

Smart Time

Special Edition



Teacher's Book

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Grammar
Reading/Skills
Listening

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Unit 1 Just the Job (pp. 11-20) Progress Check 1 (pp. 21-22)	<ul style="list-style-type: none"> work & earnings appearance character phrasal verbs (work) prepositions word formation (person nouns) 	<ul style="list-style-type: none"> present simple present continuous adverbs of frequency stative verbs comparative/superlative forms intensifiers 	<i>A Day in the Life of a Jillaroo</i> (blog entry) – (multiple choice, answer questions, TIPS: distinguish truths-pseudotruths)	Yes/No statements (dialogue)
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Competences (p. 62)				

Pronunciation/ Intonation	Speaking/Functions & Presentation Skills	Writing	Culture	CLIL
/s/, /z/, /ɪz/ -s ending (3rd- person singular)	<ul style="list-style-type: none"> describe your daily routine talk about free-time activities likes / dislikes compare rooms decide what to eat / drink 	an email describing your daily routine		
stress in compound nouns	<ul style="list-style-type: none"> talk about jobs describe pictures describe a job present a day in your life as a Jillaroo present various career paths 	<ul style="list-style-type: none"> a description of a scene compare classmates a blog entry about a person's job (TIPS: brainstorming, intensifiers) 	<i>The Pipes and Drums</i> (article) – (identify relations in a text)	(Citizenship) <i>The National Citizen Service</i> (article) – (answer questions)
/e/, /æ/, /ɪ/	<ul style="list-style-type: none"> a presentation of an experience ask about / describe / comment on sb's experience describe feelings set the scene present a natural disaster 	<ul style="list-style-type: none"> an email about a person's experience a story (TIPS: adverbs / adjectives, feelings, picture cards, sequence of events) 	<i>The Great Fire of London</i> (article) – (identify relations to an event)	(History) <i>A City Burns Down</i> (article) – (complete sentences, answer questions)
intonation in exclamations	<ul style="list-style-type: none"> present an expedition ask about an experience / describe an experience describe feelings compare biomes present the tropical rainforest biome 	<ul style="list-style-type: none"> a blog entry a semi-formal thank-you letter (TIPS: semi-formal style, error correction, tenses) 	<i>The Gorilla Run</i> (article) – (answer questions)	(Geography) <i>Biomes</i> (article) – (answer questions)
intonation in exclamations (<i>how, what</i>)	<ul style="list-style-type: none"> describe an arrest make a witness statement describe a picture present Ian Fleming present James Bond 	<ul style="list-style-type: none"> sentences giving reasons for choice of news report an informal email narrating an event (TIPS: participles, order of adjectives, adverbs) 	<i>Arthur Conan Doyle</i> (biography) – (answer questions)	(Literature) <i>The Hound of the Baskervilles</i> (extract) – (answer questions, stylistic devices)

	Vocabulary	Grammar	Reading/Skills	Listening
Unit 5 High Tech (pp. 63-72)	<ul style="list-style-type: none"> electrical devices technology the Internet instructions space phrasal verbs (technology) prepositions word formation (prefixes) 	<ul style="list-style-type: none"> <i>will – be going to</i> present continuous / present simple (future meaning) time clauses conditionals (0-3) 	<i>Artificial Intelligence</i> (article) – (multiple choice, answer questions, TIPS: dictionary entries)	Yes / No statements (dialogue)
Progress Check 5 (pp. 73-74)				
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Unit 6 Healthy Mind, Healthy Body (pp. 75-86)	<ul style="list-style-type: none"> food & drink quantities cooking methods illnesses / injuries health extreme sports health problems phrasal verbs (health) prepositions word formation (suffixes) 	<ul style="list-style-type: none"> the passive reflexive / emphatic pronouns 	<ul style="list-style-type: none"> <i>Poisonous Mushrooms, Poison Oak, GM: the Future of Food</i>, an email (texts) – (multiple choice, answer questions, TIPS: author's purpose) <i>Natural Healing</i> (article) – (answer questions, use dictionaries, TIPS: using dictionaries) 	<ul style="list-style-type: none"> a talk (T / F statements) an announcement (T / F statements)
Progress Check 6 (pp. 87-88)				
Competences (p. 88)				
Unit 7 Global Issues (pp. 89-98)	<ul style="list-style-type: none"> social issues environmental issues problems in towns animals in danger phrasal verbs (global issues) prepositions word formation 	<ul style="list-style-type: none"> modals deductions singular / plural nouns prepositions phrasal verbs (related to free-time activities) word formation (adjectives) 	<i>Lion Lights</i> (article) – (multiple choice, answer questions, TIPS: scanning)	multiple choice (dialogue)
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Unit 8 Creative Minds (pp. 101-112)	<ul style="list-style-type: none"> art cultural events & venues TV programmes / books / theatre / cinema mass media musical instruments phrasal verbs (media / art) prepositions word formation 	<ul style="list-style-type: none"> direct/reported speech clauses of concession question tags 	<ul style="list-style-type: none"> <i>Underwater Art</i> (article) – (multiple choice, answer questions, TIPS: synonyms, opposites) <i>Musical instruments across America</i> (article) – (multiple matching) 	<ul style="list-style-type: none"> multiple choice (dialogue) note-taking (advert)
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Unit 9 Teen Spotlight (pp. 115-124)	<ul style="list-style-type: none"> teen life teen problems clothes & footwear 	<ul style="list-style-type: none"> relative clauses <i>so / such</i> (clauses of result) <i>the / –</i> <i>some / any / no / every</i> compounds 	<i>Cycling to a better future</i> (article) – (multiple choice, answer questions, TIPS: predict content)	<ul style="list-style-type: none"> an announcement (note-taking) dialogue (T / F statements)
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Pronunciation/ Intonation	Speaking/Functions & Presentation Skills	Writing	Culture	CLIL
homophones	<ul style="list-style-type: none"> give a presentation on AI describe a picture express annoyance / sympathise a presentation on the pros & cons of using mobile phones a presentation on computers 	<ul style="list-style-type: none"> a summary of a text a questionnaire a for-&-against essay (TIPS: linkers, formal language, topic / supporting sentences, paragraph structure) 	MIT (article) – (answer questions)	(ICT) <i>About Computers</i> (informative texts) – (multiple matching)
/s/, /ʃ/	<ul style="list-style-type: none"> present the pros & cons of GM foods present the pros & cons of eating ready-made meals an informative text about a charity describe / treat an injury describe pictures give a presentation on how to protect our skin from the sun 	<ul style="list-style-type: none"> a text about plants a text about natural remedies an opinion essay (TIPS: linking words / phrases, topic / supporting sentences, express opinion) 	<i>Construction</i> (informative text)	(Science) <i>Our Skin</i> (article) – (T / F statements)
interjections	<ul style="list-style-type: none"> an interview present an award present a problem & suggest solutions describe & discuss pictures 	<ul style="list-style-type: none"> a summary an essay suggesting solutions to problems (TIPS: make suggestions, topic / supporting sentences) a short text advertising an environmental charity 	<i>Conservation International</i> (advert) – (answer questions)	(Environmental Science) <i>What is your Water Footprint?</i> (article) – (headings)
intonation in question tags	<ul style="list-style-type: none"> express preferences giving reasons present a person present musical instruments present Expressionism book tickets for an event make decisions 	<ul style="list-style-type: none"> a biography of an artist a formal letter of complaint (TIPS: linkers: concession, formal style) a text about a traditional musical instrument 	<i>Victoria & Albert Museum</i> (informative text) – (answer questions)	(Art & Design) <i>Realism</i> (article) – (answer questions)
<i>such, so</i>	<ul style="list-style-type: none"> ask for / give advice give an acceptance speech describe pictures give a presentation on how to earn and spend money wisely 	<ul style="list-style-type: none"> an email nominating a person for an award an informal email giving advice (TIPS: informal style, opening / closing remarks, give advice and express possible results) 	<i>What's in a Name?</i> (article) – (answer questions)	(PSHE) <i>Money Matters</i> (article) – (answer questions)

Workbook Key (WK1-WK15)
Workbook Audioscripts (WA1-WA8)
Workbook Grammar Bank Key (WGBK1-WGBK4)
Workbook Presentation Skills Key (WPSK1-WPSK9)
Workbook Exam Practice Key (WEPK1)

Workbook Vocabulary Bank Key (WVBK1-WVBK2)
Workbook Quizzes Key (WQK1)
Workbook Further Practice Section Key (WFPSK1-WFPSK2)
Class CDs Tracklist

Introduction

Smart Time Special Edition Grade 11 is an English course designed exclusively for upper secondary school students studying English.

Smart Time Special Edition Grade 11 consists of nine units. Each unit consists of six-seven lessons plus Progress Check. An additional Skills section appears in some of the units. The corresponding units in the Workbook provide the option of additional practice.

COURSE COMPONENTS

Student's Book – Workbook & Grammar Book

The Student's Book is the main component of the course. Each unit is based on a single theme and the topics covered are of general interest. All units follow the same basic structure (see **Elements of the Coursebook**).

The Workbook is in full colour and contains units corresponding to those in the Student's Book containing practice in all four language skills. It also contains a Grammar Bank with theory and exercises, a Vocabulary Bank with exercises, a Quizzes section and a Translator's Corner section. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book.

Teacher's Book

The Teacher's Book contains Teacher's Notes which provide step-by-step lesson plans and suggestions about how to present the material. This book also includes a complete Key to the exercises in the Student's Book & Workbook & Grammar Book and the audioscripts of the listening material.

Teacher's Resource Pack & Tests CD-ROM

The Teacher's Resource Pack contains exercises to consolidate what students have been taught in each module, as well as games, pairwork activities, portfolio activities, tests and a key to all exercises. The Test CD-ROM contains the tests in the Teacher's Resource Pack in word format, as well as all recorded material and audioscript that accompany the tests.

Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the monologues / dialogues and texts in the Listening and Reading sections as well as the Pronunciation / Intonation section, and the material for all listening tasks in the Workbook & Grammar Book.

Student's Audio CD

The S's Audio CD contains the main texts in the Reading sections of the Student's Book, dialogues and Pronunciation / Intonation tasks.

IWB

The IWB contains all the material in the Student's Book, Teacher's Book and Audio CDs and aims to facilitate lessons in the classroom. It also contains grammar presentation of all the grammar structures in the Student's Book as well as video extracts for Ss to further practise their English and expand their knowledge.

ieBook

The ieBook contains all the material in the Student's Book and is the Ss' interactive study partner.

ELEMENTS OF THE COURSEBOOK

Each unit begins with a brief overview of what will be covered in the unit.

Each unit contains the following sections:

Reading

The reading texts practise specific reading skills such as skimming, scanning, intensive reading for specific purposes, understanding text structure, and so on. The texts are usually exploited in four stages:

- a warm-up activity to intrigue students
- top-down activities (scanning and reading for gist)
- bottom-up activities (reading for detailed understanding)
- oral reproduction (Ss outline the main points of the text)
- written reproduction (Ss summarise the main points of the text)

Vocabulary

Pictures are employed to introduce Ss to the vocabulary of each unit. Vocabulary is practised through various types of exercises. A particular feature of the book is the teaching of collocations, which helps Ss remember vocabulary items as parts of set expressions. (See *Student's Book Ex. 5, p. 12*). Ss also practise word formation, prepositional phrases and phrasal verbs.

Grammar in use

- The grammar structures of each unit are contextualised and presented by means of illustrations and clear and concise theory boxes.
- **Grammar exercises and activities** reinforce Ss' understanding of these items. There is also a Grammar Reference section at the back of the Student's Book that offers more details.

Listening skills and Speaking skills

- Ss can develop their **listening skills** through a variety of tasks. These tasks employ the vocabulary and grammar practised in each unit, in this way reinforcing understanding of the language taught in the unit.
- **Controlled speaking activities** have been carefully designed to allow Ss guided practice before leading them to **freer speaking activities**.
- The sections provide practice in real-life communication. Standard expressions and language structures associated with realistic situations are extensively practised.

Pronunciation / Intonation

Pronunciation activities help Ss recognise sounds and reproduce them correctly. Intonation activities help Ss improve their intonation patterns.

CLIL / Culture Spot – Culture

Each unit is accompanied by a CLIL section and a Culture Spot section.

- Each **CLIL** section enables Ss to link the themes of the unit to a subject from their school curriculum, thus helping them contextualise the language they have learnt by relating it to their own personal frame of reference. Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learnt throughout the unit.
- In each **Culture Spot** section, Ss are provided with cultural information and read about aspects of English

speaking countries that are thematically linked to the unit. Ss are given the chance to process the information they have learnt and compare it to the culture of their own country. An extra section at the back of the book familiarises Ss with the culture of their country.

Writing

The writing sections have been carefully designed to ensure that Ss systematically develop their writing skills.

- A model text is presented and thoroughly analysed, and guided practice of the language to be used is provided.
- The final task is based on the model text and follows the detailed plan provided.
- All writing activities are based on realistic types and styles of writing such as letters, emails, descriptions, essays, stories and summary writing.

Progress Check

These follow every unit and reinforce Ss' understanding of the topics, vocabulary, and structures that have been presented.

Skills

Skills sections provide more practice on reading, listening, speaking, use of English and writing.

Competences

At the end of each unit a grading scheme allows Ss to evaluate their progress and identify their weaknesses. The objectives of the unit and the Ss' achievements are clearly stated.

Tips

Brief tips, explanations, and reminders at various points throughout each unit help Ss develop strategies which improve holistic learning skills and enable Ss to become autonomous learners of the English language.

Grammar Reference section

This section offers full explanations and review of the grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar structures taught.

Videos

Videos are thematically related to the topics of the course. The video icon indicates that there is a video which the teacher can play to introduce the topic or to provide extra material for classroom activities.

Presentation Skills

This section provides practice in preparing and giving a variety of presentations. A step-by-step approach to building students' abilities and confidence helps students to become memorable public speakers. The section includes brainstorming, note-taking, Tips and Plan & Useful Language along with model presentations. It aims to help students become public speakers.

Word List

A complete **Word List** contains the new vocabulary presented in each module, listed alphabetically, with a phonetic transcription of each word and explanation.

Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

Much of the new vocabulary in *Smart Time Special Edition Grade 11* is presented through pictures. Ss are asked to **match the pictures to listed words / phrases**. (See *Student's Book, Unit 1, p. 11, Ex. 3.*)

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

- **Miming.** Mime the word you want to introduce. For instance, to present the verb *sing*, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: "powerful".
 - present the word **strong** by giving its opposite: "weak".
 - present the word **weekend** by paraphrasing it: "Saturday and Sunday".
 - present the word **famous for** by giving its definition: "very well-known (person or thing)".
- **Example.** Examples place vocabulary into context and consequently make understanding easier. For instance, introduce the words *city* and *town* by referring to a city and a town in the Ss' country: "Ho Chi Minh City is a city, but Bac Ha is a town."
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:

happy  sad 

- **Flashcards.** Flashcards made out of magazine or newspaper pictures, photographs, ready-made drawings, and any other visual material may also serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, you may explain vocabulary in Vietnamese. This method, though, should be employed in moderation.
- **Use of Dictionary.** In a multilingual class, Ss may occasionally refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or definition.

Note: *Check these words* sections can be treated as follows: Go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime / draw the meaning, or look up the meaning in their dictionaries.

B Choral and individual repetition

Repetition will ensure that Ss are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask Ss to repeat chorally before you ask them to repeat individually. Repeating chorally will help Ss feel confident enough to then perform the task on their own.

C Listening and Reading

You may ask Ss to read and listen for a variety of purposes:

- **Listening for detail.** Ss listen for specific information. (See *Student's Book, Unit 1, p. 16, Ex. 2a*)

- **Listening and reading for gist.** Ss read or / and listen to get the gist of the dialogue or text being dealt with. (See *Student's Book, Unit 1, p. 12, Ex. 1. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Reading for detail.** Ask Ss to read for specific information. (See *Student's Book, Unit 1, p. 12, Ex. 2. Ss will have to read to the text in order to do the task. They are looking for specific details in the text and not for general information.*)

D Speaking

- Speaking activities are initially controlled, allowing for guided practice. (See *Student's Book, Unit 1, p. 16, Ex. 4 where Ss use the same structures to act out a dialogue.*)
- Ss are then led to free speaking activities. (See *Student's Book, Unit 1, p. 17, Ex. 3b where Ss are provided with the necessary lexical items and structures and are asked to act out their dialogue.*)

E Writing

All writing tasks in *Smart Time Special Edition Grade 11* have been carefully designed to closely guide Ss to produce a successful piece of writing.

- Always read the **rubric** and **model text** provided and deal with the tasks that follow in detail. Ss will then have acquired the necessary language to deal with the final writing task. (See *Student's Book, Unit 2, pp. 30-31.*)
- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task in detail so that Ss are fully aware of **why** they are writing and **who** they are writing to. (See *Student's Book, Unit 5, p. 57, Ex. 7. Ss are asked to write an email.*)
- Make sure Ss follow the detailed plan they are provided with. (See *Student's Book, Unit 5, p. 57.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Assigning homework

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

Commonly assigned tasks include:

Copy – Ss copy an assigned extract;

Dictation – Ss learn the spelling of particular words without memorising the text in which they appear;

Vocabulary – Ss memorise the meaning of words and phrases or use the new words in sentences of their own;

Reading Aloud – Assisted by the S's CDs, Ss practice at home in preparation for reading aloud in class;

Writing – After thorough preparation in class, Ss are asked to produce a complete piece of writing.

G Correcting students' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the Ss are doing.

- **Oral accuracy work:**
Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.
- **Oral fluency work:**
Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

• Written work:

Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising Ss is of great importance. Post well written work on a display board in your classroom or school, or give "reward" stickers. Praise effort as well as success.

H Class organisation

• Open pairs

The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See *Ex. 2 on p. 54 of the Student's Book.*)

• Closed pairs

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See *Ex. 4 on p. 43 of the Student's Book*)

• Stages of pairwork

- Put Ss in pairs.
- Explain the task and set time limit.
- Rehearse the task in open pairs.
- In closed pairs, get Ss to do the task.
- Go around the class and help Ss.
- Open pairs report back to the class.

• Group work

Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

• Rolling questions

Ask Ss one after the other to ask and answer questions based on the texts.

I Using the Student's Audio CD

Dialogues, texts and Pronunciation sections are recorded on the Student's Audio CD. Ss have the chance to listen to these recordings at home as many times as they want to improve their pronunciation and intonation.

- S listens to the recording and follows the lines.
- S listens to the recording with pauses after every sentence / exchange. S repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- S listens to the recording again. S reads aloud.

J Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

Abbreviations used in the Student's Book and Teacher's

T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc.	Et cetera
		sb	Somebody
Ex(s).	Exercise(s)	sth	Something

Note: All tasks that ask Ss to:

- write about their country, refer to Viet Nam.
- say something in their language refer to Vietnamese.

Just the Job

Unit 1

In this unit Ss will explore the topics of people, work, character & appearance.

Introductory page

11

Lesson Objectives: To introduce the topic

Vocabulary: People & Work (*the media, education, health, Law, Business, The Arts, Technology*); Jobs (*bike rider-photographer for Google Maps, travel nurse, face painter, theme park mascot, stuntman, team mascot, ballboy, hippotherapist, banker, actor, judge, surgeon, journalist, singer, police officer, paramedic, graphics designer, office manager, engineer, tutor, professor, news presenter*); Qualities (*brave, fast, caring, fit, friendly, funny, imaginative, understanding*)

1a Reading

12-13

Lesson Objectives: To predict content, to read for specific information, to talk about a day in the life of a Jillaroo, to talk about a job

Vocabulary: Character adjectives (*brave, patient, sociable, responsible, funny, hard-working, calm, enthusiastic, outgoing, polite*); Verbs (*feed, gather*); Nouns (*adventure, peace, quiet, scenery, training, ranch, sunrise, campsite, campfire, luck*); Phrases (*the outback, sun setting, gain trust, make progress*); Phrasal verb (*set up*)

1b Grammar in use

14-15

Lesson Objectives: To revise the present simple and the present continuous, to practise adverbs of frequency, to practise stative verbs, to learn / revise comparative / superlative forms, to practise sentence transformations, to learn phrasal verbs related to jobs, to learn prepositional phrases, to learn word formation (forming person nouns)

Vocabulary plus

16

Lesson Objectives: To learn vocabulary related to appearance and character

Vocabulary: Appearance (*young, slim, curly, short, handsome, dark / pale complexion, freckles, pretty, tall, beard, blond(e), overweight, old, wavy, plump, in his / her late teens / thirties, of medium height, straight, middle-aged, beautiful, wrinkles, well-built, thin, bald, moustache, shoulder-length, in his / her early thirties*); Character (*brave, imaginative, honest, loyal, fair, responsible, helpful, careful, funny, hard-working, irresponsible, unfair, cowardly, serious, careless, lazy, dishonest, disloyal, unhelpful, unimaginative*)

1c Listening skills

16

Lesson Objectives: To listen for specific information, to talk about a person's job, to learn stress in compound nouns

1d Speaking skills

17

Lesson Objectives: To listen for confirmation, to role play a dialogue, to describe / talk about a job, to talk about different career options

Vocabulary: Asking about a job (*What does the job involve? / What are your responsibilities?, Where do you work?, Do you enjoy the work?, How much do you earn? / How much do you make?*); Describing a job (*My job involves... / I'm responsible for... / My job is to..., I mainly work in / at / on... , I really love / hate it / I love / like spending time / the day..., I earn / make...a day / week / month / I get paid...*)

1e Writing skills

18-19

Lesson Objectives: To read for gist, to learn / practise intensifiers, to learn / practise adjectives describing jobs, to write a blog entry

Vocabulary: Adjectives describing jobs (*demanding, stressful, dull, prestigious, rewarding, well-paid*)

CLIL (Citizenship)

20

Lesson Objectives: To listen and read for gist, to listen and read for specific information, to talk about the National Citizen Service, to compare the NCS to a similar programme in your country

Vocabulary: Verbs (*volunteer, develop, gain*); Nouns (*community, challenge, skill, background, issue, elderly, disabled, environment, teamwork, leadership*); Adjective (*passionate*); Phrases (*government-run programme, team project, animal shelter, build self-confidence*)

Culture Spot

20

Lesson Objectives: To listen and read for gist, to talk about a music school in your country

Progress Check 1

21-22

Unit 2

Nature's Fury

In this unit Ss will explore the topics of nature, natural disasters & weather.

Introductory page 23

Lesson Objectives: To introduce the topic, to present natural disasters in my country

Vocabulary: Natural disasters (*wildfire, hurricane, flood, tsunami, avalanche, volcanic eruption, earthquake*)

2a Reading 24-25

Lesson Objectives: To predict the content of a text, to read for gist, to read for key information, to read for specific information, to put events in the order they happened, to give a first-person presentation of an experience, to write an email narrating an experience

Vocabulary: Verbs (*erupted, hike, rose, admitted, risk, approach*); Disasters (*collapsed, rescued, saved, survived, shook, damaged, hit, recover, caused, evacuate, warned*); Nouns (*fans, slope, rim, burn, heat*); Adjectives (*fellow, disappointed, magnificent, unbelievable, unforgettable*); Phrases (*located in, worth the effort, camp overnight, fountain of lava, safe distance, close encounter*); Phrasal verb (*run down*)

2b Grammar in use 26-27

Lesson Objectives: to learn about the past simple vs past continuous, to practise sentence transformations, to learn phrasal verbs related to disasters, to learn prepositional phrases, to learn word formation (abstract nouns)

Vocabulary plus 28

Lesson Objectives: to learn vocabulary related to weather, to talk about weather

Vocabulary: Weather (*heatwave, downpour, hail, tornado, frost, thunderstorm, drought*)

2c Listening skills 28

Lesson Objectives: to listen for specific information, to narrate an experience, to pronounce /e/, /æ/, /ʌ/

2d Speaking skills 29

Lesson Objectives: to complete a dialogue, to role play a dialogue, to describe a picture

Vocabulary: Asking about an experience (*What happened?, Is everyone OK?*); Describing an experience (*It was awful / frightening, It was a horrible / terrifying experience*); Commenting on sb's experience (*You were very lucky, I bet you were scared / relieved*); Describing feelings (*I was terrified / scared / relieved*)

2e Writing skills 30-31

Lesson Objectives: to read for gist, to learn / practise vocabulary describing feelings, to learn adverbs, to practise adjectives, to write a short story

Vocabulary: Feelings (*tired, relieved, confused, sad, excited, scared*); Adjectives (*huge, kind, pleasant, tall*)

2f Skills 32-33

Lesson Objectives: To listen for context, to listen and read for gist, to read for specific information, to order events, to present an experience, to write about a disaster

Vocabulary: Verbs (*sway, blowing, shake, smash, wailing, shiver, survive, cried, relieved, realize*); Phrasal verb (*clear up*); Nouns (*bang, rubbish, thunder, wind, basement, siren, yelp, porch, mud, miracle*); Adjectives (*shocked, relieved, hurt, safe, terrifying*); Phrases (*rain heavily, power line, emergency services*)

CLIL (History) 34

Lesson Objectives: to listen and read for key information, to read for specific information, to write and talk about the Chicago Fire

Vocabulary: Verbs (*reach, panic, rebuild*); Nouns (*barn, flames, bucket, sparks*); Phrases (*shout for help, rush to, spread to, in flames, out of control, burn down, catch fire, head for, burn to the ground, die out*); Phrasal verbs (*break out, put out*)

Culture Spot 34

Lesson Objectives: To listen and read for specific information, to compare a disaster that happened in your country to the Great Fire of London

Progress Check 2 35-36

Reflections

Unit 3

In this unit Ss will explore the topics of travelling, tourism & holidays.

Introductory page 37

Lesson Objectives: To introduce the topic

Vocabulary: Verbs (*explore, fly, go, climb, swim, ski, travel, stay, book*)

3a Reading 38-39

Lesson Objectives: To read for gist, to read for cohesion and coherence, to read for key information, to present an expedition, to write a post for a blog describing an expedition

Vocabulary: Verbs (*drop, abandon, attempt, face, drag*); Nouns (*cruise, explorer, caravan, destination, challenge, expedition, member, mission, sledge, supplies, hypothermia, frostbite, achievement*); Adjectives (*polar, ordinary, extreme, tough*); Phrases (*come to mind, seaside trip, frozen landscape, storage freezer, freezing wind*); Phrasal verb (*set off*)

3b Grammar in use 40-41

Lesson Objectives: To learn / revise the present perfect, the present perfect continuous and the past simple, to learn *have been to / have gone to*, to practise present perfect vs past simple, to learn prepositional phrases, to practise sentence transformations, to learn phrasal verbs related to travel

Vocabulary plus 42

Lesson Objectives: To learn vocabulary related to feelings and experiences, to listen for general comprehension, to talk about participating in an event

Vocabulary: Adjectives (*inspired, amazed, enthusiastic, satisfied, proud*); Verbs (*join, raise, participate, volunteer, manage*)

3c Listening skills 42

Lesson Objectives: To listen for specific information, to listen for key information, to practise intonation in exclamations

3d Speaking skills 43

Lesson Objectives: To complete a dialogue, to role play a dialogue, to practise correct responses

Vocabulary: Asking about an experience (*How was it?, What was it like?, Did you have a good time?*); Describing an experience (*It was a(n) memorable / unforgettable / amazing experience, I had the time of my life, That was a moment I'll never forget, I'll always remember that moment*); Commenting on sb's experience (*It sounds like you had a(n) good / great / enjoyable time, You must have really enjoyed / loved it*); Describing feelings (*I felt (so) sad / depressed / proud / satisfied, I was so impressed / amazed*)

3e Writing skills 44-45

Lesson Objectives: To read for structure, to learn semi-formal style, to practise error correction, to practise tenses, to write a semi-formal thank you letter

CLIL (Geography) 46

Lesson Objectives: To listen and read for gist, to read for specific information, to compare two forest biomes, to give a presentation on the tropical rainforest biome

Vocabulary: Verbs (*hibernate, migrate*); Nouns (*biome, grassland, tundra, pine, fir, seed, cone, needle, raccoon, woodpecker, oak, maple, deer, coyote, population*); Adjectives (*aquatic, boreal, temperate*)

Culture Spot 46

Lesson Objectives: To listen and read for specific information, to compare a fundraising event in my country with the Denver Gorilla Run

Progress Check 3 47-48

Unit 4

Law & Order

In this unit Ss will explore the topics of social issues, breaking the law, safety and feelings.

