check understanding.
- Allow Ss some time to do the quiz. Do not correct any of their answers.

B. Aims: ⓟ to give Ss practice in listening for specific information
ⓟ to check Ss' predictions

- Play the CD twice and have Ss listen and check their predictions.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
1. b, **2.** a, **3.** c, **4.** c, **5.** b

Optional post-listening activity

Ask Ss how many questions they answered correctly, if there are any eco-facts that they find amazing / surprising / hard to believe, etc., if they know of any other eco-facts, and initiate a short discussion.

Speak

A. Aim: to give Ss practice in comparing and contrasting two pictures

- Ask Ss to look at the two pictures.
- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through the list of ideas as well as the words / phrases in the box.
- Have Ss do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to report their answers to the class.

KEY

Suggested answer

In the first picture we can see a woman wearing a face mask. She is in an urban area, as we can see tall buildings in the background, and is obviously trying to protect herself from the smog. The man, in the other picture, is in a rural environment. The area has not been affected by development. It looks peaceful and unspoilt. The fact that he is close to nature means that he can lead a healthier life. This is most probably why he looks so carefree and happy. In contrast, the woman in the first picture, is most probably dissatisfied and unhappy with her hectic lifestyle and the conditions present in the city in which she lives and works. The poisonous chemicals present in the atmosphere are very harmful and often cause diseases. The fact that she lives and works in this kind of environment is sure to have a negative effect on her health in the future. The man's health, on the other hand, is sure to be better not only because he can breathe fresh air and lead a calmer lifestyle, but also because he can grow organic food, which is healthier / more nutritious.

B. Aim: to give Ss the opportunity to elaborate on the topic of the speaking activity

- Ask Ss to read through the words / phrases in the box and check understanding.
- Ask Ss the two questions and initiate a short discussion.

KEY

Suggested answers

- The place where I live is similar to the one in the first picture. In the morning when there is a lot of traffic the air pollution is unbearable. Besides this, there is hardly any green.
- Air pollution is caused by factories and vehicles. I believe that a lot can be done to improve the situation. The government could start by taking stricter measures. Factories which pollute the atmosphere excessively should be closed down or forced to pay fines. This would encourage them to use special filters that could limit the amount of air pollution they produce. In addition to this, the government could ban cars from entering the city centre. People should be encouraged to use their cars less in general. This can easily be achieved if people have access to public transport which is convenient and economical to use. I also think that it is important that we raise environmental awareness. If people are informed, they will know what they need to do to help the environment.

Listen CD3 ▶▶| 7 (for transcript see page 182)

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions 1-5 and the respective answer choices and check understanding.
- Play the CD / each dialogue twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. a, **2.** b, **3.** b, **4.** a, **5.** b

FUNCTIONS

Brainstorming ideas using a mind map
Expressing opinion

VOCABULARY

a growing problem abandoned acceptable according to article at all costs concerned dustman editor go ahead with hold (take place) in response to mayor outrageous oxygen point out protest demonstration protester resident source surely survey

Write

A. Aim: to introduce the topic of the writing activity by relating it to Ss' personal experience

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- To express their opinion and comment on various issues.
- I have read such letters and I agreed with the writers.
- Yes, I would because people must be free to express their opinion and fight for their rights. / No, I wouldn't consider writing a letter to the editor of a newspaper because it is not in my character, etc.

B. Aims: ⓟ to provide Ss with a sample letter (to the editor) expressing an opinion
ⓟ to prepare Ss for the writing activity

- Ask Ss to read through the newspaper article and the letter to the editor and underline unknown words at the same time.
- Ask Ss to tell you how the letter is related to the newspaper article.
- Elicit the answer that the writer has read the article and she is writing to express her opinion.
- Ask Ss the question in the rubric and initiate a short discussion.

KEY
Suggested answers
I agree with the writer because she sounds logical and wants what's best for Mayfield.

- Ask Ss some comprehension questions:

What is the mayor of Mayfield planning to build? A modern shopping centre in Clifton Park.
What will the benefits be? The shopping centre will serve the needs of the residents and attract shoppers from neighbouring towns.
Are many people happy with this decision? No, they aren't.
Is Mark Wilson in favour of the shopping centre? No, he isn't.
What will happen if the mayor goes ahead with his plans? Many trees will be cut down.
What must the residents do? They must save Clifton Park at all costs.
Who is the writer of the letter? Paula Woodhouse.
Does she live in Mayfield? Yes, she does.
Does she believe that a shopping centre would be very convenient for everybody? Yes, she does.
What are the advantages of a shopping centre? It can create more job opportunities and offer more options for entertainment.
What does she think about the destruction of Clifton Park? That it is outrageous.
What does she believe the mayor's attitude shows? A lack of sensitivity for environmental issues.
How does she feel about it? She is very disappointed.
Does she agree with Mark Wilson? Yes, she does.
What does she believe about the location of the shopping centre? That a more suitable location can be found.
What is her suggestion? The abandoned warehouses behind the train station.

- Explain any unknown words.

C. Aims: ⓟ to familiarise Ss with some of the stylistic features of a letter (to the editor) expressing an opinion
ⓟ to prepare Ss for the writing activity

- Ask Ss to read through the sentences 1-10 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
The following sentences should be ticked:
1, 2, 4, 5, 6, 8, 9, 10

D. Aims: ⊙ **to prepare Ss for the writing task**
⊙ **to help Ss determine what ideas to include in a letter (to the editor) expressing an opinion through brainstorming**
⊙ **to familiarise Ss with the use of mind maps**

- Ask Ss to read through the newspaper article and underline unknown words at the same time.
- Explain any unknown words.
- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers

1. I think that we are all partly responsible for the problem of litter. Both drivers and pedestrians litter without even thinking about it. The fact that there aren't enough rubbish bins available obviously makes things worse. It leads to people acting irresponsibly and makes them careless in how they get rid of their rubbish. The problem is made worse by the fact that there aren't enough dustmen to collect it. As a result, streets, parks and beaches are overflowing with rubbish.
2. Well, the fact that our parks and beaches are overflowing with rubbish makes it difficult for us to enjoy them. These places, as well as the streets in some areas, smell bad and are ugly to look at. Most importantly however, they are a threat to the health of the locals and animals that live there.
3. There are various solutions to this problem. Environmental awareness education can play a very important role by informing both children and adults about the importance of looking after the environment in which they live. In this way, more people may be encouraged to take part in recycling programmes, which help reduce the amount of rubbish we produce and help us save energy and materials. Another way to discourage people from littering is to impose strict fines. Besides this, we can increase the amount of rubbish bins available. In this way, people will be less likely to litter.

- Draw Ss' attention to the mind map and explain to Ss that this is a diagram used to show ideas linked to and arranged around different key words / ideas. It is very useful when we want to brainstorm and come up with as many ideas as possible.
- Ask Ss to read through the mind map and try to complete it with some of the ideas discussed earlier.
- Do this as a class activity.

KEY
Suggested answers
sources of litter: pedestrians, not enough rubbish bins in streets / parks / beaches
consequences: ugly-looking city / parks / beaches, bad smell
solutions: encourage recycling so that we have less rubbish, increase amount of rubbish bins

E. Aims: ⊙ **to provide Ss with a plan for a letter (to the editor) expressing an opinion**
⊙ **to give Ss practice in writing a letter (to the editor) expressing an opinion**

- Ask Ss to read through the plan and give them any necessary explanations about the structure and the different parts of a letter (to the editor) expressing an opinion.
- Draw Ss' attention to the TIPS and explain them.
- Point out to Ss that they should write their letters based on the article in the previous activity and using the ideas from the mind map.
- Allow Ss some time to write their letters.
- Choose some Ss to read out their letters.

7 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should then calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 7 through various activities

A.

KEY
1. a, 2. c, 3. c, 4. b, 5. c, 6. b, 7. b, 8. a

B.

KEY
1. peaceful
2. acceptable
3. entertaining
4. adventurous
5. freedom
6. recyclable
7. effective
8. traditional

C.

KEY
1. to buy
2. to help, (to) finish
3. reading
4. waiting
5. taking
6. feed
7. to see
8. to go

D.

KEY
1. What, 2. such, 3. How, 4. so, 5. such, 6. How, 7. so

E.

KEY
1. shouldn't have left your rubbish on the beach.
2. must have stolen the paintings from the art gallery.
3. needn't have asked Paul to come and help us.
4. may have drawn the dragon on the wall.

F.

KEY
1. c, 2. d, 3. e, 4. a, 5. g

Now I can...

Aims: ⓟ to give Ss the opportunity to check their progress
ⓟ to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

For Culture page 4, go to page 131. CD3 ▶▶| 8

Exam Practice (p.146)

A.

KEY

(1) to	(6) with
(2) up	(7) of
(3) to	(8) have
(4) away / out	(9) down
(5) an	(10) by

B.

KEY
1. didn't mind lending
2. may have left
3. is illegal to pump
4. without turning on your lights
5. usually avoid using plastic bags
6. would rather not have travelled
7. turned up
8. shouldn't have called Fay

For Video Worksheet, go to page 154.

SMK GEMILANG
(UNIT HAL EHWAL MURID)
Skim Pinjaman Buku Teks

SMK GEMILANG TELOK AIR TAWAR
13050 BUTTERWORTH

8 Image

FUNCTIONS

Talking about issues related to appearance, fashion and art

VOCABULARY

circle cube deceive dot geometric shape optical illusion parallel lines square triangle trick on the eyes

Aims: ⓟ **to introduce the topic of the module and activate Ss' background knowledge**
ⓟ **to present the learning objectives of the module**

- Draw Ss' attention to the title of the module and to the pictures on the page.
- Ask Ss to tell you what the pictures show.
- Help Ss relate the title of the module to the content of the pictures.
- Elicit the answer that they show various *images*.
- Point out to Ss that the word image also refers to *the way that someone is thought of by other people*.
- Draw Ss' attention to the first two questions in the *Discuss* section and initiate a short discussion.

KEY

Suggested answers

- **Do you think style and the way you look are important? Why / Why not?**
  Yes, they are. Our style and general appearance are a reflection of who we are and what we stand for. They are an indication of our beliefs, interests and personality. Besides this, they play an important role in the first impression that we make.
- **How important is art in our world today?**
  I think that art is very important. It is a powerful means of communication and acts as a window on the world. Works of art give us a lot of information not only about the artist's ideas, beliefs and feelings but also about the environment and era in which he / she finds or found himself / herself. Apart from making our world more beautiful, art can therefore help open our minds to new ideas.

- Ask Ss to read the third question and the words / phrases in the box and check understanding.
- Draw Ss' attention to the questions accompanying each picture and check understanding.
- Ask Ss the questions and initiate a short discussion.

KEY

Do you notice anything strange about the images on this page? Which words from the box would you use to describe them?

These are optical illusions with different patterns, colours and geometric shapes, which play tricks on the eyes / deceive the eyes.
-The dots between the squares appear to be black when they are white.
-If you stare at the middle wheel, the other wheels look as if they are rotating.
-One of the upright sides of the cube appears to be in front of the top-side, which is impossible.
-The shape in the triangle is a circle but it doesn't appear to be perfectly round.
-The horizontal lines appear not to be parallel, but they are.

- Draw Ss' attention to the *Go through the module and find...* section.
- Ask Ss to find where these topics are discussed.

KEY

- five people giving their opinion about fashion and appearance: p. 115
- a report on how TV could be improved: p. 123
- a text about the modern trend of digitally editing photographs: p. 112
- a letter asking for advice: p. 117
- three artists creating art: p. 121
- a text describing unusual works of art: p. 118

- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.
- Draw Ss' attention to the values of the module and discuss the importance of them.

KEY

Suggested answers

- Helping those in need is an important value that young people need to learn, as it can instil compassion into them and help them become active members of the community.
- Appreciating art means knowing and understanding those qualities that make a work of art great. It is an important quality, as art is not only pleasing but also educational.

FUNCTIONS

Expressing opinion
Discussing facts

STRUCTURES

Causative Form

VOCABULARY

appreciate background bend the truth celebrity decorator disapprove edit fake fat gardener genuine get out of hand health risk ink label (v) lips look / looks model (person) perfection permanent plastic surgery politician portrait psychology reveal slightly smooth take off the media thin

Read CD3 ▶▶I 9

A. Aim: to prepare Ss for the reading activity by discussing their personal opinion

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- I suppose that I am. Celebrities always look good. They have what is called a perfect appearance. For this reason, when looking through magazines, I often find myself wishing I were more attractive. You see there are things that I don't like about myself and wish that I could change. I am sure that this has to do with the fact that the media and people in general place a lot of emphasis on appearance.
- Yes, I think I would change my hair and my clothes. / No, I can't say that there is a celebrity that I would like to look like but there are things that I would change about myself.

B. Aims: ⓟ to present vocabulary, functions and structures in the context of a text about photo manipulation
ⓟ to give Ss practice in reading for gist and checking their predictions

- Draw Ss' attention to the title of the text and to the pictures accompanying it.
- Ask Ss to tell you where these pictures appear (*on a computer*) and what they show (*how the picture of a teenage girl can be changed*).
- Help Ss relate the title of the text to the pictures and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read through the text and underline unknown words at the same time.
- Check the answer to the question in the rubric with the class.

KEY

Suggested answer

Photo manipulation is the changing of the content of photographs to make the portrayed person or surroundings look better.

- Ask Ss some comprehension questions:

What is Photoshop? It's computer software.
What is Photoshop used for? It's used for digitally editing photographs / digitally manipulating photographs.
How is the word 'photoshop' also used? As a verb.
What influences people's psychology negatively? The pressure to conform to what the media shows to be beautiful.
Did photo manipulation begin with the development of computer software? No, it didn't.
How were the early photos changed? Using ink, paint and airbrushes.
When did photo manipulation take off? When photo editing software was invented.
What have recent developments made possible? They have made it possible to digitally edit moving pictures, making actors in a scene look thinner, taller, fatter or smaller.
Is photo manipulation acceptable by everyone? No, it isn't.
How can photo manipulation affect girls in a dangerous way? It can make them have plastic surgery to change the shape of their nose or to make their lips bigger.
Is the idea of plastic surgery popular among teenage girls? Yes, it is.
What don't these girls realise? That they want to look like someone that isn't actually real.
What have some celebrities started to do? They have started to rebel against photoshopping.
How are they rebelling against photoshopping? By posting pictures of themselves on the Internet.
What are they trying to make people see? They are trying to make people see how much digital manipulation of photography is happening in the media.
What has the British Girl Guide Association asked for? It has asked for all photoshopped images to be clearly labelled.
What does the British Girl Guide Association think about the media's idea of beauty and perfection? That it's fake.

Background note

Abraham Lincoln (1809-1865) served as the 16th President of the United States from March 1861 until his assassination in April 1865.
John Calhoun (1782-1850) was a leading politician and political theorist from South Carolina, USA, during the first half of the 19th century.

C. Aims: ▶ to give Ss practice in reading for specific information
▶ to raise Ss' awareness of text cohesion

- Ask Ss to read through the sentences a-g and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. g, **2.** a, **3.** b, **4.** f, **5.** c, **6.** e

D. Aim: to give Ss practice in deducing the meaning of some words / phrases presented in the text

- Refer Ss to the highlighted words / phrases 1-6 in the text.
- Ask Ss to read through the meanings a-h and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. e, **2.** h, **3.** a, **4.** g, **5.** c, **6.** d

- Explain any unknown words and get Ss to read the texts aloud.

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- If images that have been photoshopped are labelled clearly, I don't think it's wrong. You see, photography is an art form. A photograph is an artistic expression of the photographer's emotions, feelings and ideas. How he / she chooses to represent the subject is part of the artistic process involved in creating it. So photo manipulation is one of the means he / she uses to make his creation perfect.

  If, however, it is not labelled, it is wrong because it gives the wrong idea or impression and creates standards of appearance which are impossible to achieve. Mature individuals may accept themselves the way they are and might not be affected by these kinds of images but others are easily influenced. Young people fall into this category because they are still trying to find out who they are and are therefore in danger of developing a negative self-image.

- Knowing the truth will certainly help me see things differently. At least now I know that what I see in magazines is not real so I don't need to be so hard on myself.

Grammar

Aim: to present the Causative Form and give Ss practice in using it in context

- Ask Ss to read the first example and ask them:
  Do the neighbours usually mow the lawn themselves?
  No, they don't. A gardener does it for them.
- Explain to Ss that the Causative Form is used *when we do not do something ourselves, but we arrange for someone else (usually an expert) to do it for us.*
- Draw Ss' attention to the words in bold in the first example and explain to Ss how it is formed: subject + *have* + *object* + *past participle*.
- Ask Ss to read the second example.
- Point out to Ss that *get* can be used instead of *have* but *get* is more informal.
- Point out to Ss that we form the negative and interrogative form of the Causative using the verb *have / get* and an auxiliary verb.
- Ask Ss to read the first and third example and tell you why the agent (*by a gardener, by decorators*) is included in each sentence.
- Elicit the answer that we use *by + agent* when we want to emphasise who is doing the action.
- Refer Ss to the Grammar Reference (pp. 167-168).
- Ask Ss to come up with their own examples.
- Ask Ss to find an example of the Causative Form in the text (*...when girls have their hair cut...*).
- Ask Ss to read through the sentences 1-6 below the grammar box and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. had / got his computer fixed by the man at the computer shop.
2. will have / get her car washed at the petrol station.
3. didn't have / get my eyes checked (by the doctor).
4. was having / getting his teeth cleaned when the dental assistant arrived.
5. must have / get his picture taken (by a photographer) because he needs a new passport.
6. 'm having / getting my portrait painted by a street artist at the moment.

FUNCTIONS

Referring to hypothetical situations in the past
Talking about fashion and appearance

STRUCTURES

Conditional Sentences Type 3

VOCABULARY

approve beard come into fashion couple (n) disobey disorganised disrespect dissatisfied dye (v) endless false fashion statement fashion victim handsome highlights (hair) hopeless judge (v) meaningless misbehave misinform misjudge mislead misspell misunderstand obey restless satisfied sculpture unreal worthless

Vocabulary

A. Aim: to give Ss practice in forming opposites with the negative prefixes *dis-* and *mis-* and the negative suffix *-less* and using them in context

- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to read through the words in the box and check understanding.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations and / or definitions.

KEY

dis	mis	-less
disobey	*mislead*	*meaningless*
disorganised	misbehave	endless
disapprove	misinform	worthless
dissatisfied	misjudge	hopeless
disrespect	misspell	restless

- Ask Ss to read through the sentences 1-6 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to come up with their own sentences practising the rest of the opposites in the table.

KEY

1. misbehave
2. restless
3. disorganised
4. disobey
5. misspelt / misspelled
6. endless

B. Aim: to give Ss practice in distinguishing between easily confused words

- Ask Ss to read through each set of sentences and the respective set of words and check understanding.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations and / or definitions.

KEY

1. false
2. fake
3. unreal
4. realistic
5. real
6. genuine
7. handsome / good-looking
8. beautiful
9. good-looking
10. accept
11. approve
12. agree

Language Plus

fake (adj) = something which is made to look real or valuable in order to deceive people
false (adj) = something which is made to look or seem real
unreal (adj) = not related to reality

genuine (adj) = exactly what it appears to be
realistic (adj) = representing things as they are in real life
real (adj) = not false or artificial

beautiful (adj) = attractive (for women)
handsome (adj) = attractive (for men)
good-looking (adj) = attractive (for men and women)

approve (of somebody / something) (v) = to have a positive opinion about somebody / something
agree (with somebody on / about something) (v) = to have the same opinion, or to accept a suggestion or idea
accept (v) = to say 'yes' to an offer or invitation

C. Aim: to present and practise expressions related to appearance and fashion

- Ask Ss to read through the sentences 1-6 and check understanding.
- Draw Ss' attention to the words in bold in each sentence.
- Point out to Ss that words in bold collocate with the respective words in the box to form expressions related to appearance and fashion.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

KEY
1. victim
2. statement
3. looks
4. casual
5. into
6. image

Grammar

Aim: to present Conditional Sentences Type 3 and give Ss practice in using them in context

- Ask Ss to give examples of Conditional Sentences Type 1 and 2.
- Elicit answers and write the examples on the board.
- Ask Ss how we form and when we use Conditional Sentences Type 1 and 2.
- Elicit answers.
- Ask Ss to read through the dialogue in the grammar box.
- Ask Ss what they notice about the formation of Conditional Sentences Type 3.
- Elicit the answer that we use the *Past Perfect* in the *if-clause* and *would + perfect infinitive* in the *main clause*.
- Ask Ss:
  Did Mary dye her hair red? No, she didn't.
  Did Mary know that highlights would suit her before the hairdresser persuaded her to have them? No, she didn't.
- Elicit answers.
- Help Ss elicit that we use this form to refer to unreal or imaginary situations in the past. They often express criticism or regret about something that happened or didn't happen in the past.
- Refer Ss to the Grammar Reference (p. 168).
- Ask Ss to come up with their own examples.
- Ask Ss to read through the sentences 1-6 below the grammar box and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. would have worn, had known
2. hadn't come, wouldn't have bought
3. wouldn't have gained, hadn't stopped
4. would / could have avoided, had told
5. had asked, would have suggested
6. had informed, would / could have moved

Listen CD3 ▶▶| 10 (for transcript see page 183)

Aim: to give Ss practice in identifying speakers' experiences and attitudes

- Ask Ss to read through the statements a-f and check understanding.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY
Speaker 1 → c
Speaker 2 → e
Speaker 3 → a
Speaker 4 → b
Speaker 5 → f

Optional post-listening activity

- Ask Ss if they have ever experienced any of the situations described by the five speakers, how they reacted and felt, what happened in the end, etc.
- Elicit answers and initiate a short discussion.

FUNCTIONS

Asking for and giving advice

VOCABULARY

addiction balanced meals be in somebody's shoes break down cut out (of diet) fall out with fortunate give a presentation in any case insecure jealous look up to lose control make up meet somebody halfway mirror miserable plain raw reassure regret rejected self-conscious sense of achievement sensitive stand by take after take no notice of trouble (v) turn to unfair wealthy work out

Vocabulary

Aim: to present some phrasal verbs

- Ask Ss to read through the sentences 1-8 and draw their attention to the phrasal verbs in bold.
- Help Ss deduce the meaning of the phrasal verbs in bold from the context.
- Ask Ss to read through the meanings a-h and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

Speak

Aim: to give Ss practice in asking for and giving advice

- Ask Ss some questions:

What do you usually argue about with your family or friends?
Who do you usually turn to when you have a problem?
How do you solve problems which arise?

- Elicit answers and initiate a short discussion.
- Ask Ss to read through the situations 1-3 and check understanding.
- Ask Ss to read through the prompts following each situation and check understanding.
- Ask Ss to read through the words / phrases in the boxes and check understanding.
- Read out and explain the TIPS.
- Have Ss do the activity in pairs and go round the class helping them when necessary. Encourage Ss to swap roles and talk about a different situation.
- Choose some pairs to act out the dialogues.

KEY

Suggested answers

1.