Introductory page 49

Lesson Objectives: To introduce the topic

Vocabulary: Breaking the law (*disturbing the peace, trespassing, burglary, robbery, downloading films / music illegally, dropping litter, arson, car theft, vandalism, speeding, forgery, shoplifting*)

4a Reading 50-51

Lesson Objectives: To listen and read for gist, to read for specific information, to read for key information, to narrate a crime story

Vocabulary: Verbs (*arrest, put, rob, sentence, accuse, break, find, go, commit, charge, escape, burgle, slip, steal, yell, growl, leap, chase*); Nouns (*thief, choice, chimney, owner, ignition, counter, nap, robber, security camera*); Phrases (*hang around, scene of the crime, get stuck, call for, go up in smoke, car theft, press charges, without delay, run off, empty-handed, security camera, fight crime*); Adverb (*however*)

4b Grammar in use 52-53

Lesson Objectives: To learn / practise the past perfect and the past simple, to learn the infinitive / -ing form, to practise sentence transformations, to learn phrasal verbs related to crime, to learn prepositional phrases, to practise word formation

Vocabulary plus 54

Lesson Objectives: To learn vocabulary related to feelings, to learn vocabulary related to crime and law, to listen for gist

Vocabulary: Feelings (*annoyed, frightened, relieved, disappointed, worried, surprised*); Crime and law (*victim, witnesses, jury, judge, clues, criminal*)

4c Listening skills 54

Lesson Objectives: To listen for specific information, to give a presentation on how to solve the problem of vandalism, to learn intonation in exclamation

4d Speaking skills 55

Lesson Objectives: To read for gist, to complete a multiple choice cloze, to role play, to describe a picture

Vocabulary: Questioning a witness (*What exactly did you see?, Did you notice anything unusual?, Did you see what he / she looked like?*); Requesting further information (*If you think of any more information, please give us a call, Call this number if you have anything to add*); Responding to questioning (*I didn't really notice, I saw him / her quite clearly, I went to check that he / she was alright, I contacted / phoned the police*); Describing people (*He / She was*

about (40 years old), I'd say he / she was (in his / her early twenties), He / She was tall / quite short / had dark, curly hair etc)

4e Writing skills 56-57

Lesson Objectives: To read for structure, to learn present / past participles, to practise adjectives and adverbs, to write an informal email

4f Skills 58-59

Lesson Objectives: To listen and read for gist, to read for specific information, to read for key information, to listen for specific information, to summarise a text, to write about a fictional character, to give a presentation on Ian Fleming, to give a presentation on a fictional character

Vocabulary: Verbs (*hook, control, operate*); Nouns (*mine, barracuda, jaws, magnet, hull, pack, cannibal, mask, forces, protection*); Adjectives (*rubber, imaginative, close-fitting*); Adverb (*desperately*); Phrase (*harpoon gun*)

CLIL (Literature) 60

Lesson Objectives: To listen and read for gist, to read for specific information, to read for key information

Vocabulary: Verbs (*hang, sigh, sweep, rush, paralyse, burst, glow*); Nouns (*fog, moor, ruin, path, horror, mind, shadow*); Phrases (*depend on, further back, break the silence, grow louder, look out, eyes wide with amazement, spring out*)

Culture Spot 60

Lesson Objectives: To listen and read for specific information, to write a text about an author

Progress Check 4 61-62

High Tech

Unit 5

In this unit Ss will explore the topics of science, technology, electrical device and the Internet.

Introductory page 63

Lesson Objectives: To introduce the topic, to present Conditionals type 2

Vocabulary: Electrical devices (*video games console, radio-controlled helicopter, tablet, smartphone, flat screen TV, laptop, digital camera*); Verbs (*charge, connect, scan, update, upgrade, operate, record, download*)

5a Reading 64-65

Lesson Objectives: To listen and read for general comprehension, to read for specific information, to talk about artificial intelligence, to give a presentation on artificial intelligence

Vocabulary: Collocations (*self-driving car, diary entry, best-selling novel, language skills, artificial intelligence, common sense, personal assistant, human mind / race, sounds familiar*); Nouns (*physicist, progress, rise, mind, program, elderly, possibility, research, threat*); Adjectives (*unstoppable, mind-boggling, best-selling, concerned, superhuman*); Phrase (*physical world*)

5b Grammar in use 66-67

Lesson Objectives: To learn *will / be going to / Present simple / Present continuous (future meaning)*, to learn time clauses, to learn conditional types 0,1,2,3, to practise sentence transformations, to learn phrasal verbs related to technology, to learn prepositional phrases, to practise word formation (prefixes)

Vocabulary plus 68

Lesson Objectives: To learn emoticons that show feelings, to learn vocabulary related to computers

Vocabulary: Verbs (*chat, slide, home, social, search, scroll, attach, open, save, insert, edit, create, click, send, log, search*)

5c Listening skills 68

Lesson Objectives: To listen for specific information, to talk about pros and cons, to give a presentation on the pros and cons of using mobile phones, to pronounce homophones

5d Speaking skills 69

Lesson Objectives: To read for gist, to complete a multiple choice cloze, to role play, to describe a picture, to talk about what you do in your free time

Vocabulary: Asking about a product (*What do you think of...?, What's it like?*); Expressing annoyance (*I'm not pleased with..., I'm very frustrated / annoyed etc with..., It's getting on my nerves*); Sympathising (*That's a pity / I'm sorry to hear that*)

5e Writing skills 70-71

Lesson Objectives: To read for structure, to practise linkers, to practise topic sentences, to write a for-and-against essay

CLIL (ICT) 72

Lesson Objectives: To listen and read for gist, to read for specific information, to give a presentation on early computers, to talk about computers

Vocabulary: Verb (*weigh*); Nouns (*input, program, output, coast, expert, arithmetic*); Phrases (*follow instructions, sponge diver, enter a date, tax official, electronic computer*); Phrasal verb (*take up*); Adjective (*major*)

Culture Spot 72

Lesson Objectives: To listen and read for gist, to talk about a famous university in my country

Progress Check 5 73-74



Express Publishing

Unit 6

Healthy Mind, Healthy Body

In this unit Ss will explore the topics of health, food & drink, sports, quantities, cooking methods and injuries.

Introductory page 75

Lesson Objectives: To introduce the topic, to present the passive

Vocabulary: Supermarket sections (*dairy, bakery, meat and poultry, pasta & rice, fruit & vegetables, beverages, seafood, frozen food, confectionery, tinned food, snacks*); Food & beverages (*cheese, bananas, baked beans, fresh mushrooms, chocolate cake, spaghetti, bread, yoghurt, beef, steak, apple juice, tomatoes, bread rolls, prawns, chips, tuna, potatoes, brown rice, chicken, biscuits, carrots*)

6a Reading 76-77

Lesson Objectives: To listen and read for gist, to read for specific information, to talk about plants, to give a presentation on the pros and cons of GM foods

Vocabulary: Food (*bar, pot, pinch, clove, slice, bags, packet, tin*); Verbs (*avoid, include, last, suffer, soak, manage, control, criticize, support, survive*); Nouns (*species, organ, substance, symptom, rash, blisters, burning, treatment, oxygen, pavement, evidence, crop*); Adjectives (*innocent, impossible, severe*); Phrases (*be fooled, liver poisoning, urushiol oil, allergic reaction, affected area, alien plant, natural habitat, genetically-modified*); Adverb (*eventually*); Pronoun / determiner (*several*)

6b Grammar in use 78-79

Lesson Objectives: To learn the passive, to learn reflexive / emphatic pronouns, to practise sentence transformations, to practise word formation (suffixes that form adjectives), to learn phrasal verbs related to health, to learn prepositional phrases

Vocabulary plus 80

Lesson Objectives: To learn vocabulary related to injuries and extreme sports

Vocabulary: Injuries (*sprained, twisted, burnt, hit, broke, pulled, cut, bruised*); Extreme sports (*snowboarding, skydiving, kayaking, bungee jumping, hang-gliding, ice climbing*)

6c Listening skills 80

Lesson Objectives: To listen for key information, to give a presentation on the pros and cons of ready-made meals, to pronounce /s/, /ʃ/

6d Speaking skills 81

Lesson Objectives: To read for gist, to complete a multiple choice cloze, to role play, to describe a picture

Vocabulary: Asking about an injury (*What's wrong?, What's the problem?*); Describing an injury / feeling (*It looks like (I've broken / sprained / etc my...), I'm in a lot of pain*); Treating an injury (*I want you to have..., You'll need to have...*)

6e Writing skills 82-83

Lesson Objectives: To read for structure, to practise linkers, to express opinion, to practise topic sentences, to write an opinion essay

6f Skills 84-85

Lesson Objectives: To listen and read for gist, to read for key information, to read for specific information, to talk about natural healing, to talk about health problems, to listen for specific information, to write a short text about natural treatments in your country

Vocabulary: Health problems (*cure, treatment, allergy, rash, wound, injury, fever, temperature, pain, ache, GP, surgeon, infection, disease, injection, tablet, runny nose, sunburnt, cramp, fever*); Verbs (*import, inhale, place, lean, breathe, heal, rinse, preserve, pour, soften*); Nouns (*sink, bowl, drop, towel, tincture, backache, dirt, wound, petal, jar, mixture, liquid, spice, treatment*); Phrases (*natural remedies, cider vinegar, health benefit, ground cinnamon*); Adjectives (*effective, stuffy, herbal, minor, rough*)

CLIL (Science) 86

Lesson Objectives: To listen and read for key information, to read for specific information, to talk about skin, to prepare a presentation on protecting our skin from the sun

Vocabulary: Verbs (*strengthen, darken, shield, store, regulate*); Nouns (*layer, epidermis, cell, keratin, melanin, dermis, hypodermis, fat, defence, bacteria, muscles, bone, mineral*); Adjectives (*outer, waterproof, elastic, inner, internal*); Phrases (*blood vessels, well-nourished, whole grains*)

Culture Spot 86

Lesson Objectives: To listen and read for specific information, to write about a charity

Progress Check 6 87-88

Global Issues

Unit 7

In this unit Ss will explore the topics of environment, social issues, world problems and problems in town.

Introductory page 89

Lesson Objectives: To introduce the topic

Vocabulary: World problems (*deforestation, endangered species, global warming, illiteracy, rubbish, homelessness, disease, racism, air pollution, war, poverty*)

7a Reading 90-91

Lesson Objectives: To read for gist, to read for specific information, to read for key information, to listen and act out an interview, to summarise a text, to present somebody with an award

Vocabulary: Verbs (*fight, provide, volunteer, prevent, improve, create, raise, abandon, protect, depend, install, connect, charge, flicker, trick, estimate, allow*); Nouns (*plain, spear, cattle, enemy, invention, torch, bulb, success, system, locals, livestock, beast, peace, community, conference, scholarship*); Adjectives (*endangered, incredible*); Phrases (*Maasai tribesman, nightly task, seem like, car battery, solar panel, earn praise, give a speech, bright future*); Phrasal verbs (*pick up, grow up, feed on*)

7b Grammar in use 92-93

Lesson Objectives: To learn modals, to make deductions, to write about how to help our planet, to learn singular / plural nouns, to learn prepositional phrases, to learn phrasal verbs related to global issues, to practise word formation

Vocabulary plus 94

Lesson Objectives: To learn vocabulary related to problems in towns, to talk about problems in your town

Vocabulary: Problems in towns (*air pollution, graffiti, illiteracy, lack of hospitals, traffic congestion, rubbish, crime, car accidents, badly lit streets*)

7c Listening skills 94

Lesson Objectives: To listen for specific information, to discuss topics raised in a listening task, to give your opinion on graffiti, to pronounce interjections

7d Speaking skills 95

Lesson Objectives: To listen and read for gist, to role play, to give a presentation on graffiti, to describe & discuss pictures

Vocabulary: Presenting a problem (*I was shocked / appalled by..., It made me so angry / sad / disappointed to see...*); Suggesting solutions (*One solution could be to..., It would be a good idea to / if, It would help if...*); Agreeing / Disagreeing (*Great / Good idea!, Good thinking!, That might / could (just) work, I don't know about that, I'm not sure that would work*)

7e Writing skills 96-97

Lesson Objectives: To read for structure, to make suggestions, to practise topic sentences and supporting sentences, to write an essay suggesting solutions to problems

CLIL (Environmental Science) 98

Lesson Objectives: To listen and read for gist, to read for key information, to talk about water usage

Vocabulary: Verbs (*consume, reduce, waste, require*); Nouns (*footprint, amount, access, supply, pressure, billion*); Adjectives (*scarce, smart*); Adverb (*daily*); Phrases (*growing population, water shortage, bad habit, turn off, aware of, make an effort, make a difference*)

Culture Spot 98

Lesson Objectives: To listen and read for general comprehension, to talk about a charity, to present an environmental charity in your country

Progress Check 7 99-100



Express Publishing

Unit 8

Creative Minds

In this unit Ss will explore the topics of culture, art and the media.

Introductory page 101

Lesson Objectives: To introduce the topic

Vocabulary: Art and cultural events (*sings, exhibit, stars, conducts, performs, theatre, concert hall, stadium, art gallery, cinema*); Visual and performing arts (*photography, film, sculpture, painting, drawing, music, carving, pottery, dance, engraving*)

8a Reading 102-103

Lesson Objectives: To listen and read for gist, to read for specific information, to talk about underwater art, to give your opinion on creativity and originality, to write a short biography

Vocabulary: Verbs (*decorate, design, draw, carve, illustrate, paint, sculpt, capture, sketching, arise, surface, portray, experience*); Nouns (*process, creativity, canvas*); Adjectives (*unique, fascinated, underwater, fully-trained, leading, waterproof, oil-based, limited, sensitive*); Adverbs (*thankfully, accurately*); Preposition (*beneath*); Phrases (*plunge into, art movement, hold his breath, no doubt, air tank, go to such lengths, earn a place*)

8b Grammar in use 104-105

Lesson Objectives: To learn direct / reported speech (reported statements, questions, commands / requests), to talk about a film you saw and report speech, to practise word formation, to learn phrasal verbs related to media / art, to learn prepositional phrases, to practise sentence transformations

Vocabulary plus 106

Lesson Objectives: To learn vocabulary related to mass media

Vocabulary: Newspapers & magazines (*reviews, advice column, classified ads, front page, health, weather, obituary, TV guide, sports, finance, broadsheet, come out, tabloid, subscription, headline, online, glossy, daily*)

8c Listening skills 106

Lesson Objectives: To listen for specific information, to talk about Jane Austen, to narrate an experience, to learn intonation in question tags

8d Speaking skills 107

Lesson Objectives: To read for gist, to complete a multiple choice cloze, to role play

Vocabulary: Requesting availability (*Have you got any seats (available) for...?, Can I have two tickets for / reserve seats for...?*); Stating availability (*There are / We've got (two) seat..., (Two) seats are available..., There's nothing available for..., Tickets are sold out, They're in the front row / close to the stage, at the back of the auditorium, etc*)

8e Writing skills 108-109

Lesson Objectives: To read for structure, to practise linkers of concession, to practise formal style, to listen for ideas, to write a formal email of complaint

8f Skills 110-111

Lesson Objectives: To listen to identify musical instruments, to listen and read for gist, to read for specific information, to talk about a musical instrument, to listen for specific information, to write about traditional musical instruments from your country

Vocabulary: Verbs (*brings, reflect, influence, shake, stretch, strike, sway*); Nouns (*gathering, skin, beat, rattle, coconut, seed, handle, rattling, hip*); Adjectives (*round, basic, buffalo, deer, feathered*); Adverb (*gracefully*); Phrases (*folk music, metal string, form a circle, covered mallet, spiritual meaning, fit with, hula dancing*)

CLIL (Art & Design) 112

Lesson Objectives: To listen and read for gist, to read for specific information, to talk about an art movement, to give a presentation on a type of art

Vocabulary: Verbs (*imply, harvest, shock, influence*); Noun (*wheat*); Adjectives (*dramatic, everyday, historical*); Phrases (*true to, bring about*)

Culture Spot 112

Lesson Objectives: To listen and read for specific information, to present a famous art gallery

Progress Check 8 113-114

Teen Spotlight

Unit 9

In this unit Ss will explore the topics of people, social life, clothes and teen problems.

Introductory page 115

Lesson Objectives: To introduce the topic

Vocabulary: Teen Life (*do well at school, respect teachers / parents, have loyal friends, avoid peer pressure, have a hobby, exercise, volunteer in the community, be fit and healthy*); Stresses (*not getting good grades, the future or life after graduation, lack of money, talking to teachers / parents about personal problems, Others trying to make me do things I don't want to, people making fun of others, taking tests, being bullied*)

9a Reading 116-117

Lesson Objectives: To predict content, to read for specific information, to read for comprehension, to talk about how bicycles help Indian village children, to give an acceptance speech, to write an email nominating sb for an award

Vocabulary: Verbs (*educate, raise, fundraise, manufacture, distribute, gather*); Phrasal verb (*set up*); Nouns (*businessman, poverty, villager, coal mine, campaign, terrain, repair kit*); Adjectives (*international, exotic, inspirational*); Phrases (*sights and sounds, catch sb's attention*)

9b Grammar in use 118-119

Lesson Objectives: To learn relative clauses, to learn *so / such*, to revise the definite article, to learn *some / any / no / every* & compounds, to learn prepositional phrases, to learn phrasal verbs related to free time, to learn word formation (adjectives from nouns & verbs)

Vocabulary plus 120

Lesson Objectives: To revise vocabulary for clothes & footwear, to describe clothes

Vocabulary: Clothes & Footwear (*accessories: scarf, gloves, hat, necklace, belt; footwear: sandals, trainers, boots, shoes, heels; menswear: suit, tie, shirt, jacket, trousers, jeans, jumper; sports clothes: track suit, T-shirt, leggings, hoody, vest top, shorts; ladieswear: dress, skirt, blouse, jeans, jumper*)

9c Listening skills 120

Lesson Objectives: To listen for key information, to listen for specific information, to talk about sb's feelings, to pronounce *so / such*

9d Speaking skills 121

Lesson Objectives: To role play, to describe pictures

Vocabulary: Asking for advice (*What should I do? I have a bit of a problem with ... Can you give me some advice? What am I supposed to do? What's the best way to ...? What do you think I should do?*); Giving advice (*I suggest that you ..., if I were you, I'd ..., how about ...? You could ..., have you thought of ...? It might be a good idea to ...*); Responding to advice (*I'm not sure about that. I don't think that will help. Yes, I suppose so. That sounds like good advice!*)

9e Writing skills 122-123

Lesson Objectives: To read for gist, to revise informal style, to identify opening / closing remarks, to practise giving advice & expressing possible results, to write an informal email giving advice

CLIL (PSHE) 124

Lesson Objectives: To listen and read for specific information, to give a presentation on how to be a responsible earner and spender, to give advice on saving

Vocabulary: Teen Spending (*clothing, food, accessories / personal care / cosmetics, car, shoes, electronics / gadgets / music / films (DVD / CD), video games, concerts / cinema / sporting events, books / magazines / furniture / room accessories, other*); Verb (*face*); Phrasal Verb (*team up*); Nouns (*issue, earner, spender, income, fee, budgeting, sale, outlet, chain store, savings account*); Phrases (*do errands, craft items, stick to*)

Culture Spot 124

Lesson Objectives: To listen and read for specific information, to talk and write about surnames

Progress Check 9 125-126



Objectives

To present / revise and practise the present simple, subject / object pronouns & possessive adjectives; prepositions of time, question words, adverbs of frequency, *can / have / do*, prepositions of place, *a / an – some / any – (how) much / many – a lot / lots of – (a) few / (a) little*

Vocabulary

Daily routines (*get up, have breakfast, walk to school, catch the school bus, lessons start, have lunch, do my homework, read a book, have dinner, listen to music, watch TV, surf the Net, have a shower, go to bed*); Free-time activities (*hang out with friends, listen to music, watch a DVD, play sports, surf the Internet, send text messages, read a book, watch TV, play computer games, go shopping, go jogging, chat on the phone, go skateboarding, read a magazine, play the guitar*); Food / Drinks (*milk, lamb, chocolate, bananas, burger, apple juice, spaghetti, coffee, potatoes, cabbage, pizza, lettuce, cheese, apples, sugar, chicken, salt, yoghurt, rice, eggs, cake, pears, tea, bread, nuts, grapes, carrots, biscuits, pepper, ice cream*)

1 To describe daily routines

- Explain the task then choose various Ss to read out the phrases under the pictures and explain any unknown words.
- Allow Ss time to prepare their answers.
- Check Ss' answers around the class.

Suggested Answer Key

I get up at 7:30 and have breakfast every day. Some days I walk to school but when the weather is rainy I catch the school bus. Lessons start at 8.30 and at 12 o' clock we have lunch. When I get back home, I usually do my homework and at 6 o' clock I have dinner. Then, I read a book or watch TV. I always have a shower before I go to bed.



Starter

2 To present and practise pronouncing the -s ending

- Play the recording. Ss listen and repeat chorally and / or individually.
- Elicit further examples from Ss around the class.

3 To practise the present simple in the third-person

- Elicit from Ss how the present simple is formed (*subject + verb*) and its uses (*permanent states, routines, general truths, timetables*) and revise the third-person singular spelling rules (We add **-s** to most verbs. We add **-es** to verbs that end in **-ss**, **-sh**, **-ch**, **-x**, or **-o**. Verbs ending in a *consonant + -y*, drop the **-y** and take **-ies**. Verbs ending in a vowel + **-y**, take **-s**.)
- Explain the task and allow Ss time to complete it.
- Ss compare their answers and ask various Ss to read their answers aloud.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

1 plays	5 eats	9 finishes
2 goes	6 makes	10 knows
3 fishes	7 swims	
4 mixes	8 misses	

4 To practise the present simple

- Explain the task.
- Allow Ss some time to do the task and then check Ss' answers around the class.

Answer Key

1 gets up
2 doesn't live, lives
3 Does she like, doesn't
4 Does Steve go, does
5 do Peter and Mike do
6 studies
7 Does Mary play, does
8 washes

5 To present subject / object pronouns & possessive adjectives / pronouns

Go through the table with Ss and elicit L1 equivalents for the pronouns and adjectives.

(Ss' own answers)

6 To practise using subject / object pronouns & possessive adjectives / pronouns

- Read out the example and explain the task.
- Allow Ss some time to complete the task and then check Ss' answers around the class.

Answer Key

- 2 This is his.
- 3 This bicycle is hers.
- 4 She is 16 years old.
- 5 Is she talking to him?
- 6 It's mine.
- 7 We love skateboarding.
- 8 He wants to buy a DVD for him.
- 9 Look at her.
- 10 It's theirs.

7 To practise using prepositions of time

- Revise when we use the prepositions of time (*at – the weekend, Christmas, Easter, night, etc.; on – 3rd March, Christmas Day, Sunday etc.; in – May, half an hour, the morning, evening, afternoon etc.*).
- Allow Ss some time to complete the task and then check Ss' answers around the class.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

1 on	3 in	5 on	7 on
2 at	4 in	6 in	8 in

8 To practise using question words

- Revise question words and elicit a number of them from the class (*who, what, when, why, where, how [many, much, often], which, etc.*).
- Allow Ss some time to complete the task and then check Ss' answers around the class.
- Ask Ss to tell you the L1 equivalents of the exchanges as well as to identify the similarities / differences between the two languages.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

1 Who f	5 Why d
2 Which / What h	6 How b
3 When e	7 How c
4 Where a	8 How g



9 **To practise asking questions about daily routines**

- Explain the task and read out the list of phrases in the rubric.
- Allow Ss time to ask and answer questions in pairs using the phrases in Ex. 1 to help them.
- Check Ss' answers by asking various pairs to ask and answer in front of the class or by asking one S from each pair to report back to the class on their partner's daily routine.

Suggested Answer Key

- A: *What time do you go to school?*
 B: *At 8 o'clock.*
 A: *When do lessons start?*
 B: *At 9 o'clock.*
 A: *Do you walk to school?*
 B: *No, I don't. I usually catch the bus to school.*
 A: *What do you do on Sunday mornings?*
 B: *I go to the park and play with my friends.*
 A: *What do you do in the afternoon?*
 B: *I watch TV.*
 A: *What do you do in the evening?*
 B: *I play computer games.*

10 **To present adverbs of frequency**

- Direct Ss' attention to the sentences and elicit L1 equivalents for the words in bold.
- (Ss' own answers)
- Elicit the answers to the questions in the rubric.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

Adverbs of frequency come before the main verb but after the verb 'to be'.

11 **To practise adverbs of frequency and personalise a topic**

- Explain the task and read out the example.
- Allow Ss time to complete the task.
- Ask various Ss to tell the class about how they are different from / similar to Peter and Mario.

Suggested Answer Key

...walks to school.
I sometimes walk to school.
Minh sometimes plays computer games after school.
Hai occasionally plays computer games after school.
I sometimes play computer games after school.
Minh rarely goes to bed late.
Hai seldom goes to bed late.
I never go to bed late.
Minh often rides his bike to school.
Hai never rides his bike to school.
I always ride my bike to school.
Minh always does his homework in the afternoon.

Hai usually does his homework in the afternoon.
I often do my homework in the afternoon.

12 **To write an email describing your daily routine**

- Ask Ss to read the rubric and give them time to complete the task.
- Ask various Ss to read their email to the class.
- Alternatively, assign the task as HW and check Ss' emails in the next lesson.

Suggested Answer Key

Hi Alex,
I am writing to tell you all about my daily routine. I get up early in the morning and I eat breakfast. My mum prepares a healthy breakfast for us all. Then, I usually walk to school, but when the weather is rainy I catch the bus to school. Lessons start at 8 o'clock and finish at 3 o'clock, but there's a half-hour break at 12:30 for us to have lunch. In the afternoon, I do my homework and then I watch TV or listen to music. In the evening, I have dinner and then I surf the Net for a while. I go to bed at around 10 o'clock.
I have to go now. Write back and tell me all about your daily routine.

Bets wishes,
James

13 **To practise using can / have / do**

- Read out the example and explain the task.
- Ss do the task. Check Ss' answers.
- In pairs Ss ask and answer the questions so they are true for them.
- Ask some Ss to read the questions and their answers to the class.

Answer Key

- 2 *Do*
Yes, I do. / No, I don't.
 3 *Has*
Yes, he has. / No, he hasn't.
 4 *Does*
Yes, he / she does. / No, he / she doesn't.
 5 *Have*
Yes, I have. / No, I haven't.
 6 *Has*
Yes, he has. / No, he hasn't.
 7 *Do*
Yes, I do. / No, I don't.
 8 *Can*
Yes, I can. / No, I can't.



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14 To practise talking about free-time activities

- Explain the task. Go through the free-time activities in the box and explain any unknown words.
- Remind Ss that *love, like, not mind, not like* and *hate* are followed by *-ing*.
- Choose a pair of Ss to read out the example.
- Allow Ss some time to talk in closed pairs.
- Monitor the activity around the class and then ask various pairs to tell the class about their free-time activities.

Suggested Answer Key

B: ... playing sports every day and chatting on the phone in the evenings.

A: I don't like chatting on the phone, but I like going jogging every day and going shopping at weekends. etc.

15 To present prepositions of place

Go through the prepositions with Ss and then ask various Ss around the class to mime them.

(Ss' own answers)

16 a) To practise using prepositions of place

- Explain the task.
- Ss do the task. Check Ss' answers.

Answer Key

1 opposite	4 Under	7 between
2 in front of	5 on	8 Behind
3 On	6 opposite	9 on

b) To compare the living room in your house with the one in the picture; to personalise a topic

- Direct Ss to the living room in the picture in Ex. 16a and ask them to compare it with the living room in their house.
- Allow Ss some time to prepare their answers and ask various Ss to tell the class.

Suggested Answer Key

The living room in the picture is bigger than the one in my house. In our living room we don't have a fireplace and we have one coffee table and not two. The coffee table in our living room is in front of the sofa as it is in the picture. There is a vase on the coffee table and not a flower pot. There is a sofa and two armchairs in our living room, whereas there is only one armchair in the living room in the picture. We also have a carpet on the floor and pictures on the walls.