Student A: I need your advice about something that's troubling me.
Student B: Sure, what's wrong?
Student A: Well, I'm feeling really miserable. The students at my school are always talking about their new clothes and gadgets. You see, they are more fortunate than me and can afford to buy these things because they come from wealthy families.
Student B: Oh, I see. So, you feel miserable because you don't fit in, right?
Student A: Yeah. But I also feel jealous and rejected because they won't hang out with me.
Student B: If I were you, I would take no notice of them. Who needs friends that only care about clothes and gadgets, anyway? The kids at your school can't all be like that.
Student A: You're most probably right.
Student B: I think you should make true friends who accept you for who you are and not for what you have or can buy. You know, there's more to life than money and material things. So, go out and enjoy your life and stop feeling miserable about things you cannot change.

2

Student A: I've got a problem with a friend of mine and I'd like your advice.
Student B: Sure, what's up?
Student A: My best friend plays video games for more than six hours a day. I actually think that he's become addicted. It's really having a bad effect on him.
Student B: What do you mean?
Student A: Well, he never wants to do anything else so we don't hang out any more. And, besides this, his addiction is starting to affect his schoolwork. I'm really worried about him. What do you think I should do?
Student B: If I were in your shoes, I would try and get him interested in other things. It might be hard in the beginning but ....
Student A: I've tried doing that, it doesn't work. He's not interested in doing anything else.
Student B: If that's the case, it would be a good idea to get him some professional help. Why don't you talk to the counsellor at your school? He will be able to help your friend deal with his problem. You know children who are addicted to playing computer games often regret starting the activity in the first place but find it difficult to give up. He's going to need you to stand by him and support him.
Student A: I will. Thanks for your advice.

3

Student A: My teacher has asked me to present a project I worked on to the whole school. I've told her that I can't do it but she insists. How should I deal with this situation?
Student B: Well, I don't think that you can get out of it so, perhaps, you should make the most of it.
Student A: But I am too insecure to make a presentation in front of all those people. I feel too nervous and afraid to give this presentation.
Student B: It's normal to feel that way, but there are things that you can do to make yourself feel more confident. If I were you, I would practise at home in front of a mirror. If you practise enough, you are sure to get over your fear.
Student A: Do you think so?
Student B: Absolutely! In addition, try giving the presentation in front of family members. They are sure to tell you what you are doing wrong. I think you should see this as a challenge that can help you become more mature. Imagine the sense of achievement you will feel when you manage to do it!

Write

A. Aim: to prepare Ss for the writing activity by discussing their personal preferences and opinion

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Yes, I do because I find them interesting and sometimes even get answers for similar problems to mine. / No, I don't because I'm not interested in other people's problems or the problems discussed are not serious.
- I think it is useful because they sometimes give you ideas that you haven't thought of or tell you about places and people you can go to for more professional help. / I don't think it is useful because the person answering does not know you as a person and the advice he / she gives is too general.

B. Aims: to familiarise Ss with letters sent to an advice column of a magazine
to involve Ss in giving advice within a meaningful context
to prepare Ss for the writing activity

- Ask Ss to read through the letter and underline unknown words at the same time.
- Ask Ss some comprehension questions:

Who's 'Troubled in Bogor'? The girl who is writing the letter.
What is the girl's problem? She hasn't got enough time to study and do her hobbies as well as she wants.
How has she been feeling about the exams that are coming up? Overwhelmed.
What does the girl think is unfair? That she, unlike her cousin, is given homework during the exam period.
What does the girl's mum say? That she should give up her hobbies.
What is the girl asking Agnes to tell her? She's asking Agnes to tell her how she can find time for everything without feeling she's not doing her best.

- Explain any unknown words.
- Ask Ss the question in the rubric.
- Elicit answers and ask Ss to justify the advice they would give the girl.

C. Aims: to provide Ss with a sample letter giving advice
to prepare Ss for the writing activity

- Ask Ss to read through the letter and underline unknown words at the same time.
- Ask Ss some comprehension questions:

How does Agnes think the girl feels? Anxious and exhausted.
What should the girl try first? To reassure her mother that she can cope with everything.
How can the girl meet her mother halfway? She can cut down on the time spent on her hobbies without stopping them completely.
What is also likely? That her friends feel the same way.
What is Agnes' advice? To meet her friends after school so that they can help each other.
What can they study at her friends' houses? One subject each time.
How will studying with her friends help her feel? Better and more supported.
What does Agnes point out to the girl? That university isn't far away, so this experience will make life less stressful in the future.

- Explain any unknown words.
- Ask Ss to compare Agnes' advice to the advice that they would give the girl, talk about any differences or similarities, etc.
- Ask Ss the question in the rubric.
- Elicit answers.

KEY

Suggested answers

I think Agnes' advice is helpful because she finds a solution that will make both the girl and her mother feel less anxious.

D. Aims: to provide Ss with a plan and set phrases to be used in a letter giving advice
to give Ss practice in writing a letter giving advice

- Ask Ss to read through the plan and give them any necessary explanations about the structure and the different parts of a letter giving advice.
- Draw Ss' attention to the TIPS and explain them.
- Ask Ss to read through Afan's letter and check understanding.
- Ask Ss to tell you what they think of Afan's problem, what advice they would give him and write Ss' ideas on the board.

KEY

Suggested answers

- increase your intake of fruit and vegetables
- cut out fatty foods altogether
- don't cut out meat and carbohydrates just eat smaller quantities
- eat smaller meals more frequently
- don't have a heavy meal before you go to bed at night
- if you are hungry between meals have a healthy snack
- lead a more active lifestyle
- walk or cycle to work
- take the stairs not the lift

- Allow Ss some time to write their letters.
- Choose some Ss to read out their letters.

FUNCTIONS
Talking about unusual works of art
Expressing wishes and regret

STRUCTURES
Wish / If only

VOCABULARY
a number of a set of aim (n) anonymous beside challenge (v) concept creativity criticise desire disappearance draw attention to exhibit global warming humanity installation art melt permit (v) puddle purpose range rapid reflection reject represent sculptor senses situated transform warning

Read CD3 ▶▶| 11

A. Aim: to prepare Ss for the reading activity by activating their background knowledge

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- I don't visit art galleries very often. I usually visit art galleries about three times a year. I only like going if the exhibition seems really interesting.
- Yes, my favourite work of art is *Sunflowers*, by my favourite artist Vincent Van Gogh. I visited London once and I saw it in the National Gallery. I really like the bright colours and the way it's painted with thick paint. Of course, I also know of the *Mona Lisa*, by Leonardo Da Vinci, and *Guernica* by Picasso, but they're not my favourites.

B. Aims: ⓟ to present vocabulary, functions and structures in the context of a text about installation art
ⓟ to give Ss practice in reading for gist

- Draw Ss' attention to the title of the text and the pictures accompanying it.
- Ask Ss to tell you what the pictures show (*unusual / modern works of art*).
- Ask Ss if they have heard of the term *installation art* and help them to relate it to the content of the pictures.
- Ask Ss to read through the text and underline unknown words at the same time.
- Have Ss do the activity.
- Check the answer with the class.

KEY
The purpose of the text is **d. to educate the reader about installation art.**

- Ask Ss some comprehension questions:

What have a growing number of artists chosen to do? They have chosen to challenge the traditional concept of art.
Why have they chosen to do so? Because they believe that artists should be permitted to express their creativity in any way they please and that they should have the opportunity to exhibit their works in all environments.
When did 'installation art' first become popular? In the late 1960s.
What kind of materials do installation artists use to create their works? They use a wide range of materials; from sticks and foam to chairs and cars.
What do people often have to use to experience installation artworks? They often have to use a variety of senses, like hearing, touch and smell apart from seeing.
Where is the Tate Modern? In London.
What did Olafur Eliasson install in the Tate Modern? A glowing sun and an enormous mirror on the ceiling.
What was the room filled with? It was filled with a mist made of sugar and water.
What did he call the installation? The Weather Project.
When was 'The Weather Project' on at the Tate Modern? In 2003.
What is 'public art'? Installations staged in public areas.
When was 'The Traffic Light Tree' created? In 1998.
Who was it created by? By French sculptor Pierre Vivant.
What is it like? It's an unusual tree-like structure standing eight metres tall and featuring seventy-five sets of blinking traffic lights.
Where is it situated? In Canary Wharf.
What is Canary Wharf known as? As one of London's main financial centres.
Who created the installation 'Melting Men'? The Brazilian artist, Nele Azevedo.
When was the installation created? In 2009.
What did 'Melting Men' consist of? It consisted of a thousand little men made of ice.
Where were they placed sitting? On the steps of a Berlin concert hall.
What happened to them a while later? They were turned into a puddle of water. / They melted.
Where else has the 'Melting Men' installation been exhibited? In a number of cities, including Paris, Florence, Havana and São Paulo.
Do we know who created the crate man installations? No, we don't.
When did the crate man installations first appear? In 2006.
Where can one see the crate man installations? In Melbourne, Australia. / At various locations across Melbourne.
What are the crate man installations made from? They are figures made entirely from brightly-coloured milk crates.
What do some crate man installations show? A crate man fishing beside a creek, a crate man climbing a fence, two crate men climbing a skyscraper.

Background note

The ***Tate Modern*** in London is Britain's national museum of international modern art. Since its opening in 2000, the museum has become a popular destination for Londoners and tourists.

C. Aim: to give Ss practice in identifying specific information in the text

- Ask Ss to read through the questions 1-5 and the respective answer choices and check understanding.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification for their answers.

KEY
1. a, **2.** b, **3.** c, **4.** b, **5.** d

D. Aim: to give Ss practice in deducing the meaning of some words / phrases presented in the text

- Ask Ss to read through the definitions 1-10 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. concept	**6.** reflection
2. permitted	**7.** situated
3. exhibit	**8.** draw attention to
4. desire	**9.** impact
5. transform	**10.** humanity

E. Aim: to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss the questions and initiate a short discussion.

KEY
Suggested answers
- I like the Melting Men installation. I think that it is a very clever way to create awareness about an important issue like global warming.
- Yes, I would. I think that art installations are very interesting and creative as well as powerful in getting their message across.

Project

- Draw Ss' attention to the project, and tell them that they are going to make a PowerPoint presentation about an art installation.
- Allow Ss some time to do some brainstorming and note down any art installations they know of.
- Ask them to choose the one they would like to write about.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to complete the project.
- Draw Ss' attention to the questions. Read through them, and make sure they haven't got any unknown words.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Encourage Ss to find pictures and interesting facts as well.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

Grammar

Aim: to present *wish / if only* and give Ss practice in using them in context

- Ask Ss to read the first example and draw their attention to the verb in bold.
- Point out to Ss that although the verb is in the Past Simple, it doesn't mean that the action actually happened in the past. In some cases the Past Simple refers to the present / future and expresses unreal situations. This use of the Past Simple is called *Unreal Past*.
- Ask Ss:
  Does he / she live close to the city centre? No, he / she doesn't.
  Would he / she like to live closer to the city centre? Yes, he / she would.
- Ask Ss when *wish / if only + Past Simple* is used (*to make a wish about a present situation which we would like to be different*). Point out to Ss that *if only is stronger than wish.*
- Ask Ss to read the second example and draw their attention to the words in bold.
- Ask Ss:
  Can he / she draw as well as his / her sister? No, he / she can't.
  Would he / she like to be able to draw as well as his / her sister? Yes, he / she would.
- Ask Ss to tell you when *wish / if only + could + infinitive without to* is used (*to express regret about something we cannot do at present*).
- Ask Ss to read through the third example and draw their attention to the words in bold.
- Ask Ss:
  How does the speaker feel about being told what to do? He / She doesn't like it.
- Ask Ss to tell you when *wish / if only + would + infinitive without to* is used (*to express annoyance or irritation about a present situation*).
- Ask Ss to read through the fourth example and draw their attention to the words in bold.
- Ask Ss:
  Does the speaker regret having stepped in the puddle? Yes, he / she does.
- Ask Ss to tell you when *wish / if only + Past Perfect* is used (*to express regret about something that happened in the past and we wish it could have been different*).
- Refer Ss to the Grammar Reference (p. 168).
- Ask Ss to come up with their own examples.
- Ask Ss to find all examples of *wish / if only* in the text (*If only art weren't so boring! / I wish I hadn't come here. / If only artists would create something more exciting!*).
- Ask Ss to read through the sentences 1-5 below the grammar box and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
Suggested answers
1. I wish I could buy that painting.
2. I wish my brother wouldn't listen to music while I'm trying to sleep.
3. If only I hadn't had a fight with my best friend yesterday.
4. I wish I hadn't been ill last Saturday. / I wish I hadn't missed the concert last Saturday.
5. If only my sister came / would come to art galleries with me.

FUNCTIONS

Talking about art and works of art

VOCABULARY

beige bracelet brooch carve clay craft earring flash (n) fuchsia jewellery light blue lime navy blue necklace olive origami pattern pottery precious stone reddish brown ring statue subject turquoise

Vocabulary

Aim: to present some colours

- Draw Ss' attention to the colour book and make sure they are familiar with the names of the colours.
- Ask Ss to read through the names of the colours in the box and have them do the activity.
- Check the answers with the class.

KEY

fuchsia
lime
turquoise
navy blue
light blue
olive
beige
reddish brown

Listen CD3 ▶▶| 12 (for transcript see page 183)

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the statements 1-6 and check understanding.
- Play the CD twice and have Ss listen and do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. T, **2.** T, **3.** F, **4.** F, **5.** T, **6.** T

Optional post-listening activity:

- Ask Ss:

  Do you like modern art?
  What do you think of modern art?
  Do you think that some modern works of art are too expensive?

- Elicit answers and initiate a short discussion.

Speak

A. Aim: to give Ss practice in talking about different forms of art

- Ask Ss to look at the pictures and read through the accompanying captions.
- Ask Ss to read through the words / phrases in the box and check understanding.
- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- **What does each of these forms of art involve?**
  Well, **pottery** is a craft that involves making various decorative objects like vases or flower pots from clay. The clay is shaped using one's hands. After this has been done the object is baked in an oven, called a kiln, until it is hard. People who do this activity usually decorate the objects they have made by painting various colourful patterns on them.

  Batik is a technique for making patterns on cloth, in which wax is applied to the cloth before it is dyed.

  Photography may not involve making something with your hands but you do, nevertheless, create using your lens. It involves having an eye for photography, which means being able to recognise a situation that would make a good subject. It also requires you to have an appreciation of light and beauty and pay attention to the details of the world around you.

  Making handmade **jewellery** also requires a lot of talent. It involves turning various precious stones and metals into rings, earrings, necklaces, bracelets and brooches. The metals have to be shaped into complex designs, which requires a lot of patience and skill.

  Origami is the traditional Japanese art of paper folding, which started in the 17th century and became popular in the mid-1900s. It involves creating models out of paper folded into various shapes. The designs can actually be quite complicated so it's not as easy as it sounds.

- **Which of them appeals to you most? Why?**
  Photography appeals to me the most because it involves capturing the natural beauty of the world around us. In addition, I find it easy to carry my digital camera around with me wherever I go and take pictures of things that catch my eye.

- **How creative are you? Would you consider taking up any of these as a hobby? Why / Why not?**
  I consider myself to be very creative. If I had time to take up a hobby, I would definitely choose pottery. It's a form of art I've always admired and you can create objects which you can give away to family and friends.

B. Aim: **to give Ss practice in comparing and contrasting different types of artists**

- Ask Ss to look at the pictures and the accompanying captions and check understanding.
- Ask Ss to read through the list of ideas and check understanding.
- Have Ss talk about the three artists in relation to the ideas given in pairs and go round the class helping them when necessary.
- Choose some pairs to report their answers to the class. Alternatively, you can use the ideas given to ask Ss questions and initiate a short discussion.

KEY

Suggested answer

In the first picture we can see a painter. Although you can attend the School of Fine Arts or different art classes to learn how to paint, this is not always necessary or required. I think the most important thing you need to have to become an artist and do well in this field is a natural talent. The equipment needed include a canvas, paints and paint brushes. A painter usually works in a studio, which is indoors, as this gives him / her the privacy he / she needs to create his / her work of art, which is not always an easy task. Sometimes painters find inspiration in painting outdoors especially if they are trying to capture aspects of the natural environment. The works of art created by painters are usually put on display in museums or art galleries but they may also be exhibited outdoors. In my opinion, painting has always been one of the most popular forms of art.

In the second picture we can see a graffiti artist. Graffiti is usually in the form of words or pictures that are drawn in public places using spray paint or marker pens. Graffiti originated in the streets and was a revolutionary form of art. It was the means used by young people to show their dissatisfaction with the world around them. In the past, graffiti was not considered to be a form of art, that is why it was not taught in art schools. It has since become very popular and is now recognised as art. Graffiti is usually found outdoors, on walls or buildings, and there is no limit as to where it can be seen. As with all forms of art, graffiti requires talent but it is not always artistic and worth looking at.

In the third picture we can see a digital artist. A digital artist is an artist who makes use of digital technologies in the production of art. So, a professional computer and special software is required. Special training is necessary as the work produced by a digital artist is used in books, magazines, films, advertisements, computer games and art. It is very popular and plays a very important role in the creation of special effects. I think that digital art requires a lot of talent because it takes a lot of skill and knowhow to create.

Listen CD 3 ▶▶| 13 (for transcript see page 184)

Aims: **to give Ss practice in listening for specific information**
to give Ss practice in transferring from verbal to visual

- Ask Ss to read through the questions 1-5, look at the accompanying sets of pictures and check understanding.
- Play each dialogue / the CD twice and have Ss listen and do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. c, **2.** a, **3.** b, **4.** c, **5.** a

FUNCTIONS

Making suggestions / recommendations

VOCABULARY

aspect carry out considerably forum
head teacher involvement limit (v) majority
motivate news report specifically stage (process)
superior update (v) volunteer (v)

Write

A. Aim: to introduce the topic of the writing activity by relating it to Ss' personal experience

- Ask Ss the questions and initiate a short discussion.

KEY

Suggested answers

- Open
- **What features should a good school magazine or newspaper have?**
  - topics that are both interesting and informative
  - topics that are tuned to the needs of young individuals
  - a writing style that is straightforward, enjoyable and easy to read
  - ideas that make you think
  - a design / layout that is appealing to the particular age group
  - graphics, photographs, pictures that are artistic
  - a column that encourages reader participation
  - ideas for entertainment

B. Aims: to help Ss determine what information to include in a report
to prepare Ss for the writing activity

- Ask Ss to read through the rubric of the writing task and underline the key words in it.
- Elicit answers.

KEY

The following should be underlined:
monthly magazine, head teacher, report, suggest, ways, it can be improved

C. Aims: to identify audience, purpose and language of a report
to prepare Ss for the writing activity

- Ask Ss to read through the questions 1-3 and the respective answer choices and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. b, **2.** b, **3.** a

D. Aims: to provide Ss with a sample report
to present and practise headings used in reports
to prepare Ss for the writing activity

- Draw Ss' attention to the layout of the report.
- Point out to Ss that in a report we write *To: (who the report is for), From: (the writer's name)* and *Subject: (what the report is about)* on the top left hand side of the page.
- Point out to Ss that in reports we use headings or numbers for each paragraph and leave a space between paragraphs.
- Ask Ss to read through the report and underline unknown words at the same time. Alternatively, have Ss read out the report in parts.
- Ask Ss to read through the headings and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Introduction
2. Becoming digital
3. New features
4. Student involvement
5. Conclusion

- Ask Ss some comprehension questions:

Why does the school magazine need to be improved? In order to update it and make it more appealing.
What has the Internet changed? The way people get informed nowadays.
What would the advantages of an online version of the school magazine be? It would be easier for students, parents and other people in the community to have access to it.
What does a large majority of the students believe? That the school magazine should have more variety.
What can be added to the online version of the school magazine? Discussion forums, chatrooms and a place for students to publish their projects and artwork.
In which stages of the publication process can students be involved in? When deciding on the topics, when writing up the articles or when working on the design.
Who would be particularly motivated to volunteer their help and ideas if they have an online version of the magazine? Students from ICT classes.

- Explain any unknown words.

Background note

The initials ***ICT*** stand for *Information* and *Communication(s) Technology.*

E. Aims: ⓟ **to give Ss practice in using the Passive Voice to make a report more impersonal and formal**
ⓟ **to give Ss practice in using headings in a report**
ⓟ **to provide Ss with a sample report**
ⓟ **to prepare Ss for the writing activity**

- Explain to Ss the use of the Passive Voice in reports.
- Ask Ss some questions:

Who is the report written to?
Who is the writer of the report?
What is the topic of the report?

- Elicit answers.
- Ask Ss to read through the report and check understanding.
- Allow Ss some time to rewrite the sentences in a more formal and impersonal way, using the Passive Voice, and think of an appropriate heading for each paragraph.
- Check the answers with the class and provide Ss with any further explanations.

KEY
Suggested answers

1. Introduction
   This report describes what must be done to improve the quality of the local TV channel, Bedford TV.
2. Commercial breaks
   To start with, something must be done about the long commercial breaks. They need to be limited considerably.
3. More variety
   In addition, more variety should be added to the daily programme. Specifically, more entertainment programmes have been asked for.
4. A new feature
   Finally, a special news report with local news only should be broadcast once a day. New viewers will be attracted that way.
5. Conclusion
   To sum up, if the suggestions I have made are carried out, the quality of Bedford TV will be improved considerably.

F. Aim: to prepare Ss for the writing task

- Ask Ss to read through the writing task and check understanding.
- Ask Ss to read through the questions and check understanding.
- Elicit answers. Make a list of the ideas on the board.

KEY
Suggested answers

1. the seating arrangements, the walls, plants
2. • Seating arrangements
   • More colour / Art walls
   • Green corner
3. • **Seating arrangements:** The desks can be arranged in such a way so that students can sit in groups or in a large circle.
   • **More colour / Art wall:** The walls can be painted different pastel / light colours to create a warm atmosphere. Different visual materials such as posters and photographs can be used to create an 'art wall'. Students can even display their own creations here.
   • **Green corner:** Plants can be bought to be put in a corner of the classroom. Students can take turns to be responsible for them.

G. Aims: ⓟ **to provide Ss with a plan and set phrases to be used in a report**
ⓟ **to give Ss practice in writing a report**

- Ask Ss to read through the plan and give them any necessary explanations about the layout and the structure of a report.
- Draw Ss' attention to the TIPS and explain them.
- Allow Ss some time to write their reports using the ideas they discussed in the previous activity.
- Choose some Ss to read out their reports.

Let's Read 4

Aim: to familiarise Ss with literature from various countries

A.

- Draw Ss' attention to the picture, and ask them to guess what the text is about.
- Ask Ss the questions.
- Elicit answers, but do not correct Ss at this stage.

B.

- Ask Ss to read through the text and underline any unknown words at the same time.
- Check the answers with the class.

KEY

- The man and the child are in the desert.
- The two travellers are facing several dangers in the desert, as there isn't anything to eat or drink and they are exhausted from the long journey.

- Ask Ss some comprehension questions:

Where is the story taking place? In North America.

Which adjectives in the text describe the place where the two travellers are? Dry, inhospitable, miserable, barren.

Who or what lives there? There are no people, only the coyote and grizzly bears live in the area.

What did the man discover as he looked down? He discovered a pathway that stretched across the desert.

What happened to adventurers who had taken the path? They had died.

What did the traveller look like? He was very thin and his eyes were sunken in his head.

What was the traveller holding in his right hand? A rifle.

How did the man feel? He felt exhausted, desperate and hopeless.