17 To present vocabulary related to food & drinks

- Explain / Elicit the meaning of any unknown words.
- Give Ss time to copy the headings in their notebooks and then list the words under them.
- Check Ss' answers around the class. Then give Ss two minutes to add as many more words as they can.

Answer Key

MEAT: *lamb, burger, chicken*

DAIRY: *milk, cheese, yoghurt*

FRUIT & VEGETABLES: *bananas, potatoes, cabbage, lettuce, apples, pears, grapes, carrots, pepper*

DESSERTS: *cake, ice cream*

DRINKS: *apple juice, coffee, tea*

OTHER: *chocolate, spaghetti, pizza, sugar, salt, rice, eggs, bread, nuts, biscuits*



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18 **To present a / an – some / any – (how) much / many – a lot / lots of – (a) few / (a) little**

- Elicit answers to the questions in the rubric.
- Explain that we also use *any* in questions (e.g. *Is there any...?*)
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

Affirmative sentences: *a / an, one, some, a lot / lots of, (a) few, (a) little*

Negative sentences: *many, much, any*

Questions: *How many, How much, any*

19 **To identify countable / uncountable nouns and practise plural forms**

Explain the task and elicit answers from Ss around the class. Write Ss' answers on the board so that Ss can check if their spelling is correct.

Answer Key

- | | |
|------------------|---------------|
| 3 U- | 9 U- |
| 4 C carrots | 10 C shelves |
| 5 C pears | 11 C grapes |
| 6 U- | 12 C women |
| 7 C / U lettuces | 13 C trolleys |
| 8 C melons | 14 C burgers |

20 **To practise using a / an – some / any – (how) much / many – a lot / lots of – (a) few / (a) little**

- Explain the task.
- Ss do the task in closed pairs.
- Check Ss' answers.

Answer Key

- | | | |
|---------|----------------|---------------|
| 1 any | 4 little, some | 7 many, a lot |
| 2 many | 5 a little | |
| 3 a few | 6 much | |

21 **To practise using quantifiers a / an, some / any, a lot or much / many**

- Explain the task.
- Ss do the task. Check Ss' answers.

Answer Key

- | | | | |
|-------|--------|---------|--------|
| 1 a | 3 an | 5 many | 7 any |
| 2 any | 4 some | 6 a lot | 8 much |

22 **To personalise a topic**

- Explain the task and any unknown words.
- Choose a S to read out the example.
- Allow Ss some time to talk in closed pairs.
- Monitor the activity around the class and then ask various pairs to present their talks to the class.

Suggested Answer Key

... vegetables, but I don't drink any tea or cola. I drink a lot of milk. I don't eat a lot of meat, but I eat a lot of ice cream. I eat some pasta, but not too much. I eat chips, but not too many.



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Just the Job

What's in this unit?

In this unit Ss will explore the topics of people, work, character & appearance. They will learn / revise the present simple, the present continuous, adverbs of frequency, stative verbs and comparative / superlative forms. They will also learn to write a blog entry about a person's job.

1 a) To present new vocabulary

- Read out the title and the quotation and elicit how they relate to the theme of the unit.
- Elicit the L1 equivalents for the headings and ask Ss to copy them into their notebooks.
- Read out the list of jobs and explain / elicit the meanings of any that are unknown.
- Give Ss time to complete the task and then check their answers on the board.

Suggested Answer Key

THE MEDIA: *journalist, news presenter, graphic designer*

EDUCATION: *tutor, professor*

HEALTH: *surgeon, paramedic*

LAW: *judge, police officer*

BUSINESS: *banker, office manager*

THE ARTS: *actor, singer, graphics designer*

TECHNOLOGY: *graphics designer, engineer*

b) To practise new vocabulary

- Explain the task and read out the example. Ask Ss to talk in pairs about the jobs in Ex. 1a using the prompts in the rubric.
- Monitor the activity around the class and then ask some Ss to talk about one of the jobs in front of the class.

Suggested Answer Key

Journalists work indoors and outdoors. They work full time. They don't wear a uniform or special clothing at work.

Normally, singers work indoors. They work part time. They sometimes wear special clothing, like costumes, at work.

Police officers work indoors and outdoors. They work full time or on shifts. They wear a uniform at work.

Paramedics work indoors and outdoors. They work shifts. They wear a uniform at work.

Graphic designers work indoors. They work full time. They don't wear a uniform or special clothing at work.

Office managers work indoors. They work full time.

They don't wear a uniform or special clothing at work.

Engineers work indoors and outdoors. They work full time. They sometimes wear a uniform or special clothing at work.

Tutors work indoors. They work part time. They don't normally wear a uniform or special clothing at work.

Professors work indoors. They work full time. They don't wear a uniform or special clothing at work.

News presenters work indoors. They work full time.

They don't wear a uniform or special clothing at work.

2 To present new vocabulary

Direct Ss' attention to the pictures A-H. Play the recording with pauses for Ss to listen and repeat chorally and / or individually.

3 To present / practise new vocabulary

- Ask Ss to read out the qualities 1-8 and explain / elicit the meanings of any unknown words.
- Read out the example and then give Ss time to complete the task. Ask various Ss to tell the class.

Answer Key

B 3 Travel nurses need to be caring because their patients should trust them.

C 7 Face painters need to be imaginative because they have to think of interesting designs.

D 5 Theme park mascots need to be friendly because they should make visitors feel comfortable.

E 1 Stuntmen need to be brave because they have to take risks on film sets.

F 6 Team mascots need to be funny because they should make people laugh.

G 2 Ballboys need to be fast because the game must continue.

H 8 Hippotherapists need to be understanding because they work with people with disabilities.

- Play the video and elicit Ss' comments at the end.



1 **To predict the content of the text and listen and read for gist**

- Read out the title of the text, direct Ss' attention to the picture and ask Ss what they think the text may be about. (*A day in the life of a ranch girl in Australia.*)
- Elicit Ss' guesses in answer to the questions in the rubric.
- Play the recording. Ss listen and read to find out.

Suggested Answer Key

In the picture, I can see a horse, a girl and the Australian flag. I think Jillaroos and Jackaroos are people who work on a farm or a ranch with horses in Australia.

2 **To read for specific information (multiple choice)**

- Read the **Tips** box aloud and tell Ss that this advice will help them to complete the task successfully.
- Give Ss time to read the text and complete the task.
- Check Ss' answers.

Answer Key

1 A 2 B 3 C 4 D 5 C

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

adventure (n): an exciting experience

the outback (phr): the wilds of Australia

peace (n): quietness

quiet (n): peacefulness

scenery (n): landscape

sun setting (phr): when the sun goes down

training (n): a period of being taught to do sth

ranch (n): a very large farm on which animals are kept

sunrise (n): when the sun comes up

feed (v): to give food to

gain trust (phr): to show sb you are kind and mean no harm

make progress (phr): to improve

set up (phr v): to build

campsite (n): a temporary settlement with tents

gather (v): to come / bring together

campfire (n): a fire on a campsite

luck (n): fortune

3 **To consolidate new vocabulary**

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

Answer Key

change = difference

scenery = view

gain = win

cooperate = work together

essential = important

set up = build

great = fantastic

gather = come together

4 **To identify antonyms**

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

Answer Key

quiet ≠ noise

late ≠ early

sunrise ≠ sunset

best ≠ worst

close ≠ distant

5 **To learn / practise collocations with do / make**

- Explain the task and give Ss time to complete it using their dictionaries to help them.
- Tell Ss to copy these phrases in the Collocation Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

1 make 4 do 7 do 10 make

2 make 5 make 8 do

3 do 6 make 9 make

Background information

The Outback is the vast, remote desert-like area in the middle of Australia. It is home to some small communities of farmers and Aboriginals as well as animals like red kangaroos, emus and dingoes.

Sydney is the state capital of New South Wales. It is on Australia's south-east coast, on the Tasman Sea. It has a population of 4.8 million people. The city is built on hills surrounding Port Jackson which is commonly known as Sydney Harbour, where you can see the Sydney Opera House and the Harbour Bridge.



6 To present character adjectives

- Ask Ss to read the adjectives in the list. Explain / Elicit the meaning of any unknown words.
- Ss read the gapped sentences one by one and choose the most appropriate adjective to fill each gap.
- Check Ss' answers.

Answer Key

- 1 sociable 3 brave
2 patient 4 responsible

7 To match adjectives to opposites

- Give Ss time to do the task using their dictionaries if necessary to help them.
- Check Ss' answers.

Answer Key

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

8 To present new vocabulary

- Explain the task and give Ss time to complete it.
- Ask Ss to check their answers in the Word List and then double-check Ss' answers around the class.

Answer Key

- 1 job 4 earn 7 wage
2 work 5 gain 8 salary
3 occupation 6 win 9 bonus

9 To consolidate information in a text

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I like the way that Jillaroos work on ranches and can be out in nature all the time.

I also like that they work with animals and that they go trekking and learn how to set up a campsite.

10 To consolidate information in a text; to give a presentation

- Go through the rubric with Ss and explain the task. Refer Ss to p. PS1 for exercises, a plan and useful language to help them.
- Play the video and give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Presentation Skills Key, Ex. 6, p. PSK1

11 To write about an outdoor job

- Explain the task. Give Ss time to collect information from the Internet and make notes under the headings. Ss, then, write a few sentences.
- Ask various Ss to share their answers with the class.
- Alternatively, assign the task as HW and ask Ss to share their answers in the next lesson.

(Ss' own answers)



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1 **Aim** To present / revise the present simple and the present continuous

- Revise the form and use for the present simple and the present continuous. (We use the present simple for routines, permanent states and timetables. We form the present simple in the affirmative with personal pronoun + bare infinitive; in the interrogative with *do / does* + personal pronoun + bare infinitive; and in the negative with personal pronoun + *do / does* + *not* + bare infinitive. We use the present continuous for fixed arrangements, actions happening now and temporary situations. We form the present continuous in the affirmative with personal pronoun + *is / are* + *-ing* form of the main verb; in the interrogative with *is / are* + personal pronoun + *-ing* form of the main verb; and in the negative with personal pronoun + *is / are* + *not* + *-ing* form of the main verb.)
- Ask Ss to read the text and match the tense forms 1-6 to their meanings A-F.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

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

2 **Aim** To practise the present simple and the present continuous

- Give Ss time to read the sentences and complete them with the correct form of the verb in brackets.
- Tell Ss to pay special attention to the time words / phrases that will help them choose the right tense (today, now, every day etc.).
- Check Ss' answers.

Answer Key

- 1 Do you drive, catch
- 2 loves, doesn't like
- 3 Is she joining, departs
- 4 Does Helen usually sit, is sitting
- 5 Are you going, doesn't open

3 **Aim** To present / revise adverbs of frequency

- Ask Ss to read the adverbs of frequency and match them to the percentages and write them in their notebooks.
- Refer Ss to the **Grammar Reference** section for more information.
- Check Ss' answers.

Answer Key

- | | | |
|---------------|----------------|-----------|
| 2 hardly ever | 5 occasionally | 8 usually |
| 3 seldom | 6 sometimes | |
| 4 rarely | 7 often | |

4 **Aim** To practise word order with adverbs of frequency

- Explain the task and give Ss time to complete it.
- Remind Ss that the adverbs of frequency go before the main verb but after the verb *to be*.
- Check Ss' answers.

Answer Key

- 1 Mia **usually** finishes work at 5:00.
- 2 John is **never** late for work.
- 3 Lucia **rarely** eats her lunch at her desk.
- 4 Maria **always** walks to the office.
- 5 Sam **often** plays tennis after work.
- 6 They **occasionally** work overtime.

5 **Aim** To consolidate the present simple, the present continuous and adverbs of frequency using personal examples

- Give Ss time to write sentences about themselves using the adverbs of frequency in the list and then read them to their partner.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

I'm writing in my notebook at the moment.
I'm learning English at present.
I always walk to school.
I sometimes stay up late at the weekend.
I usually play football on Saturdays.
I never drink coffee in the afternoon.

6 **Aim** To practise stative verbs

- Explain the task and give Ss time to complete it.
- Explain that stative verbs (i.e. verbs that describe a state not an action) don't usually have continuous forms. (e.g. *I believe in ghosts*. NOT *I'm believing in ghosts*.)
- Refer Ss to the **Grammar Reference** section for more information.
- Check Ss' answers.

Answer Key

- | | |
|----------------------|--------------------|
| 1 am thinking, think | 4 have, are having |
| 2 is looking, looks | 5 is being, is |
| 3 see, am seeing | |



7 To present / revise comparative / superlative forms

- Ss' books closed. Explain that we use **the comparative form** to compare two people, things, places, etc. We usually use **than** with comparative adjectives (e.g. *Carl has a **faster** car **than** Julia.*). We use **the superlative form** to compare one person, thing, etc. with an entire group (e.g. *Lisa is **the most responsible** girl in our family.*).
Note: we use **(not) as + adjective + as** to show that two people, things, etc. are (not) similar (e.g. *The long dress is **not as cheap as** the short one.*).
- Explain / Elicit that with one-syllable and two-syllable adjectives, we form the comparative by adding **-er** and the superlative by adding **-est** (e.g. *short – shorter – shortest*).
- Tell Ss that with adjectives of more than two syllables, we form the comparative with **more** and the superlative with **the most** (e.g. *expensive – more expensive – the most expensive*).
- Explain / Elicit that with some two-syllable adjectives, such as **clever, narrow, gentle, friendly** etc., we form the comparative and the superlative either with **-er / -est** or with **more / the most** (e.g. *gentle – gentler – gentlest* or *gentle – more gentle – the most gentle*).
- Explain / Elicit that with one-syllable adjectives ending in **-e**, we add **-r** in the comparative and **-st** in the superlative form (e.g. *nice – nicer – the nicest*).
- Explain / Elicit that with **one-syllable** adjectives ending in **a vowel + a consonant**, we double the last consonant and add **-er / -est**. (e.g. *hot – hotter – the hottest*).
- Explain / Elicit that with two-syllable adjectives ending in **-y** or **-ly**, we change the **-y** to **-i** and add **-er / -est**. (e.g. *friendly – friendlier – the friendliest*).
- Ss' books open. Ss read the amazing facts then elicit examples of comparative and superlative forms in the text from Ss around the class.
- Drill Ss around the class by giving them adjectives and asking for the comparative and superlative forms.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

as fast as, the fastest, the shortest, the healthiest, much longer, busier, more stressful

8 To practise comparatives / superlatives

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

Answer Key

- | | |
|--------------------|---------------|
| 1 bigger | 4 as creative |
| 2 the most helpful | 5 the highest |
| 3 more responsible | |

9 To practise comparatives / superlatives

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

Answer Key

- | | |
|----------------------|--------------------|
| 1 as much as | 3 more tiring than |
| 2 the most organised | 4 the best |

10 To present phrasal verbs related to jobs

- Ask Ss to read the sentences and choose the correct particle for each one.
- Invite Ss to create a Phrasal Verbs section in their notebooks where they copy the phrasal verbs they come across every time. Tell Ss to revise them as often as possible. This will help them expand their vocabulary.
- Ask Ss to check their answers in the Word List and then double-check Ss' answers around the class.

Answer Key

- | | | | | |
|--------|------|------|--------|-------|
| 1 with | 2 up | 3 up | 4 down | 5 for |
|--------|------|------|--------|-------|

11 To present prepositional phrases

- Give Ss time to read the text and fill in the correct prepositions.
- Invite Ss to create a Prepositions Section in their notebooks where they copy the prepositional phrases they come across every time. Tell Ss to revise them as often as possible. This will help them expand their vocabulary.
- Ask Ss to check their answers in the Appendix 1.
- Check Ss' answers.

Answer Key

- | | | |
|---------|-------|--------|
| 1 with | 3 for | 5 of |
| 2 about | 4 in | 6 with |

12 To form person nouns

- Ask Ss to read the theory box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|----------------|--------------|-------------|
| 1 translator | 3 journalist | 5 violinist |
| 2 photographer | 4 musician | |

13 To make comparisons

- Explain the task and read out the examples.
- Give Ss time to write sentences comparing their classmates and then ask various Ss to read them out to the class.

(Ss' own answers)

Background information

Okinawa is in southern Japan. It is made up of lots of small islands. The capital is Naha. 1.4 million people live in Okinawa. They are known for living a long time. Some people think it is because of their diet, which is mostly low-fat, low-salt food such as fish, tofu and seaweed.



1 **Aim** To categorise new vocabulary relating to appearance

- Ask Ss to write the headings into their notebooks and then give them time to write the words under the correct headings.
- Ask Ss to check their answers with a partner.

Answer Key

AGE: young, old, in his / her late teens / thirties, middle-aged, in his / her early thirties

BUILD: slim, overweight, plump, well-built, thin

HAIR: curly, short, blond(e), wavy, straight, bald, shoulder-length

HEIGHT: short, tall, of medium height

LOOKS: handsome, pretty, beautiful

SPECIAL FEATURES: dark / pale complexion, freckles, beard, wrinkles, moustache

2 **Aim** To practise describing people's appearance

Ask various Ss around the class to describe the people in the pictures using the vocabulary in Ex. 1.

Suggested Answer Key

Kevin is middle-aged. He is plump and of medium height. He has got short, grey hair and a beard and moustache.

Bob is probably in his early thirties. He is tall and slim with a dark complexion. He is bald, with a beard and a moustache.

Kate is in her early twenties. She is slim and of medium height. She has got a pale complexion, with curly, blonde hair.

3 **Aim** To present character adjectives and their opposites

- Explain the task and give Ss time to match the adjectives to their opposites.
- Ask Ss to check their answers in the Word List and then double-check Ss' answers around the class.

Answer Key

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

4 **Aim** To talk about people using character adjectives

- Explain the task and read out the example. Ss talk in closed pairs and use the character adjectives in Ex. 3 to talk about people in relation to their job.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

Painters need to be imaginative. They can't be unimaginative because they create art.

Chefs need to be careful. They can't be careless because they cook food to customers which has to be fresh and tasty.

Ballboys need to be helpful. They can't be unhelpful because athletes depend on them.

1 a) **Aim** To prepare for a listening task (Yes / No statements)

- Explain that this exercise aims to teach Ss the importance of underlining the key words in listening tasks and listening carefully for paraphrases or similar words.
- Ask Ss to read sentences 1-3 and replace the underlined words with the words from the list.

Answer Key

1 knows someone = has a friend; is an employee = works

2 duty = responsibility; deal with = do

3 two days a week = on Saturdays and Sundays

b) **Aim** To read for confirmation

Ask Ss to read the script and elicit the correct answer.

Answer Key

1 Yes 2 No 3 Yes

2 a) **Aim** To listen for specific information (Yes / No statements)

- Ask Ss to read the rubric and the statements.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 Yes 3 No 5 Yes
2 No 4 No 6 Yes

b) **Aim** To talk about someone's job; to consolidate information in a listening task

Ask various Ss to answer the questions in the rubric based on what they heard.

Suggested Answer Key

Carla is a face painter. She loves working with children.

3 **Aim** To practice intonation in compound nouns

- Ask Ss to read the theory in the box.
- Play the recording with pauses for Ss to listen and repeat chorally and / or individually.
- Check Ss' intonation.



1 a) Aim To complete a dialogue

- Go through the words in the list and explain any unknown vocabulary.
- Ask Ss to read the dialogue and fill in the missing words.
- Check Ss' answers around the class.

Answer Key

1 *part-time* 3 *involves* 5 *earn*
 2 *responsibilities* 4 *spending* 6 *dream*

b) Aim To listen for confirmation

Play the recording. Ss listen and check their answers to Ex. 1a.

2 Aim To role play a dialogue

Ss complete the task in pairs. Monitor the activity around the class.

3 a) Aim To consolidate new vocabulary

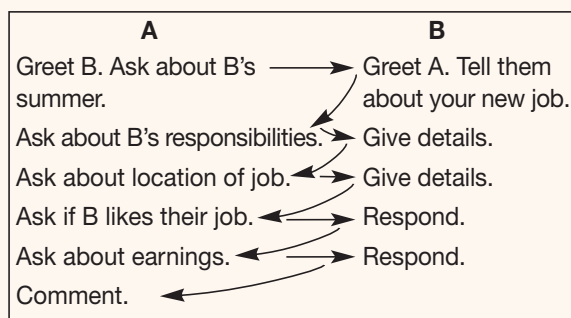
- Ask Ss to read the list of words and the advert.
- Then give Ss time to complete the advert with the words.
- Explain / Elicit any unknown vocabulary.
- Check Ss' answers.

Answer Key

1 *Duties* 2 *experience* 3 *wage* 4 *Apply*

b) Aim To act out a dialogue

- Ask Ss to work in pairs and act out a dialogue using the phrases in the language box and the dialogue in Ex. 1 as a model.
- Write this diagram on the board for Ss to follow.



Suggested Answer Key

A: *Hello, Diego. How is your summer going?*
 B: *Oh, hi, Juan. It's going very well, actually. I got a job as a performer at a theme park.*
 A: *That's great! What are your responsibilities?*
 B: *Well, the job involves dressing in a costume, greeting visitors and taking part in parades.*
 A: *Where do you work?*
 B: *I mainly work in Jacksonville, Florida.*
 A: *Do you enjoy the work?*

B: *I really love it. I get to meet lots of new people every day and make them smile. It's fun.*

A: *How much do you earn?*

B: *I make \$300 a week.*

A: *It sounds like a dream job!*

4 Aim To present career options

- Go through the rubric with Ss and explain the task. Refer Ss to p. PS1 in the WB for exercises, a plan and useful language to help them.
- Play the video and give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Workbook

Presentation Skills Key, Ex. 8, pp. WPSK1-WPSK2

Background information

Jacksonville is the largest city in Florida in the southern United States. It gets its name from Andrew Jackson, a former governor of Florida and the 7th President of the USA. One of the main industries here is tourism.

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1 To analyse a rubric

- Ask Ss to read the rubric and then underline the key words.
- Then give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

Key word to be underlined: *one of your relatives, interesting job, blog entry about their job, duties, what like / dislike about job, 80-100 words*

- 1 a blog entry
- 2 readers of the blog
- 3 informal because it is a personal piece of writing that is written to entertain
- 4 80-100

2 a) To identify content

- Explain the task and give Ss time to read the blog and complete the task.
- Check Ss' answers.

Answer Key

- 1 B 2 E 3 C 4 A 5 D

b) To identify adjectives

- Ask Ss to read the model again and then elicit the adjectives used in the blog entry.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

cool, huge, funny, challenging, tiring, heavy, hot, proud, favourite

- Play the video and elicit Ss' comments at the end.

3 To complete a spidergram about a job

- Ask Ss to copy the spidergram into their notebooks.
- Explain / Elicit the meanings of any unknown words, then give Ss time to read the blog entry again and complete the spidergram with notes from the text.
- Check Ss' answers.

Answer Key

Name: *Tina, cousin*

Duties / Responsibilities: *dress up in a huge eagle costume, encourage the fans to cheer for the team, dance around the pitch at half-time*

Likes / Dislikes: *likes talking to the players before and after the games, doesn't like that she mustn't talk to anyone when she is in costume*

Pros / Cons: *fun to pose for pictures with kids, watch all the games for free, tiring to wear heavy costume, especially when it's hot*

4 a) To present intensifiers

- Go through the table and explain that we use intensifiers to give more information about the extent or degree of an adjective.
- Explain the task and read out the example sentences.
- Elicit the answer to the question in the rubric from Ss.

Suggested Answer Key

They change the meaning of the sentence by making the adjective stronger.

b) To practise intensifiers

- Explain the task and read out the example.
- Give Ss time to complete the task and then ask Ss around the class to share their answers with the rest of the class.
- Check Ss' answers.

Answer Key

- 2 *It is really / very tiring to work as a waiter.*
- 3 *Nicolás is an extremely hard-working employee.*
- 4 *Sara owns a really / very successful business.*
- 5 *Felipe feels quite lucky to work in such a big company.*

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5 To expand vocabulary

- Go through the words in bold in the sentences with Ss and explain / elicit any unknown words.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

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

6 a) To prepare for a writing task

- Ask Ss to read the rubric and underline the key words.
- Elicit answers from Ss around the class.

Answer Key

Key words to be underlined: friend, work, face painter at theme park, blog entry, duties, what like / dislike, 60-100 words

b) To brainstorm for ideas

- Go through the ideas in the list and explain / elicit any unknown words.
- Ask Ss to copy the spidergram into their notebooks and complete it with the ideas.
- Elicit answers from around the class.

Answer Key

Name: Ann, friend
Duties / Responsibilities: entertain children, paint children's faces

Pros / Cons: rewarding when children are happy, stressful to work with a lot of children

Suggested Answer Key

Likes / Dislikes: being creative, when children misbehave

7 To write a blog entry

- Give Ss time to write their blog entry using their notes from Ex. 6b and phrases from the **Useful Language** box.
- Remind Ss to use the plan to help them.
- Ask Ss to use the **Checklist** to check their work for mistakes and then ask various Ss to read their blog entries to the class.
- Alternatively, assign the task as HW and ask Ss to read out their blog entry in the next lesson.

Suggested Answer Key

Hello bloggers! My friend, Ann, has got a really cool job. She's a face painter at a theme park.

Ann paints children's faces as animals, cartoon characters and much more. She also entertains the children.

What she likes best about her job is being creative. It's a tiring job though. She doesn't like it when the children misbehave.


Ann thinks it's really rewarding when the children are happy. However, it's quite stressful working with lots of children.

She doesn't want to be a face painter forever. She's saving up to travel the world. Please leave a comment below.



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1  **To introduce the topic and listen and read for gist**

- Ask Ss to scan the short text and then elicit their guesses as to what the National Citizen Service does.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

The National Citizen Service helps young people to get involved in their communities and learn new skills through volunteering.

2  **To read for specific information (comprehension questions)**

- Ask Ss to read questions 1-5 and then read the text again.
- Give Ss time to answer the questions.
- Check Ss' answers.



Answer Key

- 1 *You have to be between 15 and 17 years old.*
 - 2 *The British government runs the programme.*
 - 3 *You can volunteer for team projects that help the homeless, children, animal shelters, the disabled, the environment and more.*
 - 4 *They help to find solutions for problems that various groups of people in the community face.*
 - 5 *Volunteers build their self-confidence and gain teamwork, leadership and communication skills.*
- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

government-run programme (phr): activities organized, managed and paid for by the state
volunteer (v): to do work to help willingly and without getting paid
team project (phr): an activity that is completed by a group of people working together

community (n): people who live in one particular area
challenge (n): something that tests your abilities
skill (n): ability
background (n): past conditions
develop (v): to practise / improve sth
passionate (adj): having strong feelings
issue (n): a subject or problem
elderly (n): old people
animal shelter (phr): a place where animals can be protected and cared for
disabled (n): people missing one or more of the physical or mental abilities that most people have
environment (n): nature
build self-confidence (phr): to increase faith in your abilities
gain (v): to get
teamwork (n): people working together to achieve a result
leadership (n): the characteristics that make a good leader



3   **To express an opinion**

- Ask Ss to think about the question in the rubric and then write a few sentences expressing their opinion.
- Ask various Ss to tell the class.

Suggested Answer Key

*They will be able to help the community.
 They will build their self-confidence.
 They will develop life and work skills.*


- Play the video and elicit Ss' comments at the end.

4   **To personalise the topic**

- Initiate a class discussion about any similar programme in Ss' country that they know of and elicit comparisons to the NCS.
- Alternatively, allow Ss time to look up information online in class or for HW and then tell the class.

(Ss' own answers)

 **Culture Spot**

1  **To introduce the topic and key vocabulary and listen and read for specific information**


- Direct Ss' attention to the pictures and then ask them to read the words in the list.
- Explain / Elicit the meanings of any unknown words and then elicit how they relate to a bagpipe musician.
- Play the recording. Ss listen and follow the text in their books.
- Elicit the answers from Ss around the class.

Suggested Answer Key

*The Royal Regiment of Scotland has many bagpipe players as each battalion has its own band.
 All the bagpipe players in the Regiment have studied*

*at the Army School of Bagpipe Music and Highland Drumming in Edinburgh.
 Highland music is a Scottish traditional music that bagpipe players play.*

- Play the video and elicit Ss' comments at the end.

2  **To relate the topic to Ss' own culture**

- Initiate a class discussion about an army school of music in Ss' country that they know of and elicit sentences about it.
- Alternatively, allow Ss time to look up information online in class or for HW and make notes under the headings and then tell the class.

(Ss' own answers)



1 a) **Aim** To read for specific information
(multiple choice)

- Give Ss time to read the text and complete the task.
- Check Ss' answers.

Answer Key

1 B 2 C 3 D 4 A 5 D

b) **Aim** To consolidate information in a text

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers.

Suggested Answer Key

- 1 I think it is scary and exciting for the viewers and that is why it's popular.
 - 2 I think you need to be brave to get close to dangerous animals. I also think you need to be fit and strong to capture the animals and you need to be careful so you don't get hurt.
- Play the video for Ss and elicit their comments at the end.

2 **Aim** To consolidate everyday English expressions / exchanges learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 why you are interested in this job
- 2 I'd like to get some relevant experience
- 3 what qualities do you have
- 4 I am sociable and friendly
- 5 thank you for your time



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3 To listen for specific information (multiple choice)

- Play the recording. Ss listen and choose the correct answers for the questions.
- Check Ss' answers.

Answer Key

1 No	3 No	5 No
2 Yes	4 Yes	6 No

4 To consolidate vocabulary learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 pressure	3 honest	5 careless
2 job	4 earns	6 wage

5 To consolidate prepositional phrases

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 up	3 down	5 in
2 for	4 for	

6 To practise the present simple and the present continuous

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 drives	4 sounds
2 do they usually finish	5 are working
3 is sleeping	6 doesn't live

7 To practise comparative / superlative forms

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 as	3 higher	5 more patient
2 the tallest	4 better	

8 To write a blog entry

- Ask Ss to read the rubric and then give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

Hi bloggers! My cousin, Alan, has got a really cool job. He's a ballboy at a tennis club.

Alan has to collect the ball whenever the player hits it into the net or outside the court. He has to be focused and run fast to get the ball.

What he likes best about his job is the chance to see some great tennis matches. He doesn't like the fact that he isn't paid much money.

Alan thinks he is very lucky because, for him, being a ballboy is a dream job. He doesn't want to be a ballboy forever. He's saving up for college. Well that's all for now. Post a comment below.

Grammar in Focus

To consolidate grammar structures learnt

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

Answer Key

1 Do you want	5 are looking
2 happier	6 with
3 more	7 need
4 don't travel	8 previous

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel at each of the listed activities.

Nature's Fury

What's in this unit?

In this unit Ss will explore the topics of nature, natural disasters and weather. They will learn / revise the past simple and the past continuous. They will also learn to write an email narrating an experience and a short story.

1 a) To introduce the topic and present new vocabulary

- Read out the title and the quotation and elicit how they relate to the theme of the unit.
- Play the recording with pauses for Ss to listen and repeat chorally and / or individually.
- Check Ss' intonation.

b) To present new vocabulary

- Go through the list of words and explain / elicit any unknown ones.
- Direct Ss to the pictures and elicit which natural disaster matches which picture.
- Give Ss time to read the extracts and fill the gaps.
- Check Ss' answers.

Answer Key

- | | | |
|---------------------|-------------|--------------|
| 1 wildfire | 4 tsunami | 7 earthquake |
| 2 avalanche | 5 Hurricane | |
| 3 volcanic eruption | 6 flood | |

2 To present new vocabulary

- Explain the task and read out the example.
- Give Ss time to complete the task and then ask various Ss around the class to tell the class about each one following the example.

Answer Key

- | | | |
|-----------|------------------|--------------|
| A broke | D high, collapse | G hurt, lost |
| B killed | E hit | |
| C erupted | F flooded | |

Suggested Answer Key

In April 2013 in the Rocky Mountains, USA, an avalanche started while five men were snowboarding. It killed all five of them.

In August 2010 in Indonesia, a volcanic eruption occurred. It threw a huge cloud of smoke and ash into the air.

In March 2011 in Japan, a tsunami struck the coast. It swept away vehicles and caused buildings to collapse.

In October 2012 in New Jersey, USA, Hurricane Sandy hit the US coastline. It uprooted trees and houses.

In November 2012 in Birmingham, UK, a flood left many parts under water. Heavy rain flooded streets and houses.

In January 2010 in Haiti, an earthquake hit at 4:53 local time. 220,000 people died, 300,000 got hurt and 1.5 million people lost their homes.

3 To discuss the topic

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

Floods sometimes happen in my country after a lot of rain.

4 To give a presentation on a natural disaster

- Explain the task and give Ss time to collect information from the Internet about natural disasters that happened in their country in the last ten years and write some sentences.
- Ask various Ss to read their sentences to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

(Ss' own answers)

- Play the video and elicit Ss' comments at the end.

Background information

California is a state on the west coast of the USA. It is the third largest state and is home to 1 out of 8 Americans. Earthquakes are common and about 37,000 happen every year.

The **Rocky Mountains** are a large mountain range that stretch more than 3,000 miles from British Columbia in Canada to New Mexico, in southwest America. Much of it is public parks and forest lands, and it is a popular tourist destination, for hiking, camping, mountaineering and fishing.

Indonesia, officially the **Republic of Indonesia** is a country in Southeast Asia. It is an archipelago of around 17,508 islands. It has a population of over 238 million people. Its capital city is Jakarta.

Japan is an archipelago of 6,852 islands in East Asia in the Pacific Ocean. It is also known as 'the land of the rising sun'. Japan has a population of over 126 million people. Its capital city is Tokyo.

New Jersey is a state in the northeast of the United States. Its neighbours are New York State, Pennsylvania and Delaware. It is the most densely populated of all the states.

Birmingham is a city in the West Midlands of England. It is a major international commercial centre and an important transport and events hub. It has got six universities and many major cultural institutions, including the City of Birmingham Symphony Orchestra and the Birmingham Royal Ballet.

Haiti is a Caribbean country. It occupies the western part of the island of Hispaniola. The total area of Haiti is 27,750 km² and its capital is Port-au-Prince. Haitian Creole and French are the official languages. 9.7 million people live there.



1 a) **Aim** To introduce the topic and present new vocabulary

- Ask Ss to look at the picture and read the words in the list.
- Explain / Elicit the meanings of any unknown words or ask Ss to look them up in the Word List.
- Give Ss time to do the task.

Answer Key

1 crater	3 lava stream	6 magma
2 smoke and ash cloud	4 rim	7 slope
	5 lava	

b) **Aim** To listen for confirmation and pronunciation

- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally and / or individually.
- Elicit the L1 equivalents for the words.

(Ss' own answers)

2 **Aim** To predict the content of the text

- Read the **Tips** box aloud and point out that this advice will help Ss to complete the task successfully.
- Ask Ss to read the title and the first sentence in each paragraph and elicit Ss' guesses as to what the text is about.
- Give Ss time to read the whole text to find out if their guesses were correct.
- Elicit answers from Ss' around the class.

Suggested Answer Key

The text is about Nia's trip to see Mount Nyamulagira erupting.

3 **Aim** To identify synonymous words

- Ask Ss to look at the words in bold in the text and give them time to match them to the synonyms in the list.
- Ss can use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

fascinated = very interested

effort = hard work

fellow = similar

disappointed = disheartened

distance = length

rising = moving upwards

approached = went closer to

unbelievable = astonishing

4 **Aim** To read for specific information (completing sentences)

- Explain the task and give Ss time to read the text and complete the sentences.
- Check Ss' answers.

Answer Key

- 1 (Virunga National Park in) the Democratic Republic of the Congo
- 2 a group of volcano fans
- 3 some food, water and sleeping bag
- 4 (a camp at) a safe distance from the crater
- 5 the streams of red lava and the smoke and ash
- 6 Nia took some fantastic pictures
- 7 didn't want to risk getting any burns
- 8 her close encounter with an erupting volcano

5 **Aim** To read for specific information (comprehension questions)

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers around the class.

Answer Key

- 1 They hiked there carrying their own food, water and sleeping bags.
 - 2 The streams of red lava and the smoke and ash coming from the volcano.
 - 3 **THINK!** She had an unforgettable experience that she may never have again.
- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

erupt (v): (of a volcano) to explode

located in (phr): situated in; being in a particular place

worth the effort (phr): valuable despite the hard work it takes to achieve it

fellow (n): sb who shares the same interests as you

fans (n): people who like sth very much

camp overnight (phr): to spend the night in a tent outdoors

hike (v): to go for a long walk in the mountains or the countryside

disappointed (adj): not happy; let down

fountain of lava (phr): a flow of hot liquid sent up into the air when a volcano erupts

safe distance (phr): the space away from sth dangerous that is safe for you to be in

magnificent (adj): very impressive

run down (phr v): (for a liquid) to go down sth

slope (n): the side of a mountain, hill or volcano

rise (v): to move upwards

admit (v): to agree that sth is true

approach (v): to go closer to sth

rim (n): (of a volcano) the edge that goes all the way round its top

risk (v): to expose yourself to danger

burn (n): an injury caused by fire

heat (n): very high temperature

unbelievable (adj): astonishing

close encounter (phr): a situation in which you come close to sth (dangerous)

unforgettable (adj): memorable



6 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

- | | | |
|--------|------------|--------|
| 1 rose | 3 erupted | 5 hike |
| 2 risk | 4 admitted | |

7 **Aim** To present / practise new vocabulary

- Give Ss time to look up any unknown words in the Word List and complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|------------|------------|------------|
| 1 saved | 4 shook | 7 evacuate |
| 2 survived | 5 hit | 8 erupted |
| 3 rescued, | 6 damaged, | 9 warned |
| collapsed | caused | 10 recover |

8 a) **Aim** To listen for gist; to order events

- Play the recording. Ss listen, read and number the events in the order they happened.
- Check Ss' answers.

Answer Key

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

b) **Aim** To give a presentation

- Play the video and elicit Ss' comments at the end.
- Explain the task and refer Ss to p. PS2 for helpful exercises, a plan and useful language.
- Give Ss time to complete the task using the list in Ex. 8a.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Presentation Skills Key, Ex. 4b, pp. PSK1-PSK2

9 **Aim** To personalise the topic; to write an email based on a person's experience

- Explain the task and give Ss time to write an email from the point of view of a fellow volcano fan in Nia's group.
- Ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Sandra,

I have just had an amazing experience. I went to the Virunga National Park in the DRC to see Mount Nyamulagira erupting. I joined a group of volcano fans and we camped overnight near the volcano. Then we hiked for four hours to get closer to the volcano. As we approached the camp we saw the fountains of lava. It was magnificent, but I was a bit scared. Once the sun was up we went closer. We stayed at a safe distance so we didn't get burnt because the heat was unbelievable. I took lots of photos and I will never forget the experience.

That's all for now.

Maggie

Background information

Virunga National Park was created in 1925 by King Albert I of Belgium as the first national park in Africa. It stretches from the Virunga Mountains in the South, to the Rwenzori Mountains in the North. It has been a UNESCO World Heritage Site since 1979. Unfortunately, in recent years poaching and the Congo Civil War have seriously damaged its wildlife population.

The Democratic Republic of the Congo is in Central Africa. It is the second largest country in Africa and the capital city is Kinshasa. The population is over 75 million. It borders the Central African Republic and South Sudan to the north; Uganda, Rwanda, and Burundi in the east; Zambia and Angola to the south; the Republic of the Congo, the Angolan exclave of Cabinda, and the Atlantic Ocean to the west; and is separated from Tanzania by Lake Tanganyika in the east.

1 a) **Aim** To introduce the topic

- Ask Ss to read the text. Explain / Elicit the meanings of any unknown words.
- Elicit Ss' answers around the class.

Answer Key

The blog entry is about a wildfire.

b) **Aim** To revise / present the past simple and the past continuous

- Ss close their books. Present the **past simple**. Say then write on the board: *I watched TV yesterday*. Underline *watched* and explain that this verb is in the past simple. Point to a S and say: *You watched TV yesterday*. Then write it on the board. Point to a male S and say: *He watched TV yesterday*. Then write it on the board. Present the other persons in the same way. Elicit that the verb is the same in all persons.
- Explain / Elicit the spelling rules of the past simple for regular verbs by writing the verbs *work*, *love*, *play*, *study*, *travel* and their past simple forms on the board: *work – worked* (most verbs take **-ed** to form their past simple form), *love – loved* (verbs ending in **-e** add **-d**), *study – studied* (verbs ending in **consonant + -y** lose **-y** and take **-ied**), *play – played* (verbs ending in a **vowel + -y** add **-ed**), *travel – travelled* (verbs ending in a **vowel + l, p, k, b**, etc. double the consonant and add **-ed**)
- Say then write on the board: *I didn't watch TV yesterday* and *She didn't watch TV yesterday*. Underline *I didn't* in the first sentence and *She didn't* in the second sentence. Explain that we use *didn't* in all persons to form the negative of the past simple. Point out that the verb is the same in all persons.
- Say then write on the board: *Did I watch TV yesterday? No, I didn't.* and *Did you watch TV yesterday? No, you didn't.* Explain that we use *Did* + personal pronoun + base form of the main verb to form questions in the past simple. Focus Ss' attention on the position of *did* (before the personal pronoun). Point out that we answer in the short form with *Yes, / No, personal pronoun + did / didn't*.
- Present the **past continuous**. Say then write on the board: *I was watching TV yesterday afternoon*. Underline *I was watching* and explain that this verb is in the past continuous. Explain that we use the past simple of the verb *to be* and the main verb + **-ing** to form the affirmative. Give examples for all persons and explain that we use this tense to talk about actions which were in progress at a specific time in the past.
- Say then write on the board: *I wasn't watching TV on Saturday morning*. Explain that this is

the negative form of the past continuous. Give examples for all persons and elicit that we form the negative of the past continuous with subject pronoun / noun + *was / weren't* + main verb + **-ing**.

- Say then write on the board: *Was I watching TV last night?* Explain that this is the interrogative form of the past continuous. Give examples for all persons and elicit how it is formed. Tell Ss that we answer in the short form with *Yes, I was. / No, I wasn't*.
- Refer Ss to the **Grammar Reference** section for more information.
- Ss open their books.
- Ask Ss to read the text and identify the tense of the verbs in bold and then to read the uses A-F and match them to the verb forms.
- Check Ss' answers and then elicit how we form the past simple and the past continuous.

Answer Key – see p. 31(T)

- Play the video and elicit Ss' comments at the end.

2 **Aim** To practise the past continuous

- Direct Ss to the picture, explain the task and read out the example.
- Ss work in pairs and ask and answer questions using the prompts and following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

Answer Key – see p. 31(T)3 **Aim** To practise the past simple and the past continuous

- Explain the task and read the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 *did the tsunami hit, were still sleeping*
- 2 *happened, was walking, saw, called, arrived, rescued*
- 3 *were you doing, was eating, was watching*

4 **Aim** To practise the past simple and the past continuous

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

Answer Key

- | | | |
|----------------------|------------------------|----------------------|
| 1 <i>occurred</i> | 5 <i>was driving</i> | 9 <i>stopped</i> |
| 2 <i>washed away</i> | 6 <i>was listening</i> | 10 <i>rushed</i> |
| 3 <i>was raining</i> | 7 <i>heard</i> | 11 <i>swept away</i> |
| 4 <i>was blowing</i> | 8 <i>was</i> | 12 <i>had</i> |

Background information – see p. 31(T)



5 **Aim** To practise the past simple and the past continuous through personal examples

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- | | |
|------------------------------|-----------------|
| 1 the phone rang | 4 my sister was |
| 2 went shopping | watching TV |
| 3 was listening to the radio | 5 had a shower |

6 **Aim** To practise the past simple and the past continuous

- Ask a pair of Ss to read out the example and then explain the task.
- Give Ss time to complete the task in closed pairs.
- Monitor the activity around the class.
- Ask some pairs to report back to the class.

Answer Key

- 2 A: *What were you doing when the hurricane hit?*
B: *I was doing my homework.*
A: *What did you do?*
B: *I hid in the basement.*
- 3 A: *What were you doing when the earthquake happened?*
B: *I was having an English lesson.*
A: *What did you do?*
B: *I crawled under a desk.*

7 **Aim** To practise sentence transformations

- Explain the task and give Ss time to complete the task.
- Point out that Ss should use up to three words.
- Check Ss' answers.

Answer Key

- | | |
|------------------------------|-------------|
| 1 when the firefighters | 4 to school |
| 2 was watching TV | |
| 3 were having our lunchbreak | |

8 **Aim** To present and practise phrasal verbs related to disasters

- Explain the task.
- Give Ss time to complete it.
- Ask Ss to copy these phrasal verbs in their Phrasal Verbs section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- | | | |
|-------|-------|-------|
| 1 out | 3 for | 5 up |
| 2 up | 4 out | 6 out |

9 **Aim** To practise prepositional phrases

- Explain the task.
- Give Ss time to complete it.
- Ask Ss to copy these words with their prepositions in their Prepositions Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- | | | |
|--------|--------|--------|
| 1 to | 3 from | 5 with |
| 2 from | 4 on | 6 from |

10 **Aim** To form abstract nouns (word formation)

- Read out the theory box and explain the task.
- Give Ss time to complete it and then check Ss' answers on the board.

Answer Key

- | | | |
|--------------|---------------|--------------|
| 1 government | 3 seriousness | 5 assistance |
| 2 bravery | 4 decision | 6 relief |

11 **Aim** To practise talking about the past

- Explain the task and give Ss time to complete it in pairs using the picture and the prompts in the rubric.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

Suggested Answer Key

... enjoying the sunny weather and the sea breeze.

A: *They were looking at the sea and watching the waves. Some of them were very big.*

B: *They could hear them crashing on the beach. They were relaxed and happy.*

A: *Then they saw a huge wave rushing towards the shore. It was a tsunami. Peter's dad put Peter on his shoulders.*

B: *They got very scared and Peter's dad ran quickly, as far away from the beach as he could, to reach higher ground.*

A: *The tsunami hit the beach and washed inland, but they were safe.*

B: *They were happy and relieved to be OK.*

12 **Aim** To write a short story

- Explain the task and give Ss time to write their story using the title given and their answers from Ex. 11.
- Remind Ss to use the past simple and the past continuous.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

A Terrifying Experience

It was a beautiful day and the sun was shining. Peter and his dad were walking on the beach. They were looking at the sea and watching the waves. Some of them were very big. They could hear them crashing on the beach. They were relaxed and happy. Then they saw a huge wave rushing towards the shore. It was a tsunami. Peter's dad put Peter on his shoulders.

They got very scared and Peter's dad ran quickly, as far away from the beach as he could, to reach higher ground. The tsunami hit the beach and washed inland but they were safe. They felt happy and relieved to be OK.



1 To present / practise new vocabulary

- Play the recording. Ss listen and repeat chorally and / or individually.
- Explain the task and give Ss time to read the sentences, look at the pictures and complete the sentences.
- Check Ss' answers.

Answer Key

- 1 *tornado* 4 *frost* 7 *hail*
 2 *heatwave* 5 *downpour*
 3 *thunderstorm* 6 *drought*

2 a) To present new vocabulary

- Ask Ss to look up any unknown words in the Word List and then give Ss time to complete the task.
- Ask Ss to copy the collocations in the Collocations Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- 1 *good* 3 *strong* 5 *foggy* 7 *thick*
 2 *heavy* 4 *wet* 6 *strong*

b) To practise new vocabulary

- Give Ss time to write sentences using the collocations in Ex. 2a.
- Check Ss' answers around the class.

Suggested Answer Key

There are usually **high temperatures** in summer and **low temperatures** in winter.

Last winter, we had lots of snow and **freezing temperatures**.

I hate it when it's **bitterly cold**.

It's **quite cold** today.

It's not usually **really cold** at this time of year.

Hot countries have **dry weather**.

Yesterday we had **lovely weather**.

I don't like **bad weather**.

There is often **torrential rain** in a storm.

I got caught in **heavy rain** last week.

I don't mind **light rain**.

A **strong wind** is blowing today.

There are often **rough winds** at sea.

A **chilly wind** can make you really cold.

You can get lost in **thick fog**.

Dense fog comes off the sea in some coastal areas.

Heavy fog is dangerous for drivers.

There is often thunder when **cold air** meets warm air.

I like to get outside for some **fresh air** every day.

In very cold places the **freezing air** means you can't go outside for long.

3 To listen for specific information

- Explain the task and play the recording twice if necessary.
- Ss listen and answer the questions.
- Elicit answers from Ss around the class.

Answer Key

The morning will be bright and sunny but cold. The afternoon will be cloudy and windy. The evening will be freezing cold and frosty.

1 To prepare for a listening task (multiple choice)

- Explain that this task aims to teach Ss the importance of underlining the key words in listening tasks and listen carefully for paraphrases or similar words.
- Ask Ss to read the question and the answer options.
- Then ask Ss to read the script and elicit the correct answer.

Answer Key

C

2 a) To listen for specific information (multiple choice)

- Ask Ss to read the rubric and the questions and possible answers.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 B 2 B 3 C 4 C 5 C

b) To narrate an experience

- Give Ss a couple of minutes to make notes.
- Play the recording again if necessary.
- Invite one or two Ss to narrate the story in front of the class.

Suggested Answer Key

Jodie was in her bedroom, watching her favourite TV show when the earthquake happened. At first, she heard a strange noise but she wasn't frightened. Then the whole room shook and she panicked. She shouted for her mum and then she ran to the living room.

3 To practise pronouncing /e/, /æ/, /ʌ/

- Model the sounds.
- Play the recording. Ss listen and tick the correct sounds.
- Play the recording again with pauses for Ss to repeat chorally and / or individually.
- Check Ss' pronunciation.
- Elicit more words with the same sounds.

Answer Key

/e/ pet, /æ/ pat, /ʌ/ put



1 a) **Aim** To introduce the topic and generate topic-related vocabulary through sounds

- Play the recording.
- Elicit what phrases come to Ss' minds from around the class.

Suggested Answer Key

rumbling, shaking, earthquake, frightening

b) **Aim** To predict the content of a dialogue

Elicit what Ss think the dialogue is about and then ask Ss to read the dialogue to check.

Answer Key

It's about someone's experience of an earthquake.

2 **Aim** To complete a multiple choice cloze

- Ask Ss to read the options A-C for the gaps 1-4 and give Ss time to read the dialogue and fill in the gaps.
- Remind Ss to read the whole gapped sentence before deciding on the right option as the answer may lie after the gap.
- Elicit whether the dialogue is formal or informal.
- Check Ss' answers.

Answer Key

1 B 2 B 3 A 4 C

The dialogue is informal.

3 **Aim** To role play a dialogue

- Play the recording.
- Ss complete the task in pairs. Monitor the activity around the class.

4 **Aim** To develop speaking skills

- Explain the task and explain that the phrases ask about / describe / comment on an experience and describe feelings.
- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

Are you alright? – *Is everyone OK?*

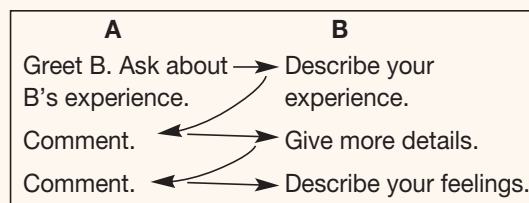
It was terrible – *it was awful!*

I bet you were terrified! – *I bet you were scared!*

You had a lucky escape. – *You were very lucky.*

5 **Aim** To act out a dialogue

- Ss complete the task in pairs using the news headline, the dialogue in Ex. 2 and phrases from Ex. 4 to help them.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

Suggested Answer Key

A: *Hi, John. I heard about the hurricane. Is everyone OK?*

B: *We're OK now, but it was awful. There were loud bangs and then the house started shaking.*

A: *Poor you. I bet you were scared!*

B: *I was. The windows got smashed and trees fell down. Luckily no one was hurt.*

A: *You were very lucky.*

B: *I know. It was a horrible experience and I'm relieved it's over.*

6 **Aim** To set the scene

- Read out the **Tips** box.
- Explain the task and ask Ss to complete the task. Check Ss' answers.

Answer Key

1 Monday 4 cold 7 directions

2 waiting 5 warm 8 nervous

3 had 6 looking

7 **Aim** To practise setting the scene

Explain the task and allow Ss some time to complete the task. Check Ss' answers.

Suggested Answer Key

One autumn afternoon Dora was hurrying home from work. It was raining hard and she was only wearing a light jacket and jeans. She was struggling to hold her umbrella and carry heavy shopping bags. She felt miserable and couldn't wait to get home.



1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and the model and pay special attention to the underlined words.
- Elicit answers to the question in the rubric from Ss around the class.

Answer Key

The underlined words in the rubric are the reader, the type of writing, the topic and the things that must be included in the story.

- Play the video and elicit Ss' comments at the end.

2 a) **Aim** To analyse how to set the scene to start a story

- Read out the **Tips** box.
- Give Ss time to look at the picture, read the extract and answer the questions.
- Check Ss' answers.

Answer Key

- | | |
|--------------------------------|------------------------------|
| 1 Last weekend,
on the lake | 3 John
4 He went boating. |
| 2 It was sunny. | 5 He felt relaxed. |

b) **Aim** To analyse setting the scene in a story

Ask Ss to read the first paragraph of the story and answer the question in the rubric. Check Ss' answers.

Suggested Answer Key

The writer sets the scene by mentioning where and when the story happened (Last summer, in Ibiza), what the weather was like (The weather was strange) who the main characters are (the narrator and his family), what the characters did (they went sailing) and how they felt (worried).

3 a) **Aim** To understand sequence of events

Give Ss time to list the events in the story in the order they happened and then ask various Ss to read their lists aloud.

Suggested Answer Key

Last summer, I went on holiday to Ibiza with my family.

One day, Dad hired a yacht.

The sky grew dark.

It started to rain heavily.

A massive wave smashed into us.

My sister and I were in the sea.

I swam towards her.

I held her head above the waves and looked for the yacht.

The yacht was on its side.

One of the lifeboats floated nearby.

We got in it.

I couldn't see my parents.

Five hours later we were rescued.

They brought us back to shore to our parents.

We were relieved to be safe and back together.

b) **Aim** To retell a story changing point of view

- Explain the task. Tell Ss to decide who the story will be about.
- Ask one or two Ss to retell the story to the class.

Suggested Answer Key

Last summer, my friend went on holiday to Ibiza with his parents and sister. One day, his dad hired a yacht. After lunch, the sky grew dark and it started to rain heavily. A massive wave smashed into them. My friend and his sister were in the sea. He swam towards her. He held her head above the waves and looked for the yacht. The yacht was on its side. One of the lifeboats floated nearby and they got in. They couldn't see their parents. Five hours later they were rescued. The rescue team brought them back to shore to their parents. They were relieved to be safe and back together.

4 **Aim** To identify feelings

- Read the adjectives in the list aloud and then give Ss time to match them to the sentences.
- Explain / Elicit the meanings of any unknown words.
- Check Ss' answers around the class.

Answer Key

- | | | |
|------------|----------|------------|
| 1 relieved | 3 scared | 5 confused |
| 2 sad | 4 tired | 6 excited |

5 a) **Aim** To present adverbs

- Read the **Tips** box aloud and then ask Ss to study the theory box.
- Elicit examples of adverbs in the story from Ss around the class.

Answer Key

heavily, fast, luckily



b) **Aim** To practise formation of adverbs

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

Answer Key

1 <i>patiently</i>	4 <i>slowly</i>	7 <i>ironically</i>
2 <i>quickly</i>	5 <i>heavily</i>	8 <i>carefully</i>
3 <i>hard</i>	6 <i>happily</i>	

6 **Aim** To practise using adjectives

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

Suggested Answer Key

1 <i>pleasant</i>	2 <i>tall</i>	3 <i>huge</i>	4 <i>kind</i>
-------------------	---------------	---------------	---------------

7 a) **Aim** To analyse a rubric

Ask Ss to read the rubric.

b) **Aim** To order events and listen for confirmation

- Ask Ss to look at the pictures and put them in the order the events they show happened.
- Play the recording twice if necessary.
- Ss listen and check their answers.