Where was the child? She was wrapped in the bundle that the traveller was carrying.

How old was the child? She was about five.

What happened after the man had sat down. They both fell asleep.

What happened while the travellers were sleeping? A group of nomads were heading in their direction.

C.

- Ask Ss to read through the questions 1-7, and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class

KEY
1. c, **2.** d, **3.** c, **4.** a, **5.** b, **6.** d, **7.** b

D.

- Draw Ss' attention to the note and explain it.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. Direct Speech creates a sense of immediacy in the reader and makes him / her feel as if they are taking part in the story.
2. The girl's parents seem to be caring people who treat her well.
3. The girl's mother has probably died because the girl says she did not say goodbye to her, and the man tells the girl that she will see her mother before long.
4. d

E.

- Draw Ss' attention to the words 1-7.
- Encourage Ss to deduce the meaning of the words from the context.
- Ask Ss to read through the meanings a-g, and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. c, **2.** e, **3.** d, **4.** b, **5.** g, **6.** a, **7.** f

Project

- Draw Ss' attention to the project, and tell them that they are going to make a presentation of a story that takes place in the desert.
- Ask Ss to find information about the plot, main characters and interesting features.
- Refer Ss to the Project Skills section, and explain the steps they have to follow in order to complete the project.
- Have Ss search the Internet to find the information they need. You can recommend some safe websites for Ss to use.
- Have Ss do the project in class or assign it as homework.
- Have Ss present their projects to the class.

8 Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should then calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 8 through various activities

A.

KEY
1. bracelet
2. triangle
3. navy
4. conscious
5. challenged
6. dissatisfied
7. motivate
8. genuine

B.

KEY
1. out, **2.** to, **3.** off, **4.** up, **5.** to, **6.** by

C.

KEY
1. will have a dress made by a famous designer.
2. should have that tooth of yours fixed by Dr Roberts.
3. had some new trees planted in her garden (by a gardener).
4. always have breakfast prepared for me by my mother.
5. are having our trip to Asia organised by the travel agent.

D.

KEY
1. hadn't helped, would never have finished
2. would have bought, had had
3. had disobeyed, would have got
4. wouldn't have got, hadn't seen

E.

KEY
1. I wish / If only I had worn comfortable shoes today.
2. I wish / If only my sisters would stop making so much noise.
3. I wish / If only Tina wouldn't spend all her money on clothes.
4. I wish / If only I hadn't woken up early.

F.

KEY
1. e, **2.** b, **3.** c, **4.** f, **5.** d

Now I can...

Aims: ⓟ to give Ss the opportunity to check their progress
ⓟ to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

For Song 4, go to page 135. CD 3 ▶▶| 14

For Beyond Language 2, go to page 138.

Exam Practice (p.147)

A.

KEY
1. b, **2.** c, **3.** d, **4.** a, **5.** c, **6.** b, **7.** d, **8.** b, **9.** b, **10.** a, **11.** a, **12.** a, **13.** d, **14.** c

B.

KEY
1. b, **2.** c, **3.** d, **4.** c, **5.** a, **6.** b, **7.** b, **8.** c, **9.** d, **10.** b

For Video Worksheet, go to page 155.

Which English do you speak?

Aim: to introduce Ss to various aspects of the culture of various countries

A.

- Draw Ss' attention to the title and ask them what the text is about (*it's about the English language and the differences between British English and American English.*)
- Elicit answers.
- Ask Ss to tell you if they know of any differences between British English and American English.
- Elicit answers.
- Ask Ss to read through the table and try to complete it.
- Ask Ss to read through the text and underline unknown words at the same time.
- Check the answers with the class.

KEY

British English	American English
autumn	**fall**
rubbish	trash
boot	trunk
petrol	**gas**
zebra crossing	**crosswalk**
biscuit	**cookie**
chips	**fries**
crisps	chips

- Ask Ss some comprehension questions:

What is the English language considered to be?
It's considered to be the international language of communications, science, information technology, business, entertainment, radio and politics.
Is English spoken in the same way throughout the world?
No, it isn't.
What is special about English? There are many variations not only in pronunciation but also in spelling and vocabulary.
What happened in the 17th century? People began travelling from Great Britain to North America to live.
What did this give rise to? It gave rise to the first form of American English.
Who has the English of North America been influenced by? By the different European settlers that arrived from the 1600s.
How are we exposed to American English nowadays?
Through music on the radio and films or 'movies' at the cinema.
What can happen if people are not familiar with the differences between British and American English? Some misunderstandings can occur.
Are these misunderstandings likely to be confusing or amusing? They are more likely to be amusing.
What is happening to both British and American English?
International English is replacing both of them.

B.

- Ask Ss to read through the statements 1-7, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. F, **2.** T, **3.** T, **4.** F, **5.** F, **6.** T, **7.** F

- Explain any unknown words.
- Ask Ss to tell you if they prefer British to American English, if American English is more popular in their country, what they think of international English, etc.
- Elicit answers, and initiate a short discussion.

Project

- Ask Ss to think of words and phrases that have differences in British and American English. Elicit answers, and initiate a short discussion.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to draw their table.
- Allow Ss time to search the Internet and find the words they need.
- Have Ss do this activity in class or assign it as homework.
- Have Ss read out the words they found in class.
- Ask Ss to tell you which version of the words they are familiar with. Elicit answers and initiate a discussion.

Culture page 2

Kuala Lumpur Central Market

Aim: to introduce Ss to various aspects of the culture of various countries

A.

- Ask Ss to look at the title of the text and the pictures.
- Ask Ss the first question in the rubric.
- Elicit answers.
- Ask Ss the second question in the rubric.
- Elicit answers.
- Ask Ss to read through the text and underline unknown words at the same time.
- Check the answers with the class.

KEY

Visitors to the market can buy goods and services, eat Malay snacks, admire works of art and / or watch local artists create their works. They can also learn the art of Batik and create something of their own, learn about Chinese calligraphy, and watch martial arts and local dance performances.

- Ask Ss some comprehension questions:

What is Kuala Lumpur famous for? For being a great place for shopping.
Who should go to the Kuala Lumpur Central Market? Anyone looking for a truly Malaysian experience.
When was the market started? In 1888.
What could people buy from the market? Fresh fruit, vegetables, meat and fish.
How big is the shopping area? More than 6,500 square metres.
What are lorongs? Lanes.
How many lorongs are there close to the entrance on the left? Three.
Which main groups of people live in Malaysia? Malays, Chinese and Indians.
What can visitors buy in Lorong Kelapa? Traditional Malay snacks.
Where are the art galleries? At the back of the market.
Where can visitors make their own creations? At a DIY Batik Art Workshop.
What Chinese skill is taught to visitors? Calligraphy, an ancient art of writing.
When do martial arts and dance performances take place? Throughout the whole year.
According to the last paragraph, what is special about the Central Market? It is a good example of life in Kuala Lumpur, a place where people from different cultures live and work together peacefully.

B.

- Ask Ss to read through the statements 1-8, and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. NM, **2.** T, **3.** T, **4.** F, **5.** F, **6.** T, **7.** NM, **8.** T

- Explain any unknown words.
- Ask Ss which other markets (anywhere in the world) they know of and they would like to visit, why they think they are worth visiting, etc.
- Elicit answers, and initiate a short discussion.

Project

- Ask Ss to do some brainstorming and tell you which information they would include in a poster about a market, and initiate a short discussion.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to make their poster.
- Allow Ss time to search the Internet and find any information they need.
- Have Ss do this activity in class or assign it as homework.
- Have Ss present their posters to the rest of the class.

Culture page 3

Must-visit sights...
Aim: to introduce Ss to various aspects of the culture of various countries

A.
- Draw Ss' attention to the main title on the page.
- Ask Ss to look at the titles of the two texts and the respective pictures, and read through the accompanying captions.
- Ask Ss the question in the rubric.
- Elicit answers.
- Ask Ss to read through the texts and underline unknown words at the same time.
- Ask Ss some comprehension questions:

Melaka, Malaysia
When was Melaka made a world heritage city? In 2008.
What can you see throughout the city? Evidence of different cultures that existed in the city during the various periods of its history.
Who was Parameswara? The prince of a neighbouring region.
When did he go to the village of Melaka? In 1402.
What was Parameswara and his men doing when he saw the white mouse deer? They were hunting.
Why did the prince choose to build a city at that spot? Because he believed that it was a place where anyone could become powerful, even those who were weak.
Why was it a perfect place to build the city? Because the city soon became a very important trading port.
When did the Portuguese take over the city? In 1511.
Who were the last people to rule the city before Melaka became independent? The British.
How many nations took control of Melaka between 1509 and 1957? Three, the Portuguese, the Dutch and the British.
When did Melaka gain its independence? In 1957.
Is the city still a major trading port? No, it isn't.

Petra, Jordan
Who came across Petra while travelling through Jordan? The Swiss explorer Johann Ludwig Burckhardt.
When did that happen? In 1812.
How did Petra come to be described? As 'a rose-red city half as old as time'.
What does Petra mean in Greek? It means 'stone'.
What has Petra been since ancient times? A wonder.
What was Petra about 2400 years ago? The capital city of the Nabataeans.
What is one of the most impressive structures of the Nabataean kingdom? Al Khazneh or the Treasury.
Why did the Nabataeans build it? It's not clear.
How tall is the building? It's 39m tall.
Where was this building built? It is carved deep into the cliff along the pathway leading to the city.
How many tourists visit the ancient city every year? About 800,000.

Background note

*The **Nabataeans** were ancient peoples of southern Jordan, Canaan and the northern part of Arabia.*

B.
- Ask Ss to read through the questions 1-9 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. He saw a white mouse deer kicking some hunting dogs and was impressed by the small animal's courage.
2. Melaka was the name of the tree the prince was sitting under when he saw the mouse deer kicking some hunting dogs.
3. The Chinese were the first people to trade goods with Melaka.
4. The Dutch took control of the city from the Portuguese.
5. People are attracted by the historic attractions, the busy weekend night market and the relaxed feel of the city.
6. It is carved out of the rose-red stone hills.
7. Because the Nabataean kingdom was rich and powerful then.
8. Because it has appeared in various films and documentaries.
9. Petra was chosen in an Internet poll as one of the New Wonders of the World.

Project

- Ask Ss to do some brainstorming and tell you which information they would include in a flyer about a must-visit sight in their country, and initiate a short discussion.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to make their flyer.
- Allow Ss time to search the Internet and find information about it.
- Have Ss do this activity in class or assign it as homework.
- Have Ss present their flyers to the rest of the class.

- Explain any unknown words.
- Ask Ss if they know of any other must-visit sights around the world, what places in their country they would advertise as must-visit sites etc.
- Elicit answers, and initiate a short discussion.

Culture page 4

Seven Wonders of the Natural World

Aim: to introduce Ss to various aspects of the culture of various countries

A.

- Ask Ss to look at the seven pictures on the page and tell you what they show.
- Elicit answers.
- Draw Ss' attention to the title of the text in relation to the pictures, and ask them to tell you what they think the text is about.
- Elicit answers.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. The Northern Lights
2. The Harbour of Rio de Janeiro
3. The Grand Canyon
4. The Great Barrier Reef
5. Mount Everest
6. Paricutin
7. Victoria Falls

- Ask Ss some comprehension questions:

Where is the Grand Canyon? It's in the state of Arizona in the USA.
Which river runs through it? The Colorado River.
What can visitors see there? The impressive formations that the Colorado River has gradually made.
How long is the Grand Canyon? It's 446 km long.
How wide is the Grand Canyon? It's up to 29 km wide.
How deep is the Grand Canyon? It's over 1,600 m deep.