Answer Key

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

c) **Aim** To listen and make notes to write a story

- Play the recording again. Ss listen and make notes in their notebooks.
- Then give Ss time to write their story using their notes as well as phrases from the **Useful Language** box. Ss can use the story in Ex. 1 as a model.
- Remind Ss to use the plan to help them and the story skeleton.
- Ask Ss to use the **Checklist** to check their work for mistakes and then ask various Ss to read their stories to the class.
- Alternatively, assign the task as HW and ask Ss to read out their stories in the next lesson.

Suggested Answer Key

The Rescue

Last month, I was sleeping in my bed when I smelt smoke.

I was worried. Suddenly, I heard a loud noise. It was the fire alarm. I tried to leave but my door handle was hot, so I pushed my wardrobe in front of it. I went to the window for some fresh air. Then I heard the fire brigade's siren. A firefighter climbed up to my window and helped me down. I was glad to see my parents!

Three hours later the fire was completely out. I was exhausted, but relieved. It was the scariest day of my life.

Answer Key for Exs 1b, 2 and background information for Ex. 4 on p. 26(T)

Ex. 1b

Past simple: *happened, noticed, realised, called,*

Past continuous: *was working, were doing, was shining, was blowing, was fixing, were spraying*

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

We form the past simple of regular verbs in the affirmative with personal pronoun + base form of the verb + -ed; in the negative with personal pronoun + did not / didn't + bare infinitive; and in the interrogative with did + personal pronoun + bare infinitive. Irregular verbs have different past forms.

We form the past continuous in the affirmative with personal pronoun + was / were + base form of the verb + -ing; in the negative with personal pronoun + was not / wasn't / were not / weren't + base form of the verb + -ing; and in the interrogative with was / were + personal pronoun + base form of the verb + -ing.

Ex. 2

- 2 A: *Was Grandma reading a magazine?*
B: *No, she wasn't. She was talking on the phone.*


- 3 A: *Were Tom and Sam sending an email?*
B: *No, they weren't. They were playing a board game.*
4 A: *Was Grandad playing a board game?*
B: *No, he wasn't. He was watching TV.*
5 A: *Was Mrs Powell talking on the phone?*
B: *No, she wasn't. She was sending an email.*

Ex. 4

Background information

Australia is a country comprising the mainland of the Australian continent, the island of Tasmania, and numerous smaller islands. It is the world's sixth-largest country by total area. It is a highly developed country and one of the wealthiest and ranks highly in terms of quality of life, health, education, economic freedom, and the protection of civil liberties and political rights. Its capital city is Canberra. Other well-known cities are Sydney and Melbourne.




1  **To introduce the topic through sounds and pictures**

- Play the recording and ask Ss to look at the pictures.
- Elicit what comes to mind from Ss around the class.

Suggested Answer Key


A hurricane or a terrible storm.

2 a)  **To present new vocabulary through pictures**

- Go through the descriptions 1-4 and explain / elicit the meanings of any unknown words.
- Direct Ss to the pictures and give them time to match them to the descriptions.
- Check Ss' answers.

Answer Key


1 B 2 A 3 D 4 C

b)  **To predict the content of the texts and read for confirmation**

- Ask Ss to read the title.
- Elicit Ss' guesses in answer to the questions in the rubric.
- Play the recording. Ss read to find out.

Answer Key


Sandy is a hurricane. The sentences describe some of the damage it did.

3  **To read for specific information (multiple choice)**

- Give Ss time to read the texts again and complete the task.
- Check Ss' answers.

Answer Key

1 A 2 A 3 C 4 B

4  **To consolidate information in a text**

- Give Ss time to read the texts again and complete the task.
- Check Ss' answers.

Answer Key

- 1 *To be safe from the storm.*
- 2 *The streets were flooded, power lines were on the ground and people's homes, cars and gardens were damaged.*

- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key

bang (n): a sudden loud noise

realise (v): to be aware of sth

thunder (n): the booming sounds you hear after lightning during a storm

rain heavily (phr): when water falls from the clouds in large amounts

wind (n): strong air currents

blow (v): (of air or wind) to be in motion

sway (v): to move from side to side

shake (v): to move violently back and forth or sideways

cry (v): to shout

basement (n): the room underneath the ground level of a house

safe (adj): protected from danger

smash (v): to break violently

terrifying (adj): very scary

power line (n): a wire that carries electricity above or below the ground

emergency services (n): the police, fire department and ambulance services

siren (n): a loud warning device usually placed on emergency service vehicles

clear up (phr v): to put things in order; to tidy up

yelp (v): (of a dog) to make a small cry

porch (n): a platform at the entrance of a house covered by a roof

shiver (v): to shake with cold

mud (n): soft, wet earth

miracle (n): an unexpected event

survive (v): to stay alive despite an injury, illness, catastrophe, etc.



5 **Aim** To consolidate new vocabulary

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

Answer Key

1 wailing	4 blowing	7 survive
2 clear up	5 smash	8 shiver
3 sway	6 shake	

6 **Aim** To identify synonymous words

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

Answer Key

1 hurt	4 rubbish	7 safe
2 cried	5 shocked	8 Luckily
3 bang	6 relieved	

7 **Aim** To consolidate / practise new vocabulary

- Explain the task and give Ss time to complete it referring back to the texts as necessary.
- Check Ss' answers. Ask Ss to share their answers with the rest of the class.

Answer Key

1 loud	3 strong	5 services
2 heavily	4 power	

Suggested Answer Key

*There was a loud bang and I heard people screaming.
It rained heavily last night.
Strong winds create huge waves.
The power lines went down because of the storm.
The emergency service's call centre was very busy.*

8 a) **Aim** To put events in the correct order

- Ask Ss to listen to the texts and number the events in the correct order.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

A 8	C 1	E 3	G 9	I 5
B 4	D 6	F 7	H 2	

b) **Aim** To develop presentation skills

- Go through the rubric with Ss and explain the task. Refer Ss to p. PS2 in the WB for exercises, a plan and useful language to help them.
- Play the video and give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Workbook Presentation Skills Key, Ex. 6, p. WPSK2

9 **Aim** **THINK!** To personalise the topic; develop critical thinking skills

- Explain the task and give Ss time to write a short paragraph about it.
- Ask various Ss to read their paragraphs to the class.
- Alternatively, assign the task as HW and ask Ss to read out their paragraphs in the next lesson.

(Ss' own answers)



Express Publishing



1 **To introduce the topic and to listen and read for specific information**

- Ask Ss to read the sentences.
- Give Ss time to listen and read the text and say which of the sentences are true.
- Check Ss' answers.

Answer Key

Sentences 2 and 3 are true.

2 **To read for detailed understanding (comprehension questions)**

- Give Ss time to look through the text again if necessary and answer the questions.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 It grew quickly because of the wind and because buckets of water weren't enough to put it out.
- 2 The wind blew sparks over the river and buildings on the other side caught fire.

- 3 It burnt for two days and killed 300 people, left 100,000 homeless and destroyed 17,500 buildings.

- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key – see p. 35(T)

- Play the video and elicit Ss' comments at the end.

3 **To check understanding of text; to write a summary of a text**

- Give Ss time to complete the task using the words provided.

- Ask various Ss to share their sentences with the class.
- Then ask Ss to write a summary of the text based on the sentences they wrote. Point out that Ss should write the main points of the story using their own words. Ss should not present information in detail.

Suggested Answer Key

The fire broke out in Patrick and Catherine O'Leary's barn.

They lived at 13 De Koven Street, Chicago.

The firefighters went to the wrong location.

The fire jumped over the Chicago River.

The fire died out on October 10th, 1871.

The fire made 100,000 people homeless.

A small fire that started in the O'Leary's barn became one of the biggest disasters in America.

At around 8 pm on 8th October, 1871 a small fire broke out at Patrick and Catherine O'Leary's barn at 13 De Coven Street, Chicago. The houses in Chicago were wooden so the fire spread very quickly. The firefighters went to the wrong direction and when they reached the fire it was out of control. The fire reached the Chicago River, sparks jumped over it and buildings on the other side caught fire. On October 10th 1871 the fire finally died out. The disaster left 300 people dead, 100,000 people homeless and 17,500 buildings destroyed. A small fire that started in the O'Leary's barn burnt down Chicago.

Background information

Chicago is a city in the state of Illinois, USA. It has got around 2.7 million residents. The metropolitan area, also called 'Chicago land', extends into Indiana and Wisconsin and has a population of around 9.8 million people. Chicago is one of the most important worldwide centres of commerce and trade.

Culture Spot

1 **To predict the content of the text and listen and read for confirmation**

- Ask Ss to read the words / phrases in the rubric.
- Elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and read to find out.

Answer Key

Tom Farriner = the Great Fire started in his bakery
 Pudding Lane = Tom Farriner's bakery, where the fire started, was on Pudding Lane
 King Charles II = Tom Farriner was his baker
 Samuel Pepys = put out the last fire on 6 September
 Sir Christopher Wren = designed a monument to remind people of the Great Fire

- Play the video and elicit Ss' comments at the end.

2 **To research and compare two disasters**

- Give Ss time to collect information about a fire / disaster in their country from the Internet.
- Ask Ss to compare it to the Great Fire of London and then ask various Ss to share their comparisons with the class.
- Alternatively, assign the task as HW and ask Ss to present their comparisons in the next lesson.

(Ss' own answers)



1 a) **Aim** To read for specific information

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 four-month-long honeymoon
- 2 got stranded due to one of Europe's worst ever blizzards
- 3 of a cyclone
- 4 in a shopping centre with 2,500 other people
- 5 earthquake hit
- 6 survived to tell the tale

b) **Aim** To consolidate information in a text

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 They got stranded due to one of Europe's worst ever blizzards.
- 2 They left because of a cyclone.
- 3 New Zealand
- 4 It was memorable because of all the disasters they faced and that they survived to tell the tale.

2 **Aim** To consolidate everyday English expressions / exchanges learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|------------------|-------------------|
| 1 What happened? | 3 Is everyone OK? |
| 2 it was awful | 4 She was lucky |

3 **Aim** To listen for specific information
(multiple choice)

- Ask Ss to read the rubric and the questions and possible answers and underline the key words.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

- 1 B 2 C 3 C 4 B 5 B



Suggested Answer Key for Ex. 2 on p. 34(T)

break out (phr v): (of a fire) to start suddenly

barn (n): a large outbuilding on a farm for animals or equipment

flames (n): the burning gas from sth on fire which produces a yellow light

shout for help (phr): to ask for assistance in a loud voice

rush to (phr): to move quickly towards a place

bucket (n): a container used to carry water

put out (phr v): to stop a fire

spread to (phr): to cover a big area

in flames (phr): on fire and burning

reach (v): to arrive in / at

out of control (phr): impossible to limit

panic (v): to have a sudden strong feeling of fear

burn down (phr v): to be destroyed by fire

sparks (n): a very small piece of fire that flies out from sth burning

catch fire (phr): to start burning


head for (phr): to go towards

burn to the ground (phr): completely destroyed by fire so nothing remains

die out (phr v): (of a fire) to stop burning

homeless (adj): without a place to live


rebuild (v): to build again

4  **To consolidate vocabulary learnt in the unit**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key


- | | | |
|------------|----------|-----------|
| 1 rise | 4 warned | 7 lines |
| 2 reached | 5 hit | 8 recover |
| 3 bitterly | 6 strong | |

5  **To consolidate prepositional phrases learnt in the unit**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key


- | | | |
|-------|--------|--------|
| 1 on | 3 from | 5 from |
| 2 out | 4 for | |

6  **To practise the past simple and the past continuous**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key


- 1 damaged
- 2 was walking, saw
- 3 was blowing, was falling
- 4 were looking
- 5 were evacuating, was burning

7  **To practise the past simple and the past continuous**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|---------------|---------------|----------|
| 1 was walking | 5 were trying | 9 caused |
| 2 got | 6 was getting | 10 were |
| 3 knew | 7 lasted | |
| 4 was falling | 8 flooded | |

8  **To write a story**

- Give Ss' time to complete the task.
- Check Ss' answers.

Suggested Answer Key


A Day to Remember

James was walking on the beach with his dog Marley one September afternoon. It was a beautiful day and he felt very happy.

Suddenly, the ground started shaking. It was an earthquake! James was in shock when Marley started to run. He chased after him, but it was hard to run while the ground was still moving. He soon realised that he couldn't see Marley anymore. He was lost!

Afterwards, James walked along the beach calling out Marley's name. Luckily, he noticed the dog curled up behind some rocks. He hugged Marley close and felt very relieved.

Grammar in Focus

 **To consolidate grammar structures learnt**

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

Answer Key

- | | | |
|---------------|---------------|------|
| 1 lived | 4 felt | 7 to |
| 2 moved | 5 was | |
| 3 was sitting | 6 didn't last | |

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel at each of the listed activities.

Reflections

What's in this unit?

In this unit Ss will explore the topics of travelling, tourism and holidays. They will learn the present perfect, the present perfect continuous, *have been (to) / have gone (to)* and compare the present perfect and the past simple. They will also learn to write a blog entry, an email to a friend and a semi-formal thank-you letter.

1 To present new vocabulary

- Read out the title and the quotation and elicit how they relate to the theme of the unit.
- Ask Ss to read the list of verbs and look at the adverts.
- Then give Ss time to complete the adverts with the verbs.
- Explain / Elicit any unknown words.
- Check Ss' answers.

Answer Key

1 Climb	4 Stay	7 Travel
2 Book	5 Explore	8 Ski
3 Fly	6 Swim	9 Go

2 To practise new vocabulary and the present perfect

- Go through the adverts and explain / elicit the meanings of any unknown words.
- Ask a pair of Ss to read out the example and allow Ss some time to prepare their answers.
- Present / Revise the present perfect tense. Explain that we form the **present perfect** in the affirmative with *have / has* and the past participle of the main verb, we form the negative by putting *not* after *have / has*, we form questions by putting *have / has* before the subject and we form short answers with *Yes / No, I have / haven't*. Explain that we use this tense to talk about experiences in the past. Explain / Elicit that past participles of regular verbs are usually formed by adding **-ed** (*work – worked*), verbs ending in **-e** add **-d** (*love – loved*), verbs ending in **consonant + -y** lose **-y** and take **-ied**, (*study – studied*), verbs ending in a **vowel + -y** add **-ed** (*play – played*), verbs ending in a **vowel + l, p, k, b**, etc double the consonant and add **-ed** (*travel – travelled*).
- Ask Ss to ask and answer in pairs.
- Monitor the activity around the class and ask some pairs to report back to the class.

Answer Key

A: *Have you ever flown in a helicopter?*

B: *No, I haven't. Have you ever stayed in a cottage?*

A: *Yes, I have.*

B: *When was it?*

A: *Last autumn.*

B: *Who were you with?*

A: *My family and my best friend. etc*

3 To develop presentation skills

- Ask Ss to think of tourist attractions in their country and make notes about them.
- Give Ss time to use their notes to write a short text about the places and add pictures.
- Ask Ss to present the places to the class as if they are presenting them to a group of exchange students.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

(Ss' own answers)

- Play the video and elicit Ss' comments at the end.





5 **Aim** To consolidate information in a text

- Ask Ss to read questions 1-3.
- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 *First, they flew Antarctica, then they travelled by skis to the Pole.*
 - 2 *The trip was difficult because of the harsh conditions – freezing temperatures, strong winds, and they had to drag all their supplies behind them on sledges.*
 - 3 **THINK!** *It was a once-in-a-lifetime experience because Amelia broke a record and became the youngest person ever to ski to the South Pole.*
- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

polar (adj): relating to the North or South pole

come to mind (phr): to think of sth

seaside trip (phr): a journey to an area by the sea for a holiday

cruise (n): a holiday on a ship

explorer (n): sb who travels to unknown places to find out what is there

ordinary (adj): common; usual

caravan (n): a vehicle that people can travel and live in on holiday

extreme (adj): to a great degree

frozen landscape (phr): a very cold area of land

destination (n): the end point of a journey

storage freezer (n): a large container with low temperatures for storing frozen food

drop (v): to fall to a lower level

challenge (n): a task or situation that tests sb's abilities and determination

expedition (n): a journey to explore a place

member (n): sb who is part of an organised team

farthest (adj): the most distant; the most remote

abandon (v): to give up

mission (n): an important task

set off (phr v): to start a journey

attempt (n): an effort

face (v): to have to deal with sth difficult or unpleasant

tough (adj): difficult

freezing wind (phr): a strong current of air that is extremely cold

drag (v): to pull with difficulty

sledge (n): a vehicle used for travelling over snow and ice, with long pieces of wood instead of wheels

supplies (pl n): food and equipment and other essential things that people need to live

hypothermia (n): a serious medical condition caused by extremely low temperatures in which your body temperature is abnormally low

frostbite (n): a condition where parts of the body become damaged because of extreme cold

achievement (n): an accomplishment

6 **Aim** To consolidate collocations

- Explain the task and give Ss time to complete it.
- Ask Ss to copy these collocations to the Collocations Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-----------|--------------|
| 1 seaside | 3 frozen | 5 expedition |
| 2 strong | 4 storage | 6 extreme |

7 **Aim** To identify synonymous words

- Ask Ss to look at the words in bold in the text and give them time to match them to the synonyms in the list.
- Ss can use their dictionaries if necessary.
- Check Ss' answers and elicit what part of speech each word / phrase in bold is.

Answer Key

ordinary (adj) = normal

challenge (n) = test

arrived (at) (v) = reached

brave (adj) = courageous

attempt (n) = effort

tough (adj) = difficult

dragging (v) = pulling

anxious (adj) = worried

achievement (n) = accomplishment

8 **Aim** To present / practise words often confused

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

Answer Key

- | | | |
|-----------|----------|----------|
| 1 trip | 3 voyage | 5 borrow |
| 2 journey | 4 let | 6 lent |

- Play the video and elicit Ss' comments at the end.

9 **Aim** To develop presentation skills

- Go through the rubric with Ss and explain the task. Refer Ss to p. PS3 in the WB for exercises, a plan and useful language to help them.
- Play the recording and give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Workbook

Presentation Skills Key, Exs 3b & 7, p. WPSK3

10 See p. 44(T)



1 a) **Aim** To present the present perfect

- Ask Ss to read the texts and identify the type and style of each.
- Elicit answers around the class.

Suggested Answer Key

A an email (informal) C an article (formal)
B a note (informal)

b) **Aim** To present the present perfect

- Ss close their books. Say then write on the board: *I have visited London*. Underline *have visited* and explain that this verb is in the present perfect.
- Point to a S and say: *You have visited London*. Then write it on the board. Point to a male S and say: *He has visited London*. Then write it on the board. Present the other persons in the same way. Explain that we form the present perfect in the affirmative with *have / has* and the past participle of the main verb, we form the negative by putting *not* after *have / has* and we form questions by putting *have / has* before the subject.
- Explain that we use this tense to talk about actions which started in the past and continue to the present, experiences in the past and actions which happened at an unstated time in the past.
- Explain / Elicit that past participles of regular verbs are usually formed by adding **-ed** (*work – worked*), verbs ending in **-e** add **-d** (*love – loved*), verbs ending in **consonant + -y** lose **-y** and take **-ied** (*study – studied*), verbs ending in a **vowel + -y** add **-ed** (*play – played*), verbs ending in a **vowel + l, p, k, b**, etc double the consonant and add **-ed** (*travel – travelled*).
- Say then write on the board: *Tom has been talking on the phone for half an hour*. Underline *has been talking* and explain that the verb is in the present perfect continuous. Explain that we form the present perfect continuous in the affirmative with the personal pronoun + *have / has + been + main verb with -ing*, we form the negative with personal pronoun + *haven't / hasn't + been + main verb with -ing* and we form the questions with *have / has + personal pronoun + been + main verb with -ing*.
- Explain that we use this tense to place emphasis on the duration of an action which started in the past and continues up to the present, to describe an action that lasted for some time and its result is visible in the present and to express anger, irritation or annoyance (e.g. *You've been talking in class for an hour. Stop it because your classmates cannot concentrate!*).

- Ss open their books.
- Ask Ss to identify the tenses of the verbs in bold and elicit their forms.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

We've just arrived – present perfect
He's been driving – present perfect continuous
Have travelled – present perfect
I've been emailing – present perfect continuous
I've called – present perfect
I've cut – present perfect
Have studied – present perfect

Suggested Answer Key

We form the **present perfect affirmative** with *have / has* and the past participle of the main verb, we form the negative by putting **not** after *have / has* and we form questions by putting *have / has* before the subject. We form the **present perfect continuous** in the affirmative with the personal pronoun + *have / has + been + main verb with -ing*, we form the negative with personal pronoun + **haven't / hasn't** + *been + main verb with -ing* and we form questions with *have / has + personal pronoun + been + main verb with -ing*.

c) **Aim** To practise the present perfect

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

Answer Key

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

- Play the video and elicit Ss' comments at the end.

2 **Aim** To practise the present perfect and the present perfect continuous

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

Answer Key

1 *has been sunbathing* 5 *hasn't tried*
2 *has been looking* 6 *Have you ever been*
3 *has travelled* 7 *has already packed*
4 *have just booked* 8 *have you been waiting*

3 **Aim** To practise the present perfect and the present perfect continuous

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

Answer Key

1 *have they been living* 3 *has been working*
2 *have you travelled* 4 *haven't visited*

4 See p. 38(T)

5 See p. 38(T)



6 **Aim** To practise *have been (to)* / *have gone (to)*

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

Answer Key

- 1 *has gone* 3 *has been* 5 *have been*
2 *have been* 4 *have gone*

7 **Aim** To compare the present perfect with the past simple

- Direct Ss' attention to the highlighted words in text C in Ex. 1. Elicit which tenses they are and then elicit which tense forms match which uses in the rubric.
- Refer Ss to the **Grammar Reference** section for more information.
- Elicit answers from Ss.

Answer Key

have only lived = present perfect – an action which started in the past and continues up to now

became = past simple – an action which finished in the past

8 **Aim** To practise the present perfect and the past simple

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

Answer Key

- 1 *haven't written* 4 *have just booked*
2 *arrived* 5 *sent*
3 *have been* 6 *Have you received*

9 **Aim** To present / practise prepositional phrases

- Give Ss time to complete the task.
- Ask Ss to copy these words with their prepositions in the Prepositions Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- 1 *in* 3 *for* 5 *with*
2 *at* 4 *of*

10 **Aim** To practise sentence transformations

- Explain the task and give Ss time to complete it.
- Remind Ss to use up to five words to fill in the gaps.
- Check Ss' answers.

Answer Key

- 1 *since they moved* 3 *hasn't stopped raining*
2 *has been working* 4 *haven't been*

11 **Aim** To present / practise phrasal verbs

- Explain the task and give Ss time to complete it.
- Ask Ss to copy these phrasal verbs in the Phrasal Verbs section in their notebooks and revise them as often as possible.
- Ask Ss to check their answers in the Word List and double-check Ss' answers.

Answer Key

- 1 *in* 2 *out* 3 *up* 4 *off*

12 **Aim** To present / practise *-ing* / *-ed* participles

- Go through the theory box with Ss and explain what *-ing* / *-ed* participles describe.
- Ask Ss to look up any unknown words in the Word List.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *excited* 3 *exhausted* 5 *interested*
2 *amazing* 4 *disappointing*

13 **Aim** To write an email

- Explain the task and give Ss time to write their emails using the tenses given and the email in Ex. 1 as a model and then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Paul!

How are you? My parents and I arrived in London three days ago. We haven't been here before and it's really interesting. We're staying with my aunt and uncle and they have been showing us around the city. I have taken over 100 pictures already. Yesterday, we visited Buckingham Palace and the Elizabeth Tower. Today, we've been sightseeing and shopping all day. We're pretty tired but we've just booked tickets for the London Eye this evening and I'm really excited about it. I'm having such a great time that I don't want to leave. See you soon.

Aaron



6 Complete the sentences with *have / has been* or *have / has gone*.

- 1 Lisa to the shops. Do you want to wait for her?
- 2 They to Spain many times.
- 3 Henry to Los Angeles twice this month.
- 4 Sue and Ian aren't here. They to Brighton.
- 5 You should go to Ireland. We there lots of times.

Present perfect vs Past simple see p. GR5

7 Look at Text C in Ex. 1. Which tenses are the highlighted verb forms? Which verb form describes an action which: *finished in the past?* *started in the past and continues up to now?*

8 Put the verbs in brackets into the *present perfect* or the *past simple*.

Dear Alice,
 Sorry I **1)** (**not / write**) for so long, but ever since we **2)** (**arrive**) in Thailand five weeks ago, we **3)** (**be**) very busy. Right now, we're on the island of Koh Phi Phi and we **4)** (**just / book**) some scuba diving lessons. I **5)** (**send**) you some postcards and souvenirs from Bangkok last week. **6)** (**you / receive**) them yet?
 Write back and tell me the news from home.
 Claire

Prepositions

9 Complete the sentences with: *of, with, in, at, for*.

- 1 Steve is the middle of booking his trip to Rome.
- 2 Linda is work now, but she'll be back soon.
- 3 Samantha applied a post at a tourist agency.
- 4 I was proud myself for completing the race!
- 5 They were faced difficult decisions.

Sentence transformations

10 Complete the second sentence so that it means the same as the first. Use the word in bold.

- 1 When did they move to the USA? (**MOVED**)
 How long is it to the USA?
- 2 He began working here six years ago. (**HAS**)
 He here for six years.
- 3 It's been raining since 8:00 am. (**STOPPED**)
 It since 8:00 am.
- 4 The last time I went abroad was 2013. (**BEEN**)
 I abroad since 2013.

Phrasal verbs (related to travel)

11 Choose the correct particle. Check in the Word List.

- 1 We **checked in / on** to the hotel and fell asleep immediately.
- 2 I just **found in / out** that I won a trip.
- 3 Even though Josh was exhausted, he didn't **give up / down** and continued walking.
- 4 We **put on / off** our plans to go to Paris until our jobs are less busy.

Word formation (-ing / -ed participles)

12 Fill in the gaps with the correct participle, -ing or -ed, of the verbs in brackets.

-ing participles describe what something was like. *The flight was tiring.* (What was the flight like? Tiring.)
-ed participles describe how someone felt. *We were tired.* (How did we feel? Tired.)

- 1 He was very to participate in the expedition. (**EXCITE**)
- 2 The photos he sent us are (**AMAZE**)
- 3 He was but pleased with the result. (**EXHAUST**)
- 4 It was to lose the game. (**DISAPPOINT**)
- 5 They were in the project. (**INTEREST**)

13 WRITING Imagine you are on holiday. Write an email to your friend using Annie's email in Ex. 1 as a model. Use the *past simple, present perfect* and *present perfect continuous*.



- 1 a) **Aim** To present new vocabulary
- Play the recording with pauses for Ss to listen and repeat chorally and / or individually.
 - Check Ss' pronunciation.
- b) **Aim** To practise new vocabulary
- Explain the task and give Ss time to complete it.
 - Check Ss' answers.

Answer Key

1 inspired 3 enthusiastic 5 proud
2 amazed 4 satisfied

- 2 **Aim** To present / practise new vocabulary
- Give Ss time to complete the sentences with the correct form of the verbs in the list.
 - Check Ss' answers.

Answer Key

1 volunteered 3 raise 5 joined
2 participated 4 managed

- 3 **Aim** To listen for specific information
- Read the rubric aloud and play the recording twice if necessary.
 - Elicit answers to the questions from Ss.

Answer Key

Josh ran up to the top of the Empire State Building to raise money for a food bank. He felt exhausted but really proud of himself.

- 4 **Aim** To personalise the topic
- Go through the questions in the rubric with Ss and initiate a discussion concerning the topic.
 - Ask various Ss to answer the questions in the rubric in front of the class.

Suggested Answer Key

I have never participated in an event like this. I think I would like to because it must feel really good to raise money for a charity.

- 1 a) **Aim** To listen for specific information
(multiple choice)
- Ask Ss to read the rubric, the questions and possible answers.
 - Play the recordings twice if necessary.
 - Ss listen and complete the task.
 - Check Ss' Answers.

Answer Key

1 C 2 C 3 A 4 C 5 B

- b) **Aim** To summarise points
- Explain the task and play the recording again if necessary.
 - Check Ss' answers.

Answer Key

Sam went to Spain on a language exchange programme. He stayed with his pen-friend Miguel and his family at a villa in Malaga. The weather was hot so they went to the beach every day. Sam went swimming many times and he tried scuba diving. He didn't try windsurfing.

- 2 **Aim** To listen for specific information
(note-taking)
- Ask Ss to read the announcement and look at the gaps 1-6 and think about what information is missing.
 - Explain / elicit any unknown words.
 - Play the recording twice if necessary. Ss listen and fill the gaps.
 - Check Ss' answers.

Answer Key

1 twenty 3 beaches 5 flights
2 east coast 4 tourists 6 online

- 3 **Aim** To present / practise intonation in exclamations
- Play the recording with pauses for Ss to repeat chorally and / or individually.
 - Pay attention to Ss' intonation and correct accordingly.



1 Aim To predict the content of a dialogue and read for gist

- Ask Ss to look at the picture and guess what the dialogue will be about.
- Ask Ss to read the dialogue and check.

Answer Key

The dialogue is about someone volunteering at a nature reserve.

2 a) Aim To complete a multiple choice cloze

- Ask Ss to read options A-C for gaps 1-3 and give Ss time to read the dialogue and fill the gaps.
- Remind Ss to read the whole gapped sentence before deciding on the right answer.

Answer Key

1 C 2 B 3 A

b) Aim To listen for confirmation and role play a dialogue

- Play the recording. Ss listen and check their answers in Ex. 2a.
- Ss take roles and act out the dialogue in pairs. Monitor the activity around the class.
- Play the video and elicit Ss' comments at the end.

3 Aim To develop speaking skills

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

Suggested Answer Key

How was it? = What was it like?

I had the time of my life! = It was an amazing experience!

That was a moment I'll never forget. = I'll always remember that moment.

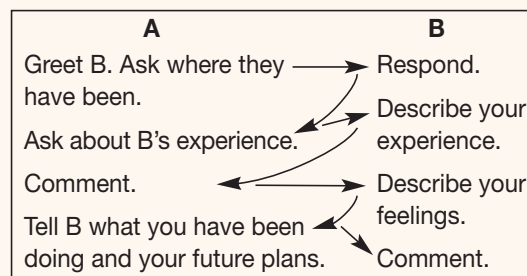
I felt so sad = I was sad

It sounds like you had a great time. = You must have really enjoyed it.

I was so impressed. = I was amazed.

4 Aim To act out a dialogue

- Ss complete the task in pairs using the news headline, the dialogue in Ex. 2 and phrases from Ex. 4 to help them.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

Suggested Answer Key

B: Hi, Jenny. Where have you been?

A: I was on holiday in Peru.

B: Really? What was it like?

A: It was an amazing experience! I visited Inca ruins. That was a moment I'll never forget.

B: Wow! It sounds like you had a great time.

A: I did, and I learnt about Inca history and culture. I was amazed.

B: Well, I've been working in an electronics shop for the last month, but hopefully I'll travel abroad next year.

A: That's a great idea. You won't regret it!

5 Aim To practise responding to situations

- Ask Ss to read the situations and the possible responses.
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

1 a 2 b 3 b



1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and then underline the key words.
- Then give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

Key words: just returned from England, lessons, language school, stayed with host family, write a letter thanking them, state what you enjoyed most, how stay helped you, invite the Platts to stay, 80-100 words

- 1 a letter
- 2 b
- 3 c
- 4 80-100
- 5 It should include what I enjoyed most about my stay, how helpful it was and an invitation to the Platts to stay with me.

2 a) **Aim** To distinguish between informal and semi formal style

- Explain the task and give Ss time to read the letter and complete the task.
- Check Ss' answers.

Answer Key

- 1 Dear
- 2 writing
- 3 your efforts
- 4 absolutely delicious
- 5 improved considerably
- 6 send their regards
- 7 will always be welcome guests
- 8 Best wishes

b) **Aim** To identify content

- Explain the task and give Ss time to read the email and complete the task.
- Check Ss' answers.

Answer Key

- 1 A 2 E 3 C 4 B 5 D

3 **Aim** To present semi-formal style

Ask Ss to read the theory box and then elicit examples in the letter.

Answer Key

Examples in the letter: I am writing (no short forms), It was very kind of you to make me feel so welcome. (polite, respectful tone), Thank you very much once again (less colloquial language)

4 **Aim** To practise semi-formal style

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

Answer Key

- 1 Mrs McGrath
- 2 Thank you for the invitation
- 3 I apologise
- 4 replying
- 5 will be unavailable
- 6 some questions
- 7 Could you tell me
- 8 am not sure
- 9 I was wondering if you had
- 10 Regards

Exercise 10 on p. 39(T)

10 **Aim** To write a blog post about a dangerous expedition

- Explain the task and ask Ss to use their answers from Ex. 9 to help them.
- Give Ss time to write a short blog post about Amelia's expedition from her point of view and include her feelings.
- Ask various Ss to read their posts to the class.
- Alternatively, assign the task as HW and ask Ss to read out their blog posts in the next lesson.

Suggested Answer Key

Since the age of seven, I have travelled all over the world. This time I was going on an adventure in the frozen landscapes of Antarctica to the South Pole. I prepared for the trip by camping in a supermarket storage freezer and exercising every day.

I flew to Antarctica with my father and eight others, and when we arrived at the 'farthest point South', we set off on skis. We faced very tough conditions.

There were strong freezing winds and we all had to drag a heavy sledge. At times I was very tired and scared of the dangers of hypothermia and frostbite. After 14 days in this extreme environment, we reached our destination, and I became the youngest person ever to ski to the South Pole. I felt so proud.

Background information

Antarctica is Earth's southernmost continent, containing the South Pole. It is situated in the Antarctic region of the Southern Hemisphere and is surrounded by the Southern Ocean. At 14 million km², it is the fifth-largest continent by area. About 98% of Antarctica is covered by ice that averages at least 1.6 km in thickness.

Sir Ernest Henry Shackleton was born in 1874 in Ireland. He was a polar explorer who led three British expeditions to the Antarctic. He set the record for the Farthest South Latitude on an expedition in 1907-09. He intended to circumnavigate Antarctica via the South Pole, but he died in 1922 before the expedition began.



5 To practise opening / closing remarks

- Explain the task and refer Ss to the **Useful Language** box.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

I am writing to thank you for your kindness during my stay. = My reason for writing is to thank you for your kindness during my stay.

I hope to see you sometime soon. = I look forward to seeing you soon.

6 To practise editing a piece of writing

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

Answer Key

Grammar mistakes

- 1 to tell to you = to tell you
- 2 such many = so many
- 3 to impressing = to impress
- 4 thank your = thank you
- 5 to met = to meet

Punctuation mistakes

- 1 full stop after 'English' instead of comma
- 2 'can't' instead of 'cant'
- 3 full stop after 'day' instead of question mark

Spelling mistakes

- 1 greit = great 3 adventuries = adventures
- 2 herd = heard

7 To practise tenses

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

Answer Key

- | | |
|-----------|---------------------|
| 1 to make | 4 haven't returned |
| 2 enjoyed | 5 have been helping |
| 3 raised | 6 to visit |

8 To analyse a rubric

Ask Ss to read the rubric and then underline the key words.

Suggested Answer Key

Key words: returned from Scotland, took part, charity event, host family, write a letter thanking them, tell them how successful the charity event was, what you have been doing since your return, invite them to visit, 80-100 words

In my letter I should include: how successful the charity event was, what I have been doing since my return and an invitation to the host family to visit my home.

9 To write a letter

- Give Ss time to write their letter using their answers from Ex. 8, the phrases from the **Useful Language** box, the plan and the letter skeleton.
- Ask Ss to use the **Checklist** to check their work for mistakes and then ask various Ss to read their letters to the class.
- Alternatively, assign the task as HW and ask Ss to read out their letters in the next lesson.

Suggested Answer Key

Dear Mr & Mrs Carter,

I am writing to thank you for your kindness during my stay with you. It was very kind of you to make me feel so welcome.

I enjoyed every minute of my stay in Scotland. The charity event was very successful. In the end we raised over £4,000.

Since I have been home, I haven't returned to school yet. For the last few weeks, I have been helping my dad in his shop.

Thank you once again for your kindness. You are always welcome here if you ever decide to visit Spain.

Best wishes,

Jacob

Exercises 3 & 4 on p. 46(T)

3 To identify synonymous words; enrich vocabulary

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

Answer Key

- | | |
|------------------------------|-----------------------------|
| region = area | migrate = travel |
| contain = consists of | variety = range |
| produce = create | temperate = moderate |

4 To compare two different ecosystems; to develop critical thinking skills

Give Ss time to compare and contrast the two biomes in the text and then elicit comparisons from Ss.

Suggested Answer Key

The boreal forest biome exists below the Arctic Circle whereas the temperate forest biome is in Northern Europe and the north of the USA. The boreal forest biome contains conifers, pines and firs which don't lose their leaves, but the temperate forest biome contains trees such as oaks and maples, which do. The boreal forest biome has only two seasons but the temperate forest biome has four. The animals in the boreal forest biome hibernate in the winter but they don't in the temperate forest biome. There are lots of humans in the temperate forest biome but not in the boreal forest biome.

1 a) **Aim** To introduce the topic

Read out the questions in the rubric and elicit Ss' guesses in answer to them.

Suggested Answer Key

I think a biome is like an ecosystem. I think there are probably around five main types and then lots of smaller types within these.

b) **Aim** To expand the topic and read and listen for specific information

- Read out the question in the rubric and elicit Ss' guesses in answer to it.
- Play the recording. Ss read and listen to see if their guesses were correct.

Suggested Answer Key

I think a boreal forest contains a lot of trees with needles instead of leaves. I think it is very cold there. I think a temperate forest is warmer and contains trees that lose their leaves in winter.

2 **Aim** To read for specific information (comprehension questions)

- Ask Ss to read questions 1-3 and then read the text again.
- Give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

- 1 Many animals hibernate in the winter and many birds fly to warmer areas.
 - 2 They lose their leaves each year.
 - 3 Humans live there because it is not too hot and not too cold.
- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key

biome (n): an area that has a particular type of weather where certain animals and plants live

aquatic (adj): living in water

grassland (n): a large area covered with wild grass

tundra (n): a large flat area without trees in very cold parts of the world

boreal (adj): referring to the climate and region of the Arctic

pine (n): a type of evergreen tree with leaves like needles

fir (n): an evergreen tree that we usually decorate at Christmas

seed (n): the small hard part of a plant from which a new plant grows

cone (n): the dry fruit of a pine or fir tree

needle (n): the pointy leaf of a pine or fir tree

grizzly bear (n): a large brown bear

raccoon (n): a small animal with grey fur and a striped tail

hibernate (v): (of animals) to sleep through the winter

woodpecker (n): a small bird that lives in trees and makes holes in trees to find food

migrate (v): (of animals / birds) to move from one part of the world to another because of the season

temperate (adj): with mild temperatures

oak (n): a type of large tree with very hard wood used for making furniture

maple (n): a tree with leaves that have five points

deer (n): a forest animal with long legs and horns

coyote (n): a wild animal similar to a dog

population (n): the number of people or animals that live in an area

3 See p. 45(T)

4 See p. 45(T)

5 See p. 47(T)

**Culture Spot**1 **Aim** To listen and read for specific information (comprehension questions)

- Ask Ss to read questions 1-3.
- Play the recording. Ss listen and follow the text.
- Elicit answers to the questions from Ss around the class.

Answer Key

- 1 It is in the USA.
 - 2 It is 5 km long.
 - 3 To raise money to help endangered mountain gorillas in Africa.
- Play the video and elicit Ss' comments at the end.

2 **Aim** To develop research skills; to develop critical thinking skills

- Give Ss time to collect information about a fundraising event in their country using the Internet or other resources.
- Ask Ss to compare the Denver Gorilla Run with the fundraising event in their country and present the information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

(Ss' own answers)



1 a) **Aim** To read for cohesion and coherence
(missing sentences)

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 C 2 E 3 A 4 D

b) **Aim** To consolidate information in a text

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 Portuguese is the main language.
 - 2 There are two kinds of bird that only live there.
 - 3 They can fly or go by boat.
- Play the video and elicit Ss' comments at the end.

2 **Aim** To listen for specific information
(multiple choice)

- Ask Ss to read the rubric, the questions and possible answers and underline the key words.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 C 2 B 3 A 4 A 5 B

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

3 **Aim** To consolidate everyday English expressions / exchanges learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 I had the time of my life
- 2 I'll always remember that moment
- 3 It sounds like you had a great time
- 4 I felt so sad



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Exercise 5 on p. 46(T)

5 **Aim** To develop presentation skills

- Play the video and elicit Ss' comments at the end.
- Explain the task and refer Ss to p. PS3 for helpful exercises, a plan and useful language.
- Give Ss time to complete the task using the headings provided.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.


Suggested Answer Key – see Presentation Skills Key, Ex. 3b, p. PSK2

Background information

Scandinavia is a region in Northern Europe that includes the three kingdoms of Denmark, Norway and Sweden. Sometimes the term Scandinavia is also taken to include Iceland, the Faroe Islands and Finland, because of their historical association with the Scandinavian countries.

Canada is a North American country in the northern part of the continent and extends from the Atlantic to the Pacific and north to the Arctic Ocean. It is the second-largest country by area, and its border with the United States is the world's longest land border. The population is around 35 million people and the economy is one of the largest in the world. Canada has a great reputation for education, civil liberties, quality of life and economic freedom.


Russia (the Russian Federation) is a country in northern Eurasia. It is the largest country in the world. It has a long history and a long tradition in the arts, especially literature and philosophy, classical music and ballet. The population is 143.5 million people and the capital city is Moscow.

4  **To consolidate vocabulary learnt in the unit**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key


1 *rented* 3 *tough*
2 *proud* 4 *dropped*

5  **To consolidate vocabulary learnt in the unit**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key


1 *comes* 3 *set off*
2 *explored* 4 *faced*

6  **To practise the present perfect, the past simple and the present perfect continuous**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key


1 *has applied* 5 *went*
2 *has been learning* 6 *Have you ever been*
3 *has been delivering* 7 *has been working*
4 *have raised* 8 *haven't left yet*

7  **To consolidate prepositional phrases learnt in the unit**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 *out* 2 *for* 3 *in* 4 *off*


8  **To write a letter**

- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

Dear Mr & Mrs Bantu,
I am writing to thank you for your kindness during my stay with you. It was very kind of you to make me feel so welcome.
I enjoyed every minute of my stay in South Africa. Volunteering was an amazing experience that I enjoyed very much.
Since I have been home, I haven't returned to school yet. For the last few weeks, I have been staying with my grandparents.
Thank you once again for your kindness. You are always welcome here if you ever decide to visit Spain.
Best wishes,
Carmen

Grammar in Focus

 **To consolidate grammar structures learnt**

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

Answer Key

1 *has been* 2 *travelled* 4 *saw*
providing 3 *was staying* 5 *book*

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel at each of listed activities.



Law & Order

What's in this unit?

In this unit Ss will explore the topics of social issues, breaking the law, safety and feelings. They will learn the past perfect, the *-ing* form, the infinitive, adjectives and adverbs. They will also learn to write an informal email narrating an event.

1 a) To present new vocabulary

- Read out the title and the quotation and elicit how they relate to the theme of the unit.
- Direct Ss' attention to the pictures and explain / elicit the meanings of any unknown words.
- Play the recording with pauses for Ss' to repeat chorally and / or individually.

b) To categorise crimes in order of severity

- Ask Ss to look at the pictures and in pairs rank the crimes from the most to the least serious.
- Then ask Ss to compare their answers with another pair.
- Explain / Elicit the meaning of *petty crime* (a minor offence) and then check Ss answers around the class.

Suggested Answer Key

- 1 arson
- 2 robbery
- 3 burglary
- 4 car theft
- 5 shoplifting (*petty crime*)
- 6 vandalism (*petty crime*)
- 7 trespassing (*petty crime*)
- 8 forgery
- 9 speeding (*petty crime*)
- 10 dropping litter (*petty crime*)
- 11 disturbing the peace (*petty crime*)
- 12 downloading films / music illegally (*petty crime*)

2 a) To present / practise new vocabulary in context

- Ask Ss to read the list of words and then the headlines.
- Give Ss time to complete the headlines and then check Ss' answers.

Answer Key

- | | | | | | |
|---|------------|---|---------|---|--------|
| A | exceeding | D | sets | G | steals |
| B | break into | E | forging | | |
| C | sprays | F | caught | | |

b) To consolidate new vocabulary

- Elicit which crime each headline is about from Ss around the class.

Answer Key

- | | | | | | |
|---|-----------|---|-------------|---|-----------|
| A | speeding | D | arson | G | car theft |
| B | burglary | E | forgery | | |
| C | vandalism | F | shoplifting | | |

- Play the video and elicit Ss' comments at the end.



PHẦN XUẤT BẢN GIÁO DỤC VIỆT NAM



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1 **Aim** To predict the content of a text and read for gist

- Read the **Tips** box aloud and tell Ss that this advice will help them to complete the task successfully.
- Ask Ss to look at the pictures and read the title.
- Elicit what Ss think the texts are about then play the recording.
- Ss listen and read to find out.
- Elicit answers from Ss.

Suggested Answer Key

I think the texts are about different crimes where the criminals did not escape without punishment.

2 **Aim** To read for specific information (multiple matching)

- Ask Ss to read the questions 1-4.
- Give Ss time to read the texts and complete the task.
- Check Ss' answers.

Answer Key

1 C 2 B 3 A 4 C

3 **Aim** To consolidate comprehension of a text

- Give Ss time to read the text again and answer the questions in their own words.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 *He got stuck in a chimney. The police were waiting for him when he finally got out.*
- 2 *Because they thought that they had been victims of car theft.*
- 3 *He's good at chasing criminals.*

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

thief (n): sb who steals things

hang around (phr v): to spend a lot of time in a place doing nothing

scene of the crime (phr): where a crime took place

choice (n): sth you can choose from a range of things

escape (v): to get away

burgle (v): to break into a building and steal things

slip (v): to slide unintentionally

chimney (n): a pipe on a roof of a building through which smoke from a fireplace escapes

get stuck (phr): to be unable to move or get away from a place

owner (n): the person to whom sth belongs

call for (phr): to shout for sth

however (adv): nevertheless

go up in smoke (idm): (of a plan) to fail to produce the results expected

steal (v): to take sth that does not belong to you

ignition (n): the part of a car where you put the key to start the engine

counter (n): a long narrow surface in a shop, bank etc. where customers are served

car theft (phr): the act of stealing a car

press charges (phr): to make an official accusation of wrong doing against sb

nap (n): a short sleep, usually during the day

robber (n): a person who illegally takes sth from a person or a place

yell (v): to shout loudly

without delay (phr): at once

growl (v): a low snarling sound an animal makes

leap (v): to jump suddenly into the air

run off (phr v): to go away quickly or suddenly

empty-handed (phr): having failed to obtain what you want

chase (v): to run after sb / sth in order to catch them

security camera (n): a video camera used to record and stop criminal activity

arrest (v): (of the police) to catch sb who is believed to have committed a crime

fight crime (phr): to prevent illegal acts

- Play the video and elicit Ss' comments at the end.

4 **Aim** To consolidate new vocabulary

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

Answer Key

scene = area (n)

simply = just (adv)

choice = option (n)

stuck = trapped (past part.)

burglar = thief that enters a house (n)

elderly = old (adj)

trying = attempting (pres. part.)

frightened = scared (adj)

press charges = prosecute (verb phr / v)

yelled = shouted (v)

ran off = went away (phr v)

proud of = satisfied with (adj)

5 **Aim** To present topic-related vocabulary

- Give Ss time to complete the task and check the meanings of the words in bold in the Word List.
- Check answers as a class.

Answer Key

1 rob

3 denied

5 threatened

2 escape

4 protect



6 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Remind Ss to put the verbs in the correct tense.
- Check Ss' answers.

Answer Key

1 break	5 accused	9 find
2 put	6 commit	10 sentenced
3 charged	7 arrested	
4 go	8 rob	

7 **Aim** To summarise texts

- Go through the words / phrases provided and explain / elicit the meanings of any unknown vocabulary.
- Give Ss time to read the texts again and then ask various Ss around the class to retell the story using the words / phrases provided.

Suggested Answer Key

- A *A Dutch burglar was trying to escape from the roof of a house he had burgled when he slipped and fell down the chimney. He got stuck there and shouted for help. The house owners helped him out. Meanwhile, the police arrived and were waiting for him when he came out of the chimney. The owners of the house got their money back.*
- B *An elderly lady saw four men trying to steal a car she thought was hers. She screamed at them and said she had a gun and they got out. When she tried to get the key into the ignition, the key didn't fit. She realised it wasn't hers! She found her own car and drove to the police station to report her mistake. At the station, the four men were already reporting a car theft!*
- C *Paco the Chihuahua dog was in his owner's shop when two robbers came in demanding money. They yelled at the shop assistant. Paco began growling and attacked them and the two men ran off empty-handed. Security cameras caught the event and the police arrested the men. The owner was very proud of his Chihuahua.*

8 **Aim** **THINK!** To consolidate information in a text; to develop critical thinking skills

- Ask Ss to decide which text they think is the funniest and find another S who agrees with them and discuss whether they have the same reasons for their opinion.
- Ask various Ss to tell the class.

Suggested Answer Key

I think story B is the funniest. The little old lady thought she was fighting crime but she turned out to be the criminal by mistake!

Background information

Florida is a state on the southeast coast of the USA. The capital is Tallahassee and the population is 19.8 million people. Its main industries are tourism and agriculture and it is known for amusement parks, oranges and the Kennedy Space Centre.

California is a state on the southwest coast of the USA. The capital is Sacramento and the population is 38.8 million people. Its main industries are tourism, agriculture and technology and it is known for computer companies, amusement parks, fruit and the Hollywood film industry.

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6 **To practise / present the infinitive / -ing form**

- Explain the task and give Ss some time to complete it.
- Check Ss' answers around the class.

Answer Key

- 1 *watching, to see* 3 *joining, to do*
2 *protect, investing* 4 *leave, waking up*

7 **To practise infinitive forms with too / enough**

- Explain the task and read out the example.
- Give Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- 2 *enough money to install an alarm*
3 *too big for us to put out*
4 *driving too fast to stop*
5 *enough experience to question the suspect*

8 **To practise sentence transformations**

- Explain the task. Remind Ss that they should use up to four words.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- 1 *had never been*
2 *spends an hour checking*
3 *had been following*

9 **To present / practise phrasal verbs**

- Explain the task and give Ss time to complete it.
- Ask Ss to copy these phrasal verbs in the Phrasal Verbs Section in their notebooks and revise them as often as possible.
- Ask Ss to check their answers in the Word List and double-check Ss' answers.

Answer Key

- 1 *with* 2 *up* 3 *into* 4 *with* 5 *in*

10 **To present / practise prepositional phrases**

- Give Ss time to complete the task.
- Ask Ss to copy these words with their prepositions in the Prepositions Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- 1 *By* 3 *for* 5 *at* 7 *into*
2 *from* 4 *to* 6 *in*

11 **To practise forming nouns from verbs**

- Ask Ss to look up any unknown words in the Word List.
- Give Ss time to complete the task.
- Check Ss' answers and elicit which are person nouns and which are abstract nouns.

Answer Key

- 1 *burglaries (abstract)* 4 *shoplifters (person)*
2 *robbery (abstract)* 5 *vandalism (abstract)*
3 *arsonist (person)*

12 **To tell a first-person narrative using prompts; to personalise a topic**

- Explain the task and ask Ss to use the words in bold in Ex. 1 to complete it.
- Give Ss time to formulate their answers and then ask various Ss around the class to tell the story to the rest of the class.

Suggested Answer Key

*Last Monday, we had chased Marcus Lewis after he **had stolen** a car but he **had escaped**. The next day, he **dialled** us by accident without **realising** it. He was telling his friends about how clever he had been the day before to have stolen the car and gotten away with it. We **overheard** the whole conversation and we were able to **trace** the call and **arrest** him for theft. We couldn't believe we had finally caught him. We **had been after** him for months. We were really happy to **receive** the call.*



1 a) **Aim** To present new vocabulary

Play the recording with pauses for Ss to repeat chorally and / or individually.

b) **Aim** To identify feelings

- Ask Ss to look up any unknown words in the Word List.
- Then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 frightened 3 disappointed 5 relieved
2 surprised 4 worried 6 annoyed

2 **Aim** To personalise the topic

Read the rubric and the example aloud and elicit answers from Ss around the class.

Suggested Answer Key

I last felt annoyed when my neighbours played loud music all day on a Sunday when I wanted to relax. etc

3 **Aim** To present / practise new vocabulary

- Ask Ss to look up any unknown words in the Word List.
- Then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 jury 3 witnesses 5 clues
2 criminal 4 judge 6 victim

4 a) **Aim** To listen for gist

- Play the recording.
- Elicit which crimes each news report is about.

Answer Key

1 shoplifting 2 speeding

b) **Aim** To listen for specific information; to practise keeping notes; to summarise a text

- Play the recording again.
- Ss listen, answer the questions in the rubric and tell their partners.
- Check Ss' answers around the class.

Answer Key

News report 1 – A young woman in Charles Street went into shops, asked to see the manager and then stole goods while the assistant was not there. The police arrested her.

News report 2 – A man was speeding when the police pulled him over between East and West Street. He tested negative for alcohol and claimed he was in a hurry to get to an appointment. The police gave him a \$500 speeding ticket.

1 **Aim** To listen for specific information
(multiple choice)

- Ask Ss to read the rubric and then read the questions 1-6 and the possible answers.
- Play the recording twice if necessary. Ss listen and choose the correct option.
- Check Ss' answers.

Answer Key

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

2 **Aim** To develop presentation skills

- Play the video and ask Ss to make notes.
- Give Ss time to use their notes write a short text about vandalism and add pictures.
- Ask various Ss to give their presentation to the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Good morning everyone. These days, vandalism is a problem in many towns and cities. So what can we do to address vandalism to our public buildings and statues?

Well, first of all, CCTV would put off a lot of people because they would be afraid to get caught. Also, regular police patrols means vandals could be arrested on the spot. However, both these ideas would cost a lot of money to put into practise.

Perhaps the best idea is to set up youth groups and provide sports and leisure facilities so young people have somewhere to go other than on the streets. A lot of vandalism happens as a result of boredom and frustration at having nothing better to do. Therefore, by improving an area's leisure and sports facilities, particularly for young people, everyone will benefit.

Another good solution is to create graffiti parks where young people can go to spray as much graffiti as they like and so they will not choose to damage other buildings. All these measures will go some way to preventing vandalism.

For now, however, there is only one thing to do – to clean it up. A town / city council could reduce the cost of these repairs by getting those responsible for the damage to repair it or to get volunteers from the community to help. It would also be a good idea to use anti-graffiti paint.

In summary, the best solution is prevention either by catching the criminals or by giving them creative activities so they don't vandalise at all. Otherwise, we can only clean up the mess and repair the damage. Are there any questions? ... Thank you for listening.

3 a) & b) – See p. 53(T)



1 **Aim** To predict the content of a dialogue and read for gist

- Ask Ss to read the first exchange and guess what crime the person witnessed.
- Play the recording. Ss listen and read to find out.

Answer Key

The person witnessed a traffic accident. Someone drove through a red light and caused an accident. The witness called the police.

2 a) **Aim** To complete a multiple choice cloze

- Ask Ss to read options A-C for gaps 1-3 and give Ss time to read the dialogue again and fill the gaps.
- Check Ss' answers.

Answer Key

1 B 2 C 3 B

b) **Aim** To identify synonymous phrases

- Ask Ss to read the underlined sentences in the dialogue in Ex. 2a and match them to a synonymous sentence.
- Check Ss' answers around the class.

Answer Key

Can you tell me what you saw? = What did you see?
Did you see the driver? = Did you get a look at the driver?

I couldn't see that well. = I didn't really see him
he seemed to be in his late teens = I'd say he was about 18 years old.

I went to offer help. = I ran over to see if I could help.
Please tell us if you remember anything else. = If you think of anything else, call me.

3 **Aim** To role play a dialogue

- Play the recording. Ss listen and read the dialogue.
- Ss complete the task in pairs. Monitor the activity around the class.
- Elicit the style of the dialogue.

Answer Key

It is formal because it uses full forms, advanced vocabulary

4 **Aim** To match synonymous phrases

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

Suggested Answer Key

Can you tell me what you saw? = What exactly did you see?