Where is Mount Everest? It's in Asia.
What mountain range is Mount Everest part of? It's part of the Himalayan mountain range.
How high is it? It's over 8,800 m high.
Is it the highest mountain in the world? Yes, it is.
According to scientists, when were the Himalayan mountains created? They were created millions of years ago.
How were they created? When India and Asia crashed into each other.

How wide is Victoria Falls? It is 1,700 m wide.
What is Victoria Falls regarded as? As the largest curtain of water in the world.
What can visitors to Victoria Falls see and hear from many miles away? The roaring of the falls.
What does the name that the locals use to refer to Victoria Falls mean? It means 'smoke that thunders'.

Where is the Great Barrier Reef? It is close to the north-eastern coast of Australia.
What is it made of? It is made of living coral, sand and rock.
What can visitors to the Great Barrier Reef see? Lots of amazing sea creatures.
Where can it be seen from? It can be seen from outer space.
What is the Northern Lights? It is a natural light display that dances across the night sky.
Where can you see this impressive light show? Particularly in the skies of the northern region.
What are some of the colours that the Northern Lights give off? Red, green, blue and violet.
How long can a single display last? It can last 10 to 15 minutes.
How are the lights created? They are created by storms on the sun which affect the magnetic poles on earth.

What is Paricutin? It's a volcano.
Where is it located? It's located in Michoacán, Mexico.
What was the volcanic cone that exploded made of? It was made of rock and lava.
Who witnessed this amazing event? An Indian farmer.
How tall was the cone a year later? 335 m high.

Where is the Harbour of Rio de Janeiro located? It's located in Brazil.
What is it regarded as? As one of the largest natural harbours in the world.
What is the dark blue water of the harbour surrounded by? It is surrounded by some spectacular mountains.
Can you name two spectacular mountains in Brazil? Sugar Loaf Mountain and Corcovado Mountain.
What does the natural harbour also have? It also has some of the world's most beautiful and famous beaches.
Can you name two famous beaches in Brazil? Copacabana and Ipanema.

B.

- Ask Ss to read through the statements 1-7 and check understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. NM, **2.** F, **3.** T, **4.** T, **5.** F, **6.** T, **7.** NM

- Explain any unknown words.
- Ask Ss which of the seven wonders of the natural world they find more appealing and they would like to visit, why it is important to preserve them, etc.
- Elicit answers, and initiate a short discussion.

Project

- Ask Ss if they are familiar with any of the seven wonders of the ancient world. Elicit answers, and initiate a short discussion.
- Refer Ss to the Project Skills section, and explain the steps they have to follow to make their poster.
- Allow Ss time to search the Internet and find any information they need.
- Have Ss do this activity in class or assign it as homework.
- Have Ss present their posters to the rest of the class.
- Ask Ss to tell you which of the seven wonders of the ancient world they find more appealing. Elicit answers, and initiate a short discussion.

Song 1
Out of My Mind

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already learnt through a song

- Ask Ss:

What is the most exciting thing you have ever done?
How did you feel?
Which of the activities below do you think is the most exciting?
skydiving *mountain biking* *surfing*

- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the title of the song and the picture accompanying it.
- Help Ss relate the meaning of the phrase out of my mind to the content of the picture *(skydiving, an extreme sport).*
- Ask Ss to tell you what they think the song is about.
- Accept all answers.

A.

- Tell Ss: *song rhymes with strong.* Make sure that they all understand what the verb *rhyme* refers to.
- Ask Ss to read through the words given and find words that rhyme with them.
- Elicit answers.

KEY
Suggested answers
faster: disaster, plaster
strong: song, wrong, long, belong
bike: like, dislike, strike, hike
brave: cave, wave, slave, gave, save, behave

B.

- Ask Ss to read through the song without worrying about the missing words.
- Ask Ss to try to complete the song before listening to it.
- Play the CD and have Ss listen to the song carefully and check their answers.
- Check the answers with the class.

KEY
(1) breath
(2) faster
(3) like
(4) know
(5) brave
(6) fingers

- Explain any unknown words.
- Play the CD again and have Ss sing along.
- Ask Ss to tell you how the song made them feel, if they could feel the excitement, the danger, etc. and initiate a short discussion.

Song 2

Song 2
Teen Life

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already learnt through a song

- Ask Ss:

  What do you think people mean when they say 'normal'? What is 'normal' to you?

- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the title of the song and the picture accompanying it.
- Ask Ss to tell you what they think the song is about.
- Accept all answers.

A.

- Ask Ss to read through the words given.
- Ask Ss to find words that rhyme with the words given.
- Elicit answers.

KEY
Suggested answers
fun: begun, sun, run, done, become
make: cake, bake, break, steak, take, fake, mistake
see: sea, tree, bee, me, tea, free, key
trends: ends, spends, lends, sends, tends, friends

B.

- Ask Ss to read through the song without worrying about the missing words.
- Ask Ss to try to complete the song before listening to it.
- Play the CD and have Ss listen to the song carefully and check their answers.
- Check the answers with the class.

KEY
(1) mistake
(2) pass
(3) view
(4) up
(5) involved
(6) fact
(7) capable
(8) fit

- Explain any unknown words.
- Play the CD again and have Ss sing along.
- Ask Ss to tell you how the song made them feel, if they enjoy being teenagers, if they think it is difficult to be a teenager, what they most / least enjoy about being teenagers, etc.
- Elicit answers and initiate a short discussion.

Song 3
Get My Groove On

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already learnt through a song

- Ask Ss:

What do you do to unwind after a busy day?
Do you like dancing? If yes, to what kind of music?

- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the title of the song and the picture accompanying it.
- Help Ss relate the meaning of the word groove (= *feel the rhythm and dance to it*) to the content of the picture (*a b-boy*).
- Ask Ss to tell you what they think the song is about.
- Accept all answers.

A.
- Ask Ss to read through the words given.
- Ask Ss to find words that rhyme with the words given.
- Elicit answers.

KEY
Suggested answers
song: long, wrong, along, belong, strong
more: door, store, floor, score, chore, adore
sing: king, ring, spring, swing, wing, cling, thing
show: low, toe, snow, throw, go, know, flow, no

B.
- Ask Ss to read through the song without worrying about the correct words.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and have Ss listen to the song carefully and check their answers.
- Check the answers with the class.

KEY
(1) passion
(2) occasion
(3) winds
(4) mind
(5) makes
(6) stiff
(7) any more
(8) carry

- Explain any unknown words.
- Play the CD again and have Ss sing along.
- Ask Ss to tell you how they feel when they are on the dance floor, if they have their own dance moves, etc.
- Elicit answers and initiate a short discussion.

Song 4

Song 4
It's What's On The Inside That Counts

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already learnt through a song

- Ask Ss:

  Do you like reading fashion magazines? Why / Why not?
  Do you pay attention to the way celebrities look and dress? Why / Why not?

- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the title of the song and the picture accompanying it.
- Help Ss relate the content of the picture (*a beautiful girl having her face made up*) to the title of the song (*it is more important what kind of person you are than what you look like*).
- Ask Ss to tell you what they think the song is about.
- Accept all answers.

A.

- Ask Ss to read through the words given.
- Ask Ss to find words that rhyme with the words given.
- Elicit answers.

KEY
Suggested answers
same: game, rain, claim, fame, aim, became, name
care: dare, rare, hair, stair, share, wear, stare, fair
thin: skin, chin, win, bin, fin
sure: poor, tour, cure, mature, secure

B.

- Ask Ss to read through the words in the box.
- Ask Ss to try to complete the song with words from the box before listening to it.
- Play the CD and have Ss listen to the song carefully and check their answers.
- Check the answers with the class.

KEY
(1) models
(2) perfection
(3) media
(4) worthless
(5) celebrities
(6) insecure
(7) reflection
(8) fake

- Explain any unknown words.
- Play the CD again and have Ss sing along.
- Ask Ss to tell you if they agree / disagree with the song.
- Elicit answers and initiate a short discussion.

Aim: to impart and develop life values

A.
- Draw Ss' attention to the value presented, and ask them if they know what it means.
- Elicit answers, and initiate a short discussion.

KEY
Suggested answer
Integrity is the quality of being truthful or sincere with strong moral values. This means that you will always do the right thing, according to your moral beliefs, keep your promises and treat everyone in a fair way.

- Ask Ss to give you examples of integrity in everyday situations.
- Ask Ss to read through the situations 1-3 and the options a-c, and check their understanding.
- In pairs, have Ss discuss the questions in the rubric and do the activity.
- Have the pairs present and explain their choices.

B.
- Draw Ss' attention to the title of the story and the pictures accompanying the text.
- Ask Ss what they think the story is about.
- Elicit answers.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Elicit answers.

KEY
b. Lena (She is honest about not being able to make her bean plant grow.)

- Ask Ss some comprehension questions:

What happened in Mr Danes' class every year? A student was chosen to select a destination for their annual school trip.
Which student would the teacher usually choose? The student with the highest marks.
When were the students supposed to bring their bean plants into class? After two months.
What did Lena do with her bean? She planted it in a pot and put it near the window where it would get lots of sunlight.
How did Lena feel about taking an empty pot of soil to school? She felt silly.
What were all her classmates holding? They were holding pots with tall green bean plants in them.
How did Lena feel when some of the students laughed at her empty pot? She felt embarrassed.
What was the students' reaction when the winner of the competition was announced? They were shocked.
What had the other students done? They had cheated. They had used different beans to the ones that Mr Danes had given them.
What is the moral of the story? That honesty is the best policy.

C.

- Ask Ss to read through the questions 1-8, and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class

KEY

1. Every year, a student from year 8, usually the one with the highest marks, got to choose where the class would go on their annual school trip. However, this year Mr Danes decided to have a competition, after which he would decide who was going to choose the destination of the school trip.
2. Because all the other students were talking about how quickly their bean plants were growing and sharing pictures of them on their phones.
3. She wanted to leave it at home because she felt that there was no point in taking it to school, as the bean had not grown.
4. Lena's mother advised her to take her empty plant pot to school and encouraged her to be honest with her teacher by telling him she couldn't make the bean grow.
5. When Lena's friends saw her pot, they gathered round and asked her what had happened. Some of them laughed.
6. Because it was what he expected, he knew that the beans should not have grown. / Because Lena's plant pot was empty as it was supposed to be.
7. Because Mr Danes had given all the students a boiled bean which would never grow. / Because Lena, and all the other students, had a boiled bean, which was impossible to grow.
8. Because she was the only one whose bean plant had not grown, so she won the competition. / Because she was the only one who was honest about her bean plant, so she won the competition.

D.

- Ask Ss the questions.
- Elicit answers, and initiate a short discussion.

E.

- Have Ss do the activity.
- Elicit answers, and initiate a short discussion.

KEY

Suggested answers

Showing integrity

- Module 2a, page 27 - Write
  Uncle Tom: risks his life to save others, always offers to help others even when he isn't working
- Module 2b, page 34 – Let's Read
  Captain Nemo: Captain Nemo and his lieutenant threw themselves on the beast..., Luckily, Nemo rushed to his rescue and hit the beast with his hatchet.
- Module 3b, page 48 – Write
  Erin Peters: I consider myself to be trustworthy.

Showing lack of integrity

- Module 2b, pages 30-31 – Listen
  Fred Hitchin: robs a bank, Mrs Jameson: steals a painting
- Module 3b, page 44 – Read
  Retailers: tricking you into spending more money

F.

- Ask Ss to read through the situations a-c, and check their understanding.
- In pairs, have Ss discuss the questions in the rubric and give their responses to the situations a-c.

G.

- Have Ss do the activity.
- Elicit answers, and initiate a short discussion.

Optional activity

- Have Ss write about a situation which required somebody they know to show integrity.
- Alternatively, have Ss describe somebody they admire for their integrity, with examples of situations where the person showed integrity.

Aim: to impart and develop life values

A.
- Draw Ss' attention to the values presented, and ask them if they know what they mean.
- Elicit answers, and initiate a short discussion.