Did you see the driver? = Did you see what he / she looked like?

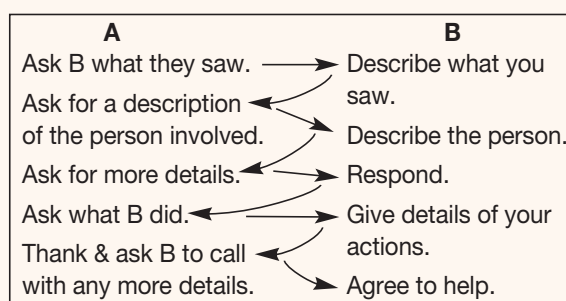
I couldn't see that well = I didn't really notice.
he seemed to be in his late teens. = I'd say he was in his late teens.

I went to offer help. = I went to check that he / she was alright.

Please tell us if you remember anything else. = Call this number if you have anything to add.

5 **Aim** To act out a dialogue

- Ss complete the task in pairs using the prompts, the **Useful Language** box and dialogue in Ex. 2 to help them.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

Suggested Answer Key

A: So, you were on Foxhill Road at 10 am on Sunday. What exactly did you see?

B: I had just come out of a cafe when a motorbike came by. Seconds later, it skidded on a patch of oil and the rider fell off. A car braked to avoid hitting him, but a van then crashed into the back of the car and then drove away.

A: Did you see what the van driver looked like?

B: I saw him quite clearly. I'd say he was about 25 years old. He was quite tall with a dark beard and moustache.

A: Did you get the registration number of the van?

B: Yes. YBN 123.

A: What did you do?

B: I went to check that everyone was alright. Fortunately, no one was badly injured, but I called an ambulance anyway. I phoned the police, too.

A: Thank you for your time. Call this number if you have anything to add.

B: You're welcome, Officer. I will.

6 **Aim** To describe a picture

- Ask Ss to look at the picture and describe it to their partner using the prompts.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

This picture shows a police officer talking to a driver. The police officer is standing next to the car and the driver is in the car behind the wheel. It is daytime and it is a sunny day. The police officer has one hand on his weapon and in the other hand he is holding a notepad. The driver has got one hand on the wheel and the other is resting on the open window. The men are smiling and they seem relaxed.



1 To analyse a rubric

- Ask Ss to read the rubric and look at the underlined key words.
- Then give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

- 1 *an email*
- 2 *my American friend*
- 3 *a bank robbery I witnessed*
- 4 *informal*
- 5 *80-100 words*

2 To identify content

- Explain the task and give Ss time to read the email and complete the task.
- Check Ss' answers.

Answer Key

- 1 B 2 C 3 A

3 To practise *-ing* / *-ed* participles

- Explain the difference between *-ing* / *-ed* participles (participles ending in *-ing* express what sth is like. Participles ending in *-ed* express how we feel about it).
- Explain the task and then give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

- 1 *exciting* 3 *surprised* 5 *worried*
2 *exhausted* 4 *frightening* 6 *amazing*

4 a) To present order of adjectives

- Ask Ss to read the theory box and then elicit an example in the email.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

nice Italian food court / tall, dark man

b) To practise order of adjectives

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

Answer Key

- 1 *expensive, round, gold*
- 2 *new, red, Italian*
- 3 *thin, modern, black*
- 4 *long, multi-coloured, linen*
- 5 *black, Italian, cotton*





5 a) To present types of adverbs

- Ask Ss to read the theory box and then elicit examples in the email.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

really, quietly, across, soon, very quickly

b) To identify and classify adverbs

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


Answer Key

1 <i>quickly (manner)</i>	4 <i>behind (place)</i>
2 <i>Tomorrow (time)</i>	5 <i>almost (degree)</i>
3 <i>every (frequency)</i>	6 <i>easily (manner)</i>

6 To practise adjectives and adverbs

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

Answer Key

1 <i>extremely</i>	3 <i>very</i>		5 <i>absolutely</i>
2 <i>quite</i>	4 <i>rather</i>		

7 To write an email

- Give Ss time to write their email using the phrases from the **Useful Language** box, the plan and the email skeleton. Ss can use the email in Ex. 2 as a model.
- Ask Ss to use the **Checklist** to check their work for mistakes and then ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and ask Ss to read out their emails in the next lesson.

Suggested Answer Key

Hi Glenda,

How are things? I witnessed something really awful last week! My parents and I had just had a lovely picnic and were driving home along a quiet country road.

Suddenly, I saw a big black motorbike speed past us. The rider hadn't seen an oncoming lorry; he swerved to avoid it and flew off his bike! We stopped the car. Seconds later, I ran to help him. He had landed on the grass and only had a few scratches. We called an ambulance, though, to be sure.

We felt extremely relieved that no one was seriously injured!

Write back soon.

Daniela



Express Publishing



1 To introduce the topic

- Read the questions aloud and then give Ss time to read the biography and find out the answers.
- Check Ss' answers around the class.

Answer Key

Ian Fleming was a famous author and journalist. He created James Bond.

2 To listen and read for gist

- Read the rubric aloud and then play the recording.
- Ss listen and follow the text in their books and find out what problem James experiences.

Answer Key

James is surrounded by barracudas and sharks.

3 To read for specific information

- Ask Ss to read the statements 1-10 and then give Ss time to read the text again and complete the task.
- Check Ss' answers and elicit which words helped them to decide on their answers.

Answer Key

1 F 3 F 5 F 7 F 9 F
2 F 4 T 6 T 8 F 10 T

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

mine (n): a type of bomb

barracuda (n): an eel-like fish with sharp teeth

jaws (n): two bones in the head that teeth are attached to

magnet (n): a piece of iron that attracts other metal to it

hull (n): the underneath part of a boat

pack (n): a group of animals

rubber (adj): being made from a strong flexible waterproof substance

desperately (adv): in a way that shows you are trying everything

harpoon gun (n): an underwater gun that shoots long arrows

cannibal (adj): being willing to eat its own kind

hook (v): to attach something using a hook

mask (n): sth you wear over your face to protect it

control (v): to make sth / sb do what you want

forces (n): powers

protection (n): safety

imaginative (adj): able to think in creative ways

operate (v): to work sth

close-fitting (adj): being very tight to the body (of clothes)

4 a) To consolidate new vocabulary

- Explain the task and explain / elicit the meanings of any unknown words.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 snapped 3 tore 5 crept
2 sprayed 4 drags 6 swallowed





b) **Aim** To consolidate new vocabulary through synonyms

- Direct Ss to the words in bold in the text and give them time to match them to the synonymous words / phrases in the list.
- Check Ss' answers around the class.

Answer Key

flashed by = passed very quickly

hysterical = wild & uncontrolled

dreadful = awful

in the face of = next to

washed-up = thrown onto the beach by waves

operate = use

close-fitting = tight

5 **Aim** To listen for specific information (note-taking)

- Ask Ss to read the announcement and look at the gaps 1-6 and think about what information is missing.
- Explain / elicit any unknown words.
- Play the recording twice if necessary. Ss listen and fill the gaps.
- Check Ss' answers.

Answer Key

- | | | | |
|---|-----------------|---|-------------|
| 1 | your own driver | 4 | 3 pm |
| 2 | locations | 5 | 10 |
| 3 | afternoon tea | 6 | 020-9263511 |

6 **Aim** To order events and summarise a story

- Give Ss time to read the extract again and write down the events in the order they happened.
- Then ask various Ss to use their order of events to give a summary of the story.

Suggested Answer Key

- 1 Bond placed a mine to blow up a ship. After it was in place, he saw a pack of barracudas.
- 2 They pushed him around and he feared for his life.
- 3 When he looked to the surface, he saw a dark cloud.
- 4 Someone spread (was spreading) blood and meat to attract the fish.
- 5 Suddenly, a barracuda bit him in the shoulder.
- 6 Water flowed in his suit.
- 7 He feared it would soon reach his mask and he would drown.

Bond placed a mine to blow up a ship. After it was in place, he saw a pack of barracudas. They pushed him around and he feared for his life. When he looked to the surface, he saw a dark cloud. Someone spread (was spreading) blood and meat to attract the fish. Suddenly, a barracuda bit him in the shoulder. Water flowed in his suit and he feared it would soon reach his mask and he would drown.

7 **Aim** **THINK!** To relate an experience in the first-person; to personalise the topic

- Explain the task and give Ss time to formulate their answers and write them down.

- Then ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

I can see more and more barracudas circling around me. The water is getting darker from all the blood and meat someone is spraying the surface with. I can't hear anything under the water but I can feel the water slowly filling up my wetsuit. I need to get to safety before it fills up and before they attack again. I don't want to end up like those other men, who washed up on the coast half-eaten by the fish.

8 a) **Aim** **THINK!** To predict events in a story

- Ask Ss to discuss in pairs what they think happened next in the story.
- Elicit answers from Ss around the class.

Suggested Answer Key

A: I think he'll escape to safety.

B: Why do you say that?

A: James Bond always gets out of tricky situations.

B: Yes, that's true. How do you think he escapes?

A: Maybe he finds a way to distract the fish or he has a special gadget on his belt.

B: You could be right. That sounds reasonable.

b) **Aim** To listen for confirmation

- Play the recording. Ss listen and find out what happened.
- Elicit which Ss were close to guessing what really happened.

(Ss' own answers)

9 **Aim** **ICT** To develop presentation skills

- Explain the task and refer Ss to p. PS4 for helpful exercises, a plan and useful language.
- Give Ss time to complete the task using the headings provided.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Presentation Skills Key, Ex. 4b, p. PSK3

10 **Aim** To develop presentation skills

- Play the video and elicit Ss' comments at the end.
- Explain the task and refer Ss to p. PS4 in the WB for helpful exercises, a plan and useful language.
- Give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Workbook Presentation Skills Key, Ex. 8, p. WPSK4

1 To read for specific information (comprehension questions)

- Give Ss time to read questions 1-6 and play the recording. Ss listen, follow the text in their books and complete the task.
- Check Ss' answers.

Answer Key

- 1 They were somewhere outside on a path.
 - 2 They were waiting for Sir Henry to come out of the house.
 - 3 They moved higher so that they could get a better view.
 - 4 It was enormous and coal-black with fire bursting from its mouth and eyes that glowed like flames.
 - 5 Dr Watson narrates the story.
 - 6 The extract is written in the first person.
- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key

fog (n): a thick cloud of tiny drops of water in the air that makes it difficult to see things

hang (v): to stay in the air for a long period of time

moor (n): an area of open and usu. high land with poor soil, covered with grass and low bushes

sigh (v): to let out a deep breath expressing disappointment, etc

ruin (v): to spoil or destroy

depend on (phr): to be determined by sth; to rely on sth

path (n): a long strip of ground from one place to another that people walk along

further back (phr): at a distance behind

sweep (v): to move quickly and smoothly

break the silence (phr): to end a period of time without sound

grow louder (phr): to become more noisy

look out (phr v): to be careful

horror (n): sth shocking or terrifying

eyes wide with amazement (phr): eyes wide with surprise

rush (v): to hurry

mind (n): the ability to think

paralyse (v): to cause sb / sth to be unable to move

spring out (phr): to appear suddenly by jumping

shadow (n): an area of darkness caused by light being blocked by sth

burst (v): to suddenly come out

glow (v): to shine with a steady light

- Play the video and elicit Ss' comments at the end.

2 To present stylistic devices

- Read out the theory box and explain any points Ss are unsure of. Point out that stylistic devices make stories more interesting and lively and keep the reader's attention.
- Ask various Ss around the class to look at the underlined words / phrases in the text and match them to the stylistic devices.
- Check Ss' answers.

Answer Key

white sea = metaphor

break from its heart = personification

like flames = simile

3 To predict future events in a story and listen for specific information

- Elicit various guesses from Ss around the class as to what may happen next in the story.
- Play the recording. Ss listen and find out. Ss can make notes in their notebooks.
- Elicit answers from Ss around the class.

Answer Key

The hound chases Sir Henry and Holmes and Watson run after them. Just as the hound catches up with Sir Henry and starts attacking him, Holmes shoots it and kills it.

Culture Spot

1 To read for specific information (comprehension questions)

- Give Ss time to read questions 1-3 and then play the recording. Ss listen, follow the text in their books and complete the task.
- Check Ss' answers.

Answer Key

- 1 His first job was as a doctor.
 - 2 He started writing stories while waiting for patients to visit his surgery.
 - 3 Sherlock Holmes is his most famous character.
- Play the video and elicit Ss' comments at the end.

2 To write about an author

- Give Ss time to research a famous author from their country online and collect information to write a short text about him / her.
- Ask Ss to read their text to the class.
- Alternatively, assign the task as HW and ask Ss to read their texts in the next lesson.

(Ss' own answers)



1 a) **Aim** To read for specific information (T / F statements)

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 F 3 T 5 T 7 F 9 F
2 F 4 F 6 F 8 F 10 T

b) **Aim** To consolidate information

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 Mike Lewis lives on Bridge Road, Reading.
- 2 He cut his hand on the broken window and the police used the blood as evidence to prove he was there.
- 3 The second house had been burgled and the police were there interviewing the family.

2 **Aim** To listen for specific information (multiple choice)

- Ask Ss to read the rubric and the statements 1-5 and underline the key words.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 B 2 C 3 C 4 B 5 C

3 **Aim** To consolidate everyday English expressions / exchanges learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 I didn't get a good look.
- 2 Did you see anything else?
- 3 Were there other people around?
- 4 I phoned the police.

4 **Aim** To consolidate vocabulary learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 jury 3 robbery 5 victim
2 arsonist 4 mugging



Express Publishing

Progress Check



Reading

- 1 a) Read the text and decide whether the sentences (1-10) are True (T) or False (F).

CAUGHT RED-HANDED

Police have arrested Mike Lewis, 34, of Bridge Road, Reading, after he tried to burgle two houses. Lewis broke a window to enter 12 Station Road at about 9:30 pm. He didn't manage to steal anything there, but on the way out he cut his hand on the broken window, leaving his blood on the glass. The police later used this blood to place Lewis at the scene of the crime.



After he left the first house, Lewis made his way to Forest Road. He saw an open window at number 14 and started to climb inside. Unfortunately for Lewis, somebody had already burgled the house earlier that day. In addition, the police were inside interviewing the family when Lewis attempted to enter the building! Lewis tried to escape, but, after a short chase, the police caught him on Brinkley Road. They arrested him on the spot and took him to Reading Police Station. He is standing trial in seven days on two counts of attempted burglary.

- 1 Lewis burgled two houses on Bridge Road.
- 2 Lewis broke into the first house in the morning.
- 3 Lewis did not take anything from 12 Station Road.
- 4 As he was breaking in, Lewis hurt himself.
- 5 The police found evidence at 12 Station Road.
- 6 Lewis broke a window to get into 14 Forest Road.
- 7 There were already burglars at 14 Forest Road.
- 8 When the family saw Lewis, they phoned the police.
- 9 The police arrested Lewis at 14 Forest Road.
- 10 Lewis will be in court next week.

(10x1=10)

b) Answer the questions.

- 1 Where does Mike Lewis live?
- 2 How did the police know Lewis had been at the first house?
- 3 Why were the police at the second house?

(3x2=6)

Listening

- 2 2.14 You are going to hear a conversation between two friends. For each question 1-5, choose the correct answer (A, B or C).

- 1 Beth meets Jenny
A at the basketball court.
B outside the police station.
C outside her house.
- 2 Jenny was at the shopping centre with her
A mum. B friend. C sister.
- 3 Jenny didn't buy her mum clothes because
A she didn't need them.
B they were expensive.
C they weren't the right size.
- 4 The girl was stealing
A handbags. B scarves. C purses.
- 5 Who asked Jenny to report the crime to the police?
A a customer
B the security guard
C the manager of the department store

(5x3=15)

Everyday English

- 3 Complete the exchanges with: *Were there other people around? – I phoned the police. – I didn't get a good look. – Did you see anything else?*

- 1 A: What did the woman look like?
B:
- 2 A:
B: Yes, a white van was parked outside.
- 3 A:
B: No, I was alone.
- 4 A: What did you do?
B:

(4x3=12)

Vocabulary

- 4 Choose the correct item.

- 1 The **judge / jury** is a group of people who decide if someone is guilty or not.
- 2 The **vandal / arsonist** has burnt down several buildings.
- 3 There was a **robbery / burglary** at the bank.
- 4 Keith lost his wallet and mobile phone in the **mugging / bullying**.
- 5 Annie was the **victim / witness** of a burglary – the thieves took all her jewellery.

(5x1=5)



4 Progress Check

5 Complete the sentences with: *exceed, attack, drop, download, catch*.

- 1 Our dog is trained to burglars if they come into the house.
- 2 It's illegal to films from the Internet without paying.
- 3 The police are trying to a woman who stole £10,000.
- 4 Don't the speed limit.
- 5 You mustn't litter in the street – use the bins provided.

(5x2=10)

6 Choose the correct item.

- 1 Lately, there has been a rise **in / on** crime.
- 2 I don't want to walk home alone – I'm frightened **about / of** muggers.
- 3 We're worried **about / of** the number of burglaries in this area.
- 4 They tried to blow **up / off** an old building.
- 5 The thief broke **at / into** a shop.

(5x1=5)

Grammar

7 Put the verbs in brackets into the *past perfect*.

- 1 The robber (**leave**) before the police arrived.
- 2 He was angry because somebody (**take**) his keys.
- 3 How long (**you / wait**) before the ambulance arrived?
- 4 By the time we got there, the firefighters (**put**) the fire out.
- 5 They were tired because they (**work**) all night.

(5x1=5)

8 Complete the sentences with the correct form of the verbs in brackets (*infinitive or -ing form*).

- 1 I suggest (**install**) cameras.
- 2 She would like (**be**) a police officer.
- 3 I think we had better (**call**) the police.
- 4 It's too late (**go**) out now.
- 5 He's a police officer so he's used to (**deal**) with dangerous situations.

(5x2=10)

Writing

9 Read the rubric and then write your email.

You witnessed a shoplifting incident last week. Write an **email** (80-100 words) to your English pen-friend. In your email:

- explain why you were at the shop.
- describe what happened.
- mention what you did.

(22 marks)

Total: 100

Grammar in Focus

(Units 1-4)

Put the words in brackets into the correct form, choose the correct item or fill in the gaps.

Last Monday, Ben Lowe (27) **1** (**enter**) the Midway Bank and **2** (**demand**) £250,000 in cash. The bank clerk, **3** **which / who** felt very frightened **4** Lowe, handed over the money. Police caught Lowe later, though, and **5** **arrested / sentenced** him.

"We had no difficulty in **6** (**find**) Lowe," said Sergeant Franks. "We identified him from the CCTV footage. He **7** (**stand**) in the queue at the bank for over 10 minutes before he tried **8** (**rob**) it!"

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can ...

Lexical Competence

- talk about crimes and punishment
- talk about safety

Reading Competence

- answer multiple matching questions

- answer T / F questions
- answer comprehension questions

Listening Competence

- listen for specific information (multiple choice; note-taking)

Speaking Competence

- make a witness statement
 - describe a photograph
- #### Presentation Skills
- present: an author; a fictional character

Writing Competence

- write a biography
- write an informal email narrating an event

5 **Aim** To consolidate vocabulary learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 attack 3 catch 5 drop
2 download 4 exceed

6 **Aim** To consolidate prepositional phrases learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 in 3 about 5 into
2 of 4 up

7 **Aim** To consolidate grammar structures learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 had left 3 had you waited 5 had worked
2 had taken 4 had put

8 **Aim** To practise the infinitive / -ing form

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 installing 3 call 5 dealing
2 to be 4 to go

9 **Aim** To write an email

- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

Dear Tom,
How are you? You'll never guess what I saw yesterday! I had gone to the mall to buy a present for my flatmate. I was looking at books by his favourite author when I noticed a woman putting books into her purse! I couldn't believe she was shoplifting. I ran over to the one of the cashiers and told him what I had seen. She phoned mall security and they arrived within minutes. They caught the woman then phoned the police.
It all happened so quickly. I felt relieved that they caught her.
Bye for now,
Jon

Grammar in Focus

Aim To consolidate grammar structures learnt

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

Answer Key

1 entered 4 of 7 was standing
2 demanded 5 arrested 8 to rob
3 who 6 finding

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel at each of the listed activities.



High Tech

What's in this unit?

In this unit Ss will explore the topics of science, technology, electrical devices and the Internet. They will learn *will / be going to*, the present simple and the present continuous (with a future meaning), time clauses and conditionals. They will also learn to write a for-and-against essay.

1 To present new vocabulary

- Read out the title and the quotation and elicit how they relate to the theme of the unit.
- Play the recording with pauses for Ss to repeat chorally and / or individually.

2 To practise new vocabulary

- Ask Ss to talk about the devices in the pictures in Ex. 1 with their partner following the example.
- Monitor the activity around the class and then ask some Ss to report back to the class.

Suggested Answer Key

I've got a video games console and a tablet. I use my video games console to play video games and to watch DVDs. I use my tablet to surf the Net, play games, take photos and send emails.

3 To present conditionals type 2

- Read out the theory box and then explain type 2 conditionals.
- Say then write on the board: *If I had enough money, I would buy a new computer.* Ask Ss to identify the *if*-clause (*If I had enough money*) and which tense we use (the past simple). Ask Ss to identify the main clause (*I would buy a new computer*) and the verb form used (*would + bare infinitive*). Explain that this is a Type 2 conditional and we use it to talk about an unreal or unlikely situation in the present or future. Also point out that we can use *were* instead of *was* in all persons.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and read out the example, then elicit similar sentences from Ss around the class.

Suggested Answer Key

If I didn't have my favourite gadgets I would feel stressed. If I didn't have my smartphone, I wouldn't be able to talk to my friends. If I didn't have my tablet, I wouldn't be able to use the Internet so I would read a book or get some exercise.

4 To present / practise topic-related vocabulary

- Go through the verbs in the list and explain / elicit their meanings.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|------------|-----------|-----------|
| 1 scan | 4 update | 7 record |
| 2 operate | 5 charge | 8 connect |
| 3 download | 6 upgrade | |

- Play the video and elicit Ss' comments at the end.



Express Publishing




Reading

Reading

- 1 Read the dictionary entry, the title of the text and Stephen Hawking's quote. What do you think Mr Hawking means?

artificial intelligence (AI) = a type of computer technology which is concerned with making machines work in an intelligent way, similar to the way that the human mind works

- 2 Should we be worried about the dangers of AI?
 Listen and read to find out.
- 3 Read the text again, then for questions 1-4 choose the correct answer (A, B, C or D).

- 1 What is the writer doing in the text?
A reporting an interview with Stephen Hawking
B trying to persuade readers that AI is dangerous
C discussing the benefits and possible dangers of AI
D explaining why Stephen Hawking is wrong about AI
- 2 The writer states that people are already using AI programs to
A arrange meetings for them.
B remind them of appointments.
C perform tasks they find too difficult.
D chat to them about their daily activities.
- 3 Stephen Hawking believes that AI is dangerous because robots could
A be used by humans in wars.
B destroy Earth's environment.
C take up too much space on Earth.
D become too smart for us to control.
- 4 Which of these is the best summary of the text?

A AI is very useful and could be the answer to many of the world's problems – so inventing superhuman machines can only be a good thing.

B AI is developing very fast and is becoming very difficult to control. Most scientists are already worried and we should be, too.

C AI can be both positive and negative, but computers will never rule the world – Stephen Hawking has nothing to worry about.

D AI has many benefits – but some scientists worry about its role in the future. Others, though, think this is silly, but it's impossible to know what will happen for sure.



Artificial Intelligence

Will it mean the end of the human race?

The 2014 film *Transcendence* starring Johnny Depp explores a world where computers threaten to take over the world. For most of us, it's an entertaining science-fiction film, but for the physicist Stephen Hawking, it's a clear reminder of the dangers of technological progress. He believes that artificial intelligence is going to wipe out humanity. So is he right? Let's take a look at the facts ...

The unstoppable rise of AI

"What am I doing this afternoon, Siri?" you ask your smartphone. "You're meeting Sam at 3 o'clock," it replies, after checking your diary entries. Does this sound familiar? If so, you're already using artificial intelligence or AI. AI is a type of technology which allows computers to work like a human mind. These days, programs like Siri can act like a personal assistant, giving you reminders about meetings and birthdays and even giving you directions to destinations.

Amazing possibilities

But all this is just the tip of the iceberg. Google are already developing a self-driving car, while Japanese scientists are developing robots that will be able to care for children and the elderly. Also, by 2030, the US army claims that a quarter of its soldiers will be robots! The possibilities for the future are mind-boggling. Who knows? Maybe soon robots will write best-selling novels and create tasty dishes!



1 To introduce the topic

- Ask Ss to read the dictionary entry, the title and the quotation.
- Elicit what various Ss think the quotation means.

Suggested Answer Key

I think Mr Hawking means that if we push technology too far we may not be able to control it.

2 To listen and read for gist

- Read the question aloud and play the recording.
- Ss listen and follow the text in their books.
- Elicit an answer to the question in the rubric from Ss around the class.

Suggested Answer Key

I think there are a number of dangers involved in AI but I don't really think the machines will take over.

3 To read for specific information (multiple choice)

- Ask Ss to read questions 1-4 and the possible answers.
- Give Ss time to read the text and complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

1 C 2 B 3 D 4 D

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

physicist (n): a scientist who studies physics

progress (n): advancement

unstoppable (adj): unable to be stopped

rise (n): expansion; increase

diary entry (n): sth written in a daily journal

mind (n): brain

program (n): computer software that follows instructions

personal assistant (n): sb who does office and administrative work for sb else

self-driving (adj): able to drive without a driver

elderly (n): old people

possibility (n): the chance that sth may be / happen

mind-boggling (adj): confusing / incredible

best-selling (adj): having sold many copies / items

concerned (adj): worried

superhuman (adj): extraordinary

research (n): studies and experiments into a certain subject / area

common sense (n): natural ability to make good judgements

physical world (phr): the world around us

threat (n): danger





4 To consolidate information in a text

- Ask Ss to read questions 1-3.
- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 *I have Siri on my smartphone. It reminds me of appointments, gives me directions to places and makes suggestions for places to eat.*
- 2 *I think appliances in the home will become voice activated. For example, you could say, "I would like some coffee," and the coffee maker would make a fresh pot.*
- 3 *I think Stephen Hawking makes a good point. If we don't put limits on AI, it could get out of our control.*

5 To consolidate collocations

- Explain the task and give Ss time to complete it.
- Ask Ss to copy these collocations to the Collocations Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

1 G 3 A 5 H 7 C 9 F
2 I 4 B 6 E 8 D

6 To consolidate new vocabulary

- Explain / Elicit the meanings of any unknown words in the list, then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 holds 3 battle 5 share
2 care 4 rule 6 destinations

7 To talk and write about AI

- Read the rubric aloud and give Ss time to formulate their answers and talk with their partner.
- Ask various Ss to share their answers with the rest of the class.

Suggested Answer Key

I knew that AI is no longer science fiction and we use it in our daily lives on our smartphones. I knew about the self-driving car but not that robots will care for the elderly and children in Japan. I didn't know that Stephen Hawking warns us not to push the limits unless we are aware of the risks involved.

8 To develop presentation skills

- Go through the rubric with Ss and explain the task. Refer Ss to p. PS5 for exercises, a plan and useful language to help them.
- Play the video and give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.


Suggested Answer Key – see Presentation Skills Key, Ex. 6, p. PSK4

Background information

Siri is an intelligent personal assistant and knowledge navigator that is available on certain Apple products including the iPhone, the iPad and the iPod touch. It was initially released in 2011 and it speaks 12 languages.

Stephen Hawking (b. 1942) is an English theoretical physicist and cosmologist. He has completed many scientific works and has won many scientific awards. He suffers from motor neurone disease and is almost completely paralysed. He communicates through a speech-generating device.