KEY
Suggested answers
- Hard work is the act of putting a lot of effort into what you are doing, and persevering and being conscientious.
- Dedication involves commitment and devotion to what you are doing, never giving up and making sure that everything is going well.

- Ask Ss to give you examples of everyday situations that need hard work and dedication.
- Ask Ss to read through the situations a-f, and check their understanding.
- Ask Ss the questions in the rubric.
- Elicit answers, and initiate a short discussion.

KEY
Suggested answers
a. dedication
b. dedication
c. dedication
d. hard work and dedication
e. dedication
f. hard work

B.
- Draw Ss' attention to the title of the story and the pictures accompanying the text.
- Ask Ss what they think the story is about.
- Elicit answers.
- Ask Ss to read through the text and underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Elicit answers.

KEY
2, 3 and 5 should be ticked

- Ask Ss some comprehension questions:

Why did Jon call Ashley? Because Jon wanted to urge Ashley to go training for the race they were taking part in.
What did Ashley do after the phone call? He went back to sleep.
Why did Ashley think that he didn't need to train for the race? He thought it would be easy for him because he was fit and he was the best football player in his school.
What did Jon eat to give him energy for the race? A big bowl of pasta.
Why did Ashley feel a pain on his side and why were his muscles burning? Because he was running too fast, and he had not trained for the race.
What had Ashley done at the beginning of the race? He had spent all his energy.
What was the most important thing for Jon? Finishing the race.
What did Jon do when he finished the race? He sat down and waited for his friend to finish the race.
What is the moral of the story? Hard work pays off.

C.

- Ask Ss to read through the questions 1-8, and make sure they have not got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY
1. NM, **2.** F, **3.** F, **4.** T, **5.** F, **6.** F, **7.** F, **8.** T

D.

- Ask Ss the questions.
- Elicit answers, and initiate a short discussion.

E.

- Have Ss do the activity.
- Elicit answers, and initiate a short discussion.

KEY
Suggested answers
Hard work and dedication

- Module 5a, page 68 - Read
  Ed Stafford: he wanted to become the first person to walk the 4,000-mile length of the Amazon from source to sea..., This made Stafford even more determined..., Stafford continued..., he had to carry 40 kg on his back, which required a lot of strength. Stafford faced many dangers and challenges. ...the need for adventure can push people to incredible achievements.
  Stafford's dedication and hard work certainly made a difference to his success.
- Module 5a, page 71 - Listen
  Mark: I didn't know how long she could survive down there, so I decided to try to get her out myself. I dug as quickly as I could..., ... and used all my strength to pull Carrie to safety.
  Mark worked hard to save his friend.
- Module 6a, page 82 - Read
  David Belle and Sebastien Foucan: They were passionate about learning how to go over, under or through any obstacles that they met on the way. Slowly their acrobatic running developed into an actual sport..., Today, Foucan and Belle enjoy worldwide fame...
  Dedication and hard work were a key to Foucan's and Belle's success.
- Module 6b, page 88 - Read
  Helen: She is the captain of the school environmental society and spends a lot of time organising projects with students to manage the school garden area. What Helen does, and the fact that she is the captain of the school environmental society takes a lot of hard work and dedication.
  Kelly: ... adores any sport that involves excitement and speed. She likes to compete and be the best at everything,...
  For Kelly to be the best at everything requires a lot of hard work and dedication.
- Module 6b, page 92 - Write
  Malaysia national football team: ... the true story of how the Malaysia national football team made it to the 1980 Olympics. ...the players who have to overcome obstacles and personal issues on their way to success. ... a film which teaches us to never give up. It shows how important it is to put differences aside and work together to achieve a common goal.
  The players worked hard and were dedicated to achieving their goal.
- Let's Read 3, page 94
  The people of Melaka: He made the people of Melaka work night and day and, soon, he had prepared the first six gifts.
  The people of Melaka had to work too hard to gather the first six gifts. However, there was no success because the task was not completed.
- Module 7b, pages 104 - Read
  Researchers in England: ... researchers in England have created a mobile with high-tech materials. ... it contains a sunflower seed. ... when you don't want the phone any longer, you simply plant it. The seed grows into a beautiful sunflower, fertilised by the biodegradable case, which will break down completely within a month.
  A lot of hard work and dedication is required to make a successful invention.
- Module 7b, page 107 - Listen
  Andrew: ... let's have a look at your invention, Andrew. Wow! Impressive looking. As long as it's sunny, it works perfectly.
  A lot of hard work and dedication is required to make a successful invention.
- Module 8a, page 115 - Listen
  Speaker 3: I even started using my brother's treadmill. I lost lots of weight and now I look and feel like a new person.
  The speaker's determination to lose weight shows that she had worked hard and she was dedicated to what she was doing.

F.

- Ask Ss to read through the situations a-c, and check their understanding.
- In pairs, have Ss do the activity and give their responses to the situations a-c.
- Ask Ss the question in the rubric.

Optional activity

- Have Ss write about a situation which required somebody they know to work hard and be dedicated in order to achieve something.
- Alternatively, have Ss describe somebody they admire for their hard work and dedication, with examples of what the person has done / is doing to achieve something.

Video 1: Camera phones

VOCABULARY

cassette tape pixel megapixel journalist
eyewitness QR code compact camera connect

A.

KEY
1. tape
2. pixels
3. megapixels
4. journalist
5. eyewitness
6. QR code
7. compact
8. connect

B.

KEY
'Camera phones don't exist' refers to the fact that all phones have got cameras these days, so it is an unnecessary term.

C.

KEY
1. a
2. b
3. c
4. a

D.

KEY
1. F
2. T
3. T
4. F
5. F

E.

KEY
Open answers

Transcript

Part 1

cassette tape pixel megapixel journalist
eyewitness QR code compact camera connect

Part 2

Camera phones don't exist. Well, that's to say, as all phones have cameras nowadays, we just call them phones.

The mobile phone was invented by Dr Martin Cooper in 1973. It was big and heavy, weighing about a kilo, and appeared in shops ten years later. The digital camera, which was invented by Steven Sasson in 1975, weighed 3.6 kilos. This camera had 0.01 megapixels and recorded black and white images in 23 seconds onto a cassette tape. Digital cameras didn't become common in shops until the 1990s.

The first mobile phone with a digital camera was produced in Japan in late 2000. The quality of the pictures wasn't very good, but it became an instant success. Digital cameras became smaller and smaller, and even more powerful. By 2010 compact cameras with ten megapixels were very popular. However, cameras on phones also improved, and they turned out to be much more convenient. Today, sales of small digital cameras have fallen greatly because most people prefer using their phones to take pictures.

An important advantage camera phones have over digital cameras is that they can connect to the Internet. This means that social media sites are full of shared photos and selfies, by people who are all too happy to show the world what their life is like, or what they want people to think their life is like. But more importantly, camera phones have changed the world of journalism. Nowadays, anyone can be a 'journalist'. Eyewitnesses to news events are able to record what they see and upload it instantly. This means news organisations rely more and more on citizen journalism for photos and video.

Camera phones can be used in a variety of ways. Many people take photos of items in shops to show others later, or look for better prices on the Internet while in the shop. Others take pictures of shopping lists, or important documents so that they can look at them later. A successful use in advertising is the QR code. This black-and-white image with pixels can be read by a phone and instantly link you to a website. Camera phones will continue improving, and people will find more ways to use them.

Video 2: Skydiving

VOCABULARY

altitude parachute skydivers hot-air balloon speed wingsuit

A.

KEY
1. skydiver
2. parachute
3. hot-air balloon
4. wingsuit
5. altitude
6. speed

B.

KEY
1. parachute ✔
2. hot-air balloon ✔
3. helicopter
4. mountain ✔
5. bridge
6. bird

C.

KEY
1. equipment
2. the weather
3. a minute
4. thirty
5. 100
6. the 1990s

D.

KEY
1. A skydiver should bring 2 parachutes.
2. 2,000 to 4,500 metres is a safe height.
3. 210 km / h is the fastest speed.
4. Driving a normal car, on a normal day is more dangerous.
5. It took him 1 day.
6. You can find them between the arms and legs.

E.

KEY
Open answers

Transcript

Part 1

altitude parachute skydivers hot-air balloon speed wingsuit

Part 2

Skydiving is an extreme sport where skydivers jump from a plane and return to the ground after they open their parachutes.

Skydiving goes back to the end of the 18th century when André-Jacques Garnerin, a Frenchman, jumped from a hot-air balloon. He is known as the first parachutist in the world.

Skydivers must always check to see if their equipment is working. It is also very important to carry a backup parachute in case the first one does not open. After you learn about the equipment, you must take lessons with an instructor. During these lessons, you will learn a lot of theory about the weather and how to control your parachute by using steering lines.

Skydivers are flown to an altitude of 2,000 to 4,500 metres, which is a safe height for skydivers to make their jump. The first stage is called the freefall stage. This usually lasts about a minute, and skydivers can reach speeds of about 210 km / h. After that, the skydiver opens the parachute and lands safely on the ground.

Skydivers must be fit and healthy before attempting a jump. People believe that the sport is dangerous, but globally, there are over two million jumps every year, and only about thirty people die from accidents. That means it is safer than driving a normal car, on a normal day.

Skydiving is very popular, and people want to go again and again. In 2001, Michael Zang completed 500 jumps in one day. Also, remember: you're never too old to skydive. In 2011, Fred Mack decided to try skydiving; he was 100 at the time.

Since the 1990s, wingsuits have become popular with skydivers. These special suits have wings between the arms and legs, so skydivers can control their freefall in a way which is similar to flying. They also have parachutes which they open to return to the ground safely.

Video 3: Markets

VOCABULARY

divide section farmer merchant float

A.

KEY
ACROSS
4. merchant
5. divide

DOWN
1. float
2. section
3. farmer

B.

KEY
Ancient Agora of Athens
Jatujak weekend market, Bangkok ✓
Jemaa el-Fnaa, Marrakesh
The Grand Bazaar, Istanbul ✓
Camden Lock Market, London
Rialto Market, Venice

C.

KEY
1. T
2. T
3. F
4. T
5. T
6. T

D.

KEY
1. They can experience the local culture.
2. 26,000 people work there.
3. Borough Market was closed.
4. It has got 8,000 market stalls.
5. Merchants sell their products off boats.
6. People feel a connection to this ancient form of trading.

E.

KEY
Open answers

Transcript
Part 1

divide section farmer merchant float

Part 2

A market is a place where people buy and sell goods, but it is also a place where you can get a feel for local culture. People go to markets to find fresh food and cheap items, but it is important to remember that markets have a long history.

Markets have existed since ancient times. In ancient Greece, markets were known as 'Agora' while in Rome, it was the 'Forum'. The oldest continuously working market is the Grand Bazaar in Istanbul, which has been operating since the 15th century and has over 26,000 people working there.

Borough Market is the oldest and most popular food market in London. It dates back to the 13th century. The original market was closed in 1754 only to be reopened two years later at a new location covering 18,500 square metres. Today, it is still one of the largest and oldest markets in the world. Another famous market is the Jatujak Weekend Market in Bangkok, which is divided into twenty-seven sections and has over 8,000 market stalls.

The traditional Street Market or Farmers' Market is a market where farmers set up stalls to sell their products on certain days. This type of market is called a 'souk' in Arabic-speaking countries and a 'mercado' in Spanish-speaking countries. There are also floating markets in Thailand, Indonesia and Vietnam where merchants sell their products off boats. One example is the Wat Sai Floating Market in Bangkok.

Nowadays, the supermarket has come to meet all the needs of a family. This type of market has grown to sell more than just food and household products. Electronic goods, clothing, furniture and gardening supplies are also commonly available. Many had predicted that supermarkets would bring an end to the traditional market, but supermarkets have been around for over fifty years and markets are still going strong. Perhaps people feel a connection to this ancient form of trading.

Video 4: The rise and fall of the CD

VOCABULARY

vinyl record cassette quantity disc CD burner

A.

KEY
1. cassette
2. quantity
3. disc
4. vinyl
5. CD burner

B.

KEY
b

C.

KEY
1. F
2. T
3. T
4. F
5. F

D.

KEY
1. It is 12 cm wide.
2. Two major companies, Philips and Sony, decided to work together to make something that would be more useful and effective.
3. The first CD to sell a million copies was made.
4. It was invented by the late 1990s.
5. They considered the CD burner to be a threat.
6. People would be able to carry around all the music they wanted on a gadget the size of a credit card.

E.

KEY
Open answers

Transcript

Part 1

vinyl record cassette quantity disc CD burner

Part 2

CD stands for Compact Disc, which is a 12 cm wide plastic disc originally designed to store music and sound, but later used for any kind of digital information.

By the end of the 1970s, the two main ways of listening to music were vinyl records and cassettes. It was clear that these were becoming outdated. Two major companies, Philips and Sony, decided to work together to make something that would be more useful and effective, and the CD was born. The first CDs came out in 1982 and by 1985 the first CD to sell one million copies was made. Compared to the physical weakness of vinyl and the poor quality of cassettes, the CD was shiny, new and exciting.

By the 1990s, CDs were cheaper to produce than vinyl records, but they were selling for up to twice as much. Music producers were making lots of money, and the CD was a huge success. By the late 1990s, the CD burner was invented, and companies considered this to be the main threat to the sales of CDs, because everyone would be able to make their own copies of music. While focusing their attention on this, none of the companies noticed an even bigger threat which was on the way: the MP3.

The root of the problem was already there; the CD was a way to store digital information easily. The MP3 just made it even easier to transfer this information wherever you wanted. The quality of sound on a CD was much better than that of the MP3, but most people didn't mind. They were more interested in quantity than quality. Just before the MP3 came out, inventors had predicted that, in the following years, people would be able to carry around all the music they wanted on a gadget the size of a credit card. CD producers considered this a ridiculous idea.

Today CD sales have dropped because of digital music, and it won't be long before the CD will have gone the way of vinyl. In fact, all hard copies of media will disappear as we enter the digital age.

Video 5: Camels

VOCABULARY

hump eyelash sandstorm nostril delicacy sink domesticated animal border guard army battle wool

A.

KEY
1. wool
2. sandstorm
3. delicacies
4. sank
5. domesticated
6. guard
7. battle
8. humps
9. border

B.

KEY
1. F
2. T
3. T
4. F
5. T

C.

KEY
1. two
2. deserts
3. thirty-five
4. nostrils
5. borders
6. 40
7. wool

D.

KEY
1. They live in central, eastern and northern Asia.
2. They are very long and protect their eyes during sandstorms.
3. They are flat and wide so they don't sink into the desert sand.
4. The first camels were domesticated.
5. You can get meat and milk.

E.

KEY
Open answers

Transcript
Part 1

hump eyelash sandstorm nostril delicacy sink domesticated animal border guard army battle wool

Part 2

There are two types of camels. The single-humped Dromedary camel is commonly found in the hot, dry deserts of the Arabian Peninsula, the Middle East and Africa. Their two-humped cousin, the Bactrian camel, is found in the deserts of central, eastern and northern Asia, where the climate is colder.

The camel is an animal that has adapted to the unfriendly desert environment. A camel's hump can store up to thirty-five kilos of fat, and this helps it survive long periods without food or water. When water is available, camels can drink over 100 litres in five minutes.

Camels have very long eyelashes which protect their eyes from blowing sand during sandstorms, while allowing enough light in for them to see. Camels also have hairs in the opening of their ears to help stop sand from entering, as well as the ability to close their nostrils when sand is being blown around.

A camel's legs are unique as well. When camels walk, they move both legs on one side of their bodies at the same time and then the other side. Their feet are flat and wide, which helps them walk without sinking into the desert sand.

Camels have been used for a variety of activities. Up until 3,500 years ago camels had been living wild in the deserts. The first domesticated camel was used as a means of transport. Camels can carry over 200 kilos on their backs and this probably explains how they got their nickname 'Ships of the Desert'. They have also been used by the Border Security Force of India, which guards the country's borders. Camels can run at 40 km / h for long periods and armies have used them in battles since ancient times.

Another use of camels is for their meat, and in some countries it is a delicacy. Camel milk is also very important and is a basic food for many people. Lastly, camel hair is used to make wool. Each animal produces several kilos of wool annually.

Video 6: Mountain biking

VOCABULARY

rough terrain downhill loop dirt paved road
LED light pump tools trail gloves

A.

KEY
ACROSS
5. terrain
6. loop
7. gloves

DOWN
1. downhill
2. dirt
3. tools
4. pump

B.

KEY
a

C.

KEY
1. You need strength, balance and good bike handling skills.
2. They are lighter and designed for a variety of terrains.
3. They ride through woods and forests.
4. Because they help the rider see when riding at night.
5. They did it to test bicycles for use in mountainous areas.
6. They started in the United Kingdom and the United States.
7. It took place in 1983.

D.

KEY
1. F
2. T
3. T
4. T
5. F
6. T
7. F

E.

KEY
Open answers

Transcript

Part 1

rough terrain downhill loop dirt paved road
LED light pump tools trail gloves

Part 2

Mountain biking is a sport in which you ride specially designed bikes over rough terrain. It is a sport that requires strength, balance and good bike handling skills. Mountain biking has different categories including downhill, dirt jumping and freeride, but most bikers prefer the cross country and trail riding styles.

Cross country generally means riding a short route from one point to another, or in a loop. There are different kinds of terrains and riders have to ride up and down steep hills. They use bikes which are lighter than normal bikes and designed for a variety of terrains.

Trail riding is riding a longer route along marked trails, tracks and paths, usually through woods and forests. The trail may be a single route or part of larger more complicated 'trail centre'.

Mountain biking can be performed almost anywhere and, as with most sports, participants need the right equipment. In addition to the bike, a rider needs protective gloves, goggles, a helmet and pads. It's also useful to have a pump, some bike tools, a first-aid kit and a high powered LED light.

Mountain biking has existed in one form or another since the beginning of cycling. In the 19th century there were few paved roads, therefore most riders rode on dirt roads or trails. One of the earliest examples of off-road cycling was an expedition completed by Buffalo Soldiers, who rode 2,600 kilometres from Montana to Missouri. This was done in order to test bicycles for use in mountainous areas.

Mountain biking as a sport did not begin to get popular until the late 1940s and early 1950s. Groups of off-road cyclists started clubs in the United Kingdom and in the United States, and by the 1960s an American club member had built a rough terrain trail bike which he called 'mountain bike'. Popularity has steadily grown since then. The first mountain bike championship was held in the USA in 1983, and it became so popular that mountain biking has been a regular event at the summer Olympics since 1996.

Video 7: Trees

VOCABULARY

branch roots bark dense canopy forest floor

A.

KEY

ACROSS
2. roots
3. dense
5. branch

DOWN
1. forest floor
4. canopy
5. bark

B.

KEY
1. c
2. a
3. d
4. b

C.

KEY
1. c
2. a
3. b
4. b
5. a

D.

KEY
1. T
2. F
3. F
4. F
5. T
6. T

E.

KEY
Open answers

Transcript
Part 1

branch roots bark dense canopy forest floor

Part 2

The trees around us, whether they are in cities, in forests, on mountains or elsewhere, are extremely important. Trees promote life. Without them, wildlife and human life on Earth would not exist.

One of the main benefits of trees which helps us survive is that they provide us with oxygen. We breathe in oxygen and we breathe out carbon dioxide. Trees do the opposite. They take in carbon dioxide and release oxygen. Two mature trees can provide a year's supply of oxygen for four people.

There are many different species of trees, displaying a great variety of shapes, forms and colours.

Trees can be enormous. The tallest tree is the coniferous California coast redwood. Redwoods live for thousands of years, and some have been known to reach over heights of 100 metres.

What about the smallest tree? We've all heard about bonsai trees, which the Japanese create by regularly cutting their branches and roots so that they stay small. But that's man-made. The smallest tree in the world is the dwarf willow. It is found in the harsh Arctic environments around the North Atlantic Ocean. It looks more like a small plant and grows to between one and six centimetres in height.

The oldest trees in the world can be found in the southwest of the United States, and are called bristlecone pines. Some are about 5,000 years old. You can calculate the age of a tree if it has been cut down, by counting the rings from the bark to the centre of the tree.

The largest forest in the world is a coniferous forest which is located in several countries near the North Pole. It is called the Taiga Forest and it contains an incredible one third of all the trees in the world.

The largest tropical rainforest in the world is the Amazon. Because it is a very dense rainforest, little sunlight reaches the ground. The trees compete for sunlight, and grow higher quickly to get more light. The tops of the trees are called the canopy, and between seventy and ninety per cent of all plant and animal life in the rainforest lives there, thirty metres above the forest floor.

Trees are amazing and we should do all we can to protect them. And we mustn't forget that we need them more than they need us.

Video 8: Optical illusions

VOCABULARY

perspective horizon vertical horizontal steep width vision

A.

KEY
1. vision
2. steep
3. horizon
4. perspective
5. horizontal
6. width
7. vertical

B.

KEY
1. checker shadow illusion
2. Penrose triangle
3. top hat illusion
4. Ponzo illusion

C.

KEY
1. T
2. F
3. F
4. T
5. F
6. T

D.

KEY
1. Because the brain will always see vertical objects bigger than they actually are.
2. He first demonstrated it in 1911.
3. The line at the top seems bigger.
4. It gives the example of the Penrose triangle.
5. They demonstrate the success, not the failure of the human visual system.

E.

KEY
Open answers

Transcript

Part 1

perspective horizon vertical horizontal steep width vision

Part 2

Optical illusions have been fascinating people for a very long time. They use patterns, colour or light to trick our brains into seeing things that are different from reality.

A popular 19th-century illusion was created by physiologist Adolf Fick in 1851. This illusion is sometimes known as the top hat illusion. This hat seems taller than it is wide, but in actual fact, its height and width are the same size. Today, we call this the vertical-horizontal illusion. The brain will always see a vertical line longer than a horizontal line of the same size, and this is why hills ahead of us seem steeper than they are, and valleys deeper.

The Ponzo illusion was first demonstrated by the Italian psychologist Mario Ponzo in 1911. He suggested that the human mind judges an object's size based on its background. The classic example is the train tracks shown here. Look at the two red lines on the tracks. The red line at the top seems longer than the other one, but in actual fact they are the same length. The human brain is used to seeing in perspective. We see the tracks going further away, so we think the top line must be bigger. But it's not. This illusion has many different versions, like these two red lines on the wall, or these cars.

The moon appears larger when it is closer to the horizon than when it is high up in the sky. However, this again is an illusion tricking our brain. An explanation for this could be that, near the horizon, the moon is closer to objects that the eye can compare it to.

This is the Penrose triangle made popular by the psychologist Lionel Penrose. Impossible objects like this make interesting optical illusions, and have been used by many artists to create amazing images.

Here, there's a gap moving around the pink circles. But if you look at the dot in the middle, the gap turns green. This is because the disappearing pink circles create an after-image, in the same way a light seems to appear in your vision after you look at the sun. An after-image is always the opposite colour to the original; that's why it seems green here.

The checker shadow illusion was created by Edward H. Adelson in 1995. It seems like square A is a lighter grey than square B. But is it? Your brain sees square A in shadow, and compared to the surrounding squares it is light. As with most optical illusions, this demonstrates the success, not the failure of the human visual system. Because we don't just see colours; we make the whole image into a meaningful situation.