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1  **To present will / be going to / present simple / present continuous (future meaning)**

- Ss close their books. Present the **present simple** and **present continuous** with a **future meaning**. Say then write on the board: *I am meeting Lynne tonight.* and *The train leaves at 8 o'clock in the morning.* Explain that we can use the **present continuous** and the **present simple** for timetables.
- Present the future simple (*will*). Say then write on the board: *I'm thirsty. I will drink some water.* Then say and write: *Next week he will buy a new laptop.* Underline *I will drink* and *he will buy* and explain that these verbs are in the future simple. Explain that we use *will* + the base form of the main verb to form the affirmative. Explain that we use this tense to talk about on-the-spot decisions and predictions.
- Say then write on the board: *Will you go out tonight? No, it's raining. I will not / won't go out tonight.* Underline *Will you go* and *I will not / won't go* and explain that these are the interrogative and negative forms of the future simple. Give examples for all persons and explain that we form the negative with *will* + *not* + the base form of the main verb and the interrogative with *will* + personal pronoun + the base form of the verb.
- Present *be going to*. Say then write on the board: *I am going to buy a smartphone.* Explain that we use *be going to* + infinitive to talk about plans and future intentions. Say then write on the board: *Look out! You're going to fall!* Explain that we also use *be going to* for predictions based on what we can see.
- Ss open their books.
- Ask Ss to read the speech bubbles and identify the tenses of the verbs in bold.
- Ask Ss to read the uses A-F and match them to the verb forms.
- Refer Ss to the **Grammar Reference** section for more information.
- Check Ss' answers.

Answer Key


- | | |
|---------------------------------|---------------------------------|
| 1 future simple (<i>will</i>) | 4 be going to |
| 2 present simple | 5 present continuous |
| 3 be going to | 6 future simple (<i>will</i>) |
-
- | | | |
|-----|-----|-----|
| 1 C | 3 E | 5 B |
| 2 D | 4 A | 6 F |

2  **To practise will, be going to, the present simple and the present continuous**

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

Answer Key


- 1 will solve, will create
- 2 are going to damage, will / 'll switch off
- 3 Are you doing, am / 'm going, will / 'll ask
- 4 are going to be, doesn't open
- 5 will / 'll need, is going to lend

3  **To practise time clause**

- Read out the theory box and then explain the task.
- Refer Ss to the **Grammar Reference** section for more information.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | |
|-----------------------------|-----------------------------|
| 1 will / 'll wait, get back | 4 will buy |
| 2 finish, will / 'll play | 5 don't know, will / 'll be |
| 3 will update, uses | 6 will you upgrade, have |

4  **To make predictions**

- Explain the task give Ss a three-minute time limit to complete it.
- Ask Ss to read their sentences to their partner and then ask some Ss to read them to the class.

Suggested Answer Key

I think in 50 years we will have robots in our houses to do the cooking and the cleaning. I think we will have electric cars and we will have lots of cool gadgets. More people are going to use the Internet and computers and we will probably live more of our lives online and less in the real world.



5b

5 To present conditionals types 0, 1, 2, 3

- Ss close their books. Present conditionals. Say then write on the board: *If you heat water to 100°C, it boils.* Explain that this is a Type 0 conditional sentence and that it contains an *if*-clause and a main clause. Explain that we put a comma after the *if*-clause. Explain that we use Type 0 conditionals to talk about a general truth or a law of nature and we use the present simple in both clauses.
- Say then write on the board: *If you call me, I will answer.* Ask Ss to identify the *if*-clause (*If you call me*) and which tense we use (the present simple). Ask Ss to identify the main clause (*I will answer*) and the tense used (the future simple). Explain that this is a Type 1 conditional and we use it to talk about a real or probable situation in the future.
- Say then write on the board: *If I had enough money, I would buy a new computer.* Ask Ss to identify the *if*-clause (*If I had enough money*) and which tense we use (the past simple). Ask Ss to identify the main clause (*I would buy a new computer*) and the verb form used (*would* + bare infinitive). Explain that this is a Type 2 conditional and we use it to talk about an unreal or unlikely situation in the present or future. Also point out that we can use *were* instead of *was* in all persons.
- Say then write on the board: *If you had saved enough money, you would have been able to buy a laptop.* Ask Ss to identify the *if*-clause (*If you had saved enough money*) and which tense we use (the past perfect). Ask Ss to identify the main clause (*you would have been able to buy a laptop*) and the verb form used (*would / could / might* + *have* + past participle). Explain that this is a Type 3 conditional and we use it to talk about an imaginary situation in the past.
- Ss open their books. Ask them to read the examples.
- Refer Ss to the **Grammar Reference** section for more information.
- Elicit how we form conditionals types 0, 1, 2 and 3 from Ss around the class.
- Ask Ss if there are similar uses and structures in L1.

Answer Key

We form Type 0 conditionals with *if* + present simple + present simple. We form Type 1 conditionals with *if* + present simple + future simple. We form Type 2 conditionals with *if* + past simple + *would / could / might* + bare infinitive. We form Type 3 conditionals with *if* + past perfect + *would / could / might* + *have* + past participle.

6 To practice conditionals

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

Answer Key

1 *could have bought* (type 3) 3 *will stay in* (type 1)
2 *would choose* (type 2) 4 *boil* (type 0)

7 To practise sentence transformations

- Explain the task.
- Instruct Ss to use up to four words.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 *I could go* 3 *am seeing*
2 *unless you plug*

8 To practise conditionals using personal examples

- Explain the task and give Ss time to complete the sentences about themselves.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

1 ... *I would make new laws to help people.*
2 ... *I would have passed my exams.*
3 ... *rich, then I could travel the world.*
4 ... *enough money, they would have bought me a laptop.*

9 To present / practise phrasal verbs related to technology

- Give Ss time to complete the task.
- Invite Ss to copy these phrasal verbs in the Phrasal Verbs Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

1 *in* 2 *on* 3 *in* 4 *off* 5 *up*

10 To present / practise prepositional phrases

- Give Ss time to complete the task.
- Invite Ss to copy these prepositional phrases in the Prepositions Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

1 *in* 3 *for* 5 *with*
2 *from* 4 *to* 6 *for*

11 To practise word formation

- Ask Ss to read the theory box and then give Ss time to complete the sentences by adding the appropriate prefix to the adjectives in brackets.
- Check Ss' answers on the board.

Answer Key

1 *extracurricular* 4 *transcontinental / intercontinental*
2 *immature*
3 *interactive* 5 *prearranged*



1 To present vocabulary for emoticons

- Ask Ss to look up any unknown words in the Word List.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

2 :-D 3 :-o 4 :-(5 :-/

2 To present / practise new vocabulary

- Give Ss time to complete the sentences with the words in the list.
- Check Ss' answers.

Answer Key

1 search 3 chat 5 scroll
2 home 4 slide 6 social

3 To present new vocabulary

- Ask Ss to look up any unknown words in the Word List.
- Then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 click 5 log 9 Insert
2 open 6 create 10 send
3 edit 7 attach
4 save 8 search

1 To listen for specific information (Yes / No statements)

- Ask Ss to read the rubric and the statements 1-6.
- Play the recording, twice if necessary.
- Ss listen and complete the task.
- Check Ss' Answers.

Answer Key

1 No 3 Yes 5 No
2 Yes 4 No 6 Yes

2 a) To listen for specific information (note-taking)

- Play the recording again and ask Ss to make notes for the pros and cons of mobile phones that the speakers mention.
- Check Ss' answers around the class.

Answer Key

Pros – keep in touch with friends, surf the net, useful in emergencies

Cons – can be annoying to receive lots of unimportant calls and texts, can be expensive

b) To give a presentation on the pros and cons of mobile phones

- Play the video and elicit Ss' comments at the end.
- Explain the task and refer Ss to p. PS5 in the WB for helpful exercises, a plan and useful language.
- Give Ss time to complete the task using the information in the video and their own ideas.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Suggested Answer Key – see Workbook
Presentation Skills Key, Ex. 8, p. WPSK5**

3 To present / practise pronouncing homophones

- Read out the theory box and then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 Night 2 weighs 3 stares 4 waste



1 Aim To predict the content of a dialogue and read for gist

- Ask Ss to read the first and last exchange in the dialogue and guess what it will be about.
- Ask Ss to read the dialogue and check.

Answer Key

The dialogue is about Sam who recently got a new mobile phone. He is unhappy with it and wants to exchange it for a different one.

2 Aim To complete a multiple choice cloze

- Ask Ss to read options A-C for gaps 1-3 and give Ss time to read the dialogue and fill the gaps.
- Remind Ss to read the whole gapped sentence before deciding on the right answer.

Answer Key

1 C 2 A 3 B

3 Aim To role play a dialogue

- Play the recording.
- Then Ss take roles and act out the dialogue in pairs. Monitor the activity around the class.

4 Aim To match synonymous phrases for asking about a product / expressing annoyance / sympathising

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

Suggested Answer Key

how are you finding it? = *What's it like?*

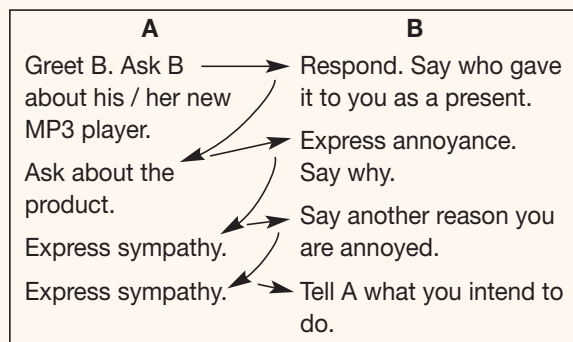
I'm not that happy with = *I'm not pleased with ...*

That's a shame. = *That's a pity.*

I'm very disappointed with = *I'm very frustrated with*
is driving me crazy = *It's getting on my nerves.*

5 Aim To act out a dialogue

- Ss complete the task in pairs using the prompts, the dialogue in Ex. 2 and phrases from Ex. 4 to help them.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

Suggested Answer Key

A: Hi, Bill. Did you get a new MP3 player?

B: Hi, Kate. Actually, my grandparents gave it to me for a graduation present.

A: Oh! So what do you think of it?

B: Well, I'm disappointed that it only has the memory to hold 100 songs.

A: Really? That's a pity.

B: Also, I'm not happy with the battery. It only lasts for two hours.

A: I'm sorry to hear that.

B: It's getting on my nerves. I think I will return it to the shop for a refund.

6 a) Aim To complete sentences describing a picture

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

Answer Key

1 two girls sitting in chairs

2 excited and playing a video game

3 casual clothes

4 to be having a lot of fun

b) Aim To describe a picture

Ask various Ss around the class to describe the picture in as much detail as they can.

Suggested Answer Key

In the photo I can see two teenage girls sitting in green armchairs in a living room. They are holding game controllers and playing a video game. They are wearing white and grey casual clothes. They seem to be excited and having fun.

7 Aim To discuss free-time activities

Give Ss time to talk in pairs about their free-time activities and then ask some pairs to report back to the rest of the class.

Suggested Answer Key

A: So what do you usually do in your free time?

B: I like to play video games with my friends.

A: Really? Do you have a favourite game?

B: Not exactly. Most of the time we play sports games. We like those the best. What about you? How do you spend your free time?

A: I like to go online. I keep up with the news and my favourite sports teams. I also like to watch funny videos.

B: YouTube is great for that. Did you see the funny one with the robot?

A: Yes. It was hilarious.



1 Aim To analyse a rubric

- Ask Ss to read the rubric and underline the key words.
- Then give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

Key words: teacher, essay, pros and cons of students using the Internet for educational purposes, 100-120 words

- 1 a for-and-against essay 3 four
2 formal style

2 a) Aim To identify content

- Give Ss time to read the email and complete the task.
- Explain / elicit any unknown words.
- Check Ss' answers.

Answer Key

- 1 D 2 C 3 A 4 B

b) Aim To identify formal vocabulary

- Ask Ss to scan the essay and find examples of formal language.
- Check Ss' answers around the class.

Suggested Answer Key BẢN GIÁO DỤC VIỆT NAM

complex sentences: there are many websites where students can get information quickly and easily, there are advantages and disadvantages when it comes to using the Internet for educational purposes, etc.

formal linkers: In the first place, Also, For instance, On the other hand, Firstly, For this reason, All things considered, etc.

passive voice: are not written, it is used

3 Aim To analyse a model essay

- Ask Ss to read the essay again and complete the table.
- Check Ss' answers on the board.

Answer Key

Arguments for	Justifications / Examples
1 find information for homework	quick and easy access to information
2 useful for distance learning	students can take online courses
Arguments against	Justifications / Examples
1 many sites are not written by qualified people	some sites have incorrect information
2 students may copy information from the Internet	may get high marks but not learn anything

4 Aim To present / practise linkers

- Read out the theory box.
- Direct Ss to the **Useful Language** box and give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 **In the first place** = To begin with
- 2 **Also** = In addition
- 3 **For instance** = For example
- 4 **On the other hand** = However
- 5 **Firstly** = To start with
- 6 **For this reason** = As a result
- 7 **Another drawback of** = An additional disadvantage
- 8 **As a result** = For this reason
- 9 **All things considered** = In conclusion
- 10 **I believe** = In my opinion

5 Aim To practise linking words

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

Answer Key

- 1 in favour of
- 2 However
- 3 All things considered
- 4 drawback
- 5 In conclusion





6 a) **Aim** To present / practise topic sentences

- Read the theory box aloud and elicit the topic sentences in the essay in Ex. 2.
- Give Ss time to think of suitable alternatives and then check Ss' answers around the class.

Answer Key

There are benefits to using the Internet for students. On the other hand, there are drawbacks.

Suggested Answer Key

There are a number of advantages to using the Internet for students. However, there are also some disadvantages.

b) **Aim** To identify topic / supporting sentences

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

Answer Key

1 S 2 T 3 S 4 T 5 S

7 **Aim** To analyse a rubric

- Ask Ss to read the rubric and underline the key words.
- Check Ss' answers.

Answer Key

Key words: teacher, essay, pros and cons of teenagers owning mobile phones, 100-120 words

8 **Aim** To match arguments to justifications / examples

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

Answer Key

1 B 2 A 3 D 4 C

9 **Aim** To write an essay

- Give Ss time to write their essay using their answers from Ex. 8, phrases from the **Useful Language** box, the plan, the essay skeleton and the essay in Ex. 2 as a model.
- Ask Ss to use the **Checklist** to check their work for mistakes and then ask various Ss to read their essays to the class.
- Alternatively, assign the task as HW and ask Ss to read out their essays in the next lesson.

Suggested Answer Key

These days more and more teenagers own mobile phones. This has advantages and disadvantages.

There are benefits to teenagers owning a mobile phone. In the first place, they can contact people easily. For instance, parents can contact their children easily. Furthermore, it is useful in emergencies. To give an example, teens can call for help if they need to.

On the other hand, there are drawbacks to teens owning mobiles. The main argument against is it can distract from schoolwork. For example, teens may call and text instead of studying. Also, mobile phones can be expensive. For this reason, teens need to know about hidden charges.

All things considered, there are both good and bad points to teenagers owning mobiles. In my opinion, they are very useful if used sensibly.



1 **Aim** To predict the content of a text and listen and read for specific information

- Ask Ss to look at the pictures and elicit Ss' guesses to the question in the rubric.
- Play the recording. Ss listen, read and find out.

Suggested Answer Key

I think the pictures show early computers.

2 **Aim** To read for specific information

- Ask Ss to read the text again and read questions 1-5 and match the correct text to each one.
- Explain / elicit any unknown words.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 C (*It... took up 167 m²!*)
 - 2 B (*... help his father...*)
 - 3 C (*... electronic computer...*)
 - 4 B (*... began to sell the machines.*)
 - 5 A (*Inside the ship there was a machine from around 100 BC*)
- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key

input (n): the information that you put into a computer
follow instructions (phr): to use a fixed set of rules to do sth

program (n): a set of instructions that a computer uses to operate

output (n): the results that a computer produces

sponge diver (phr): sb who swims to the bottom of the sea to collect sponges (sea creatures full of holes)

coast (n): the edge of the land where it meets the sea
expert (n): sb who knows a lot about a particular thing
enter a date (phr): to put the day, month and year into a machine

arithmetic (n): a field of mathematics involving addition, subtraction, multiplication and division

tax official (n): sb who collects money for the government from people

major (adj): of greater importance

electronic computer (phr): an electric machine operated by electricity that uses programmes and stores information

weigh (v): to be a certain weight

take up (phr v): to occupy a certain space

- Play the video and elicit Ss' comments at the end.

3 **Aim** To develop presentation skills

- Explain the task and give Ss time to prepare their presentations using the headings provided.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see p. 73(T)

4 **Aim** To consolidate information in a text

Elicit answers from Ss around the class.

Suggested Answer Key

I learnt that there is a machine from over 2,000 years ago that took modern men 100 years to understand. I learnt that there was an advanced calculator available in 1642. I learnt that the first electronic computer existed in 1946 and that it took up 167 m².

Culture Spot

1 **Aim** To listen and read for gist

- Ask Ss to read title and look at the picture.
- Play the recording. Ss listen and follow the text in their books.
- Elicit answers to the questions from Ss around the class.

Answer Key

It is in Cambridge near Boston in the USA.

It is famous for being one of the best universities in the world and for producing many Nobel Prize winners.

- Play the video and elicit Ss' comments at the end.

2 **Aim** To write an article about a university in your country

- Give Ss time to collect information about a university in their country using the Internet or other resources.


- Ask Ss to make notes under the headings provided and then use them to write an article. Ask various Ss to read their articles to the class.
- Alternatively, assign the task as HW and ask Ss to read out the articles in the next lesson.

(Ss' own answers)

Background information

Antikythera is a small island in the south of Greece near the island of Crete. It is globally known because an early type of a calculator, dating back to 100 BC, was discovered there. Most of its inhabitants have moved to bigger cities in Greece or abroad. Today, its local population is estimated to be only 44 people but the number increases during summer months due to tourism.




1  **To read for specific information**
(multiple choice)

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 B 2 C 3 B 4 D 5 B

2  **To consolidate everyday English**
expressions / exchanges learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 I'm not happy with 3 are you finding it
2 What do you think of 4 That's a shame



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



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Suggested Answer Key for Ex. 3 on p. 72(T)

Hello everyone, I'm Chris Murphy. Can you imagine living in a world without computers? It's a scary thought. Luckily, pioneers of the past made the first steps into computing which allowed us to have the computer we have today. There were many people and inventions that led up to modern-day computers and I'm going to talk about three of them this morning. In 1939, Bill Hewlett and David Packard put their ideas and names together to create the company Hewlett-Packard. Soon they made their first product, the HP200A Audio Oscillator. It had the ability to create sound effects and this interested Walt Disney Pictures who used it in one of their feature films. In 1948, IBM created the Selective Sequence Electronic Calculator, called the SSEC, which could compute scientific data. It was able to chart the movement of the

Moon. In 1969, these charts were used in the Apollo mission's Moon landing.

In 1950, Engineering Research Associates released the first commercially produced computer. They called it the ERA 1101. It had the ability to record and recover data. It was able to retrieve one of the 4,000 words stored on it in five-thousandths of a second.

To sum up, the Audio Oscillator, the SSEC and ERA 1101 were all early computers that made advancements in computing. Computers have come a long way and continue to improve in speed and capabilities. We can only imagine where computers will take us in the future. Thank you for listening. Are there any questions?

3 **Aim** To listen for specific information (Yes / No statements)

- Ask Ss to read the rubric and the statements 1-6 and underline the key words.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 No	3 Yes	5 Yes
2 No	4 Yes	6 No

4 **Aim** To consolidate vocabulary learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 scan	5 scroll	9 to
2 for	6 in	10 connect
3 charge	7 from	
4 in	8 social	

5 **Aim** To consolidate grammar structures learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 had told	3 upgrade	5 would buy
2 will have	4 will order	6 will

6 **Aim** To write an essay

- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

Robots were only seen in sci-fi films, but now they serve a variety of purposes. So what are the pros and cons of robots?

Robots have some benefits. Firstly, they can do dangerous jobs. For instance, they can disarm bombs or mines. Another advantage of robots is they can work non-stop. For example, they never get sick or need a holiday.

However, robots have some drawbacks. First, they put people out of work. For instance, car factories now use robots instead of people. Another disadvantage is that robots are expensive to buy and maintain. Moreover, the costs will increase as newer models are developed.

All in all, there are both advantages and disadvantages to robots. I believe they will become common in factories, but they will never have a place in people's homes.

Grammar in Focus

Aim To consolidate grammar structures learnt

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

Answer Key

1 got	5 to make
2 have become	6 much
3 more	7 will they think
4 to	

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel at each of the listed activities.



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1 To listen and read for gist

- Ask Ss to read the titles of the texts. Look at the pictures and answer the question.
- Elicit Ss' guesses from around the class.
- Play the recording. Ss listen and read to find out.

Answer Key

The texts are about different kinds of plants and the harmful impact they may have on our health or the environment.

2 a) To read for specific information (multiple choice)

- Ask Ss to read questions 1-4 and the possible answers.
- Give Ss time to read the texts again and answer the questions.
- Check Ss' answers.

Answer Key

1 B 2 C 3 B 4 B

b) To identify the author's purpose

Elicit the author's reason for writing each of the texts. Ask Ss to justify their answers.

Answer Key


The author's purpose in texts A-C is to inform the reader. We understand this because the author uses facts and pros / cons.

The purpose of text D is to persuade the reader. The author uses phrases such as "Here are some of the reasons to choose GM foods..." and "Know the facts and make the right choice."

3 To read for specific information (comprehension questions)

- Ask Ss to read questions 1-4 and then read the texts again and answer them.
- Check Ss' answers.

Answer Key

- 1 They can kill you if you eat them.
- 2 Soak a cloth in cold water and put it on the affected area.
- 3 It grows through walls and pavements and it is almost impossible to kill.
- 4  They contain more vitamins, they cost less to grow and they can survive severe weather.

- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries, or in the Word List.

Suggested Answer Key

species (n): a group of plants / animals with similar characteristics

innocent (adj): harmless

be fooled (phr): to be tricked into believing sth that is not true

organ (n): one of the parts of our bodies which has a particular function, e.g. the heart, lungs, liver etc.

eventually (adv): in the end

liver poisoning (phr): when sth that you eat or drink makes the liver stop working properly

urushiol oil (n): a liquid that causes skin rashes

substance (n): a type of solid liquid or gas

allergic reaction (phr): when you become ill because of sth you eat, touch or breathe in

avoid (v): to try not to do sth

symptom (n): a sign of an illness

include (v): to have as part of sth

rash (n): redness or spots on the skin

blisters (pl n): painful swelling on the skin filled with liquid

burning (n): a painful feeling

last (v): to continue for some time

several (adj): a few

treatment (n): medicine / therapy to cure a medical condition

suffer (v): to experience sth unpleasant

soak (v): to cover sth with a liquid for a period of time

affected area (phr): a part of the body that has a problem

alien plant (phr): a plant that is growing somewhere that is not its natural habitat

natural habitat (n): the kind of environment that a plant or an animal usually lives in

spread (v): to grow quickly and cover a large area

oxygen (n): a gas in the air which we breathe

manage (v): to succeed in doing sth difficult

control (v): to limit the growth of sth

pavement (n): the raised part next to the road that people walk along

impossible (adj): not able to be done

genetically-modified (adj): (of a plant) that has had its DNA changed

criticise (v): to say bad things about sb / sth

evidence (n): proof

support (v): to show that sth is true

crop (n): a plant that is grown for food

survive (v): to continue to live

severe (adj): very bad

4 To identify synonymous words / phrases

Ask Ss to look at the underlined words in the text and match them to the synonyms in the list. Ss can use their dictionaries or the Word List to help them.

Answer Key

harmful = dangerous

innocent = harmless

massive = huge

fascinating = interesting

evidence = proof

cheap = inexpensive

severe = extreme

5 a) & b) – See p. 75(T)



6 To present / revise quantities

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

Answer Key

1 bar 3 pinch 5 slice 7 packet
2 pot 4 clove 6 bags 8 tin

7 a) To present / revise cooking methods

- Give Ss time to choose the odd words.
- Check Ss' answers around the class.

Answer Key

1 grilled 3 baked 5 mashed
2 scrambled 4 fried

b) To practise new vocabulary

- Ask a pair of Ss to read out the example.
- Ss complete the task in pairs using the cooking methods from Ex. 7a.
- Monitor the activity around the class and ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: How do you like your potatoes?

B: I prefer them roasted.

A: How do you like your chicken?

B: I prefer it grilled.

A: How do you like your carrots?

B: I prefer them boiled.

A: How do you like your rice?

B: I prefer it fried.

8 To consolidate prior knowledge with information in a text

- Read the rubric aloud and elicit what Ss knew about the plants in the texts.
- Then ask various Ss what they learnt from the texts.

Suggested Answer Key

I knew that there were poisonous mushrooms and GM foods. I didn't know about the poison oak or the alien plants. I learnt that alien plants can destroy the environment. I learnt that poison oak can cause allergic reactions and I also learnt that GM foods can be healthier than naturally-grown crops as they contain more vitamins.

9 To develop presentation skills

- Go through the rubric with Ss and explain the task. Refer Ss to p. PS6 for exercises, a plan and useful language to help them.
- Play the video and give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Presentation Skills Key, Ex. 4b, pp. PSK4-PSK5



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1 a) **Aim** To read for gist

Give Ss time to read through the texts and elicit what each one is about.

Answer Key

The first text is about a university conference and the second text is about pufferfish.

b) **Aim** To introduce the passive

Ask Ss to look at the verbs in bold in the texts and identify their tenses.

Answer Key

is held = present simple passive

was organized = past simple passive

were first eaten = past simple passive

are still considered = present simple passive

- Play the video for Ss and elicit their comments at the end.

2 **Aim** To present how to change the active to the passive

- Ss' books closed.
- Say then write on the board: *Alexander Fleming discovered penicillin* and *Penicillin was discovered by Alexander Fleming*. Explain that when we change an active sentence to a passive one, the object of the active sentence becomes the subject of the passive sentence and the subject of the active sentence becomes the agent of the passive sentence. We introduce the agent with *by* + person or *with* + object / instrument. Explain that the passive sentence gives emphasis to the action rather than the person who does it.
- Refer Ss to the **Grammar Reference** section for more information.
- Ss open their books and read the theory box.
- Elicit when we use the passive and the justifications for the use of the passive in the extracts.

Answer Key

is held = action is more important than the person who does it (formal notice)

was organized = action is more important than the person who does it (formal notice)

were first eaten = when the person who does the action is unknown

are still considered = when the person who does the action is unimportant

Suggested Answer Key

We use the passive when the action is more important than the person who does it or when the person is unknown, unimportant or obvious from the context.

3 **Aim** To practise the passive

- Explain the task and give Ss time to complete it.
- Tell Ss to look at the time words / phrases to help them choose the correct verb form.
- Check Ss' answers.

Answer Key

1 is 2 were 3 was 4 are

4 **Aim** To practise changing from active to passive

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

Answer Key

- 1 Chemicals are used to make sugar white.
- 2 The main dish was made by the chef himself.
- 3 Pasta with fresh vegetables and parmesan cheese is served in this restaurant.
- 4 Were the mushrooms harvested by hand?
- 5 Are credit cards accepted?
- 6 Tuna is caught in oceanic waters.
- 7 Rainforest areas are destroyed to make way for banana plantations.
- 8 A new cafe was opened in town last Monday.

5 **Aim** To practise changing from active to passive

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

Answer Key

- | | |
|-----------------------------|-----------------|
| 2 were potatoes introduced | 5 is held here |
| 3 was told | 6 was broken by |
| 4 was the restaurant bought | |



6 To present reflexive / emphatic pronouns

- Ask Ss to read the cartoon and then read the theory.
- Explain that the pronouns *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves* can be **reflexive** (showing that sb performed an action on their self) or **emphatic** (showing that sb performed an action alone without help).
- Read through the common expressions used with this type of pronoun. Tell Ss that it would be helpful to learn these set expressions by heart.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|------------------|---------------------|
| 1 <i>herself</i> | 3 <i>yourself</i> |
| 2 <i>myself</i> | 4 <i>yourselves</i> |

7 To practise sentence transformations

- Explain the task. Remind Ss that they should use from two to five words to complete the sentences.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- | | |
|------------------------|--------------------------|
| 1 <i>cake was made</i> | 4 <i>the cake on his</i> |
| 2 <i>is caused by</i> | 5 <i>was visited by</i> |
| 3 <i>was built</i> | |

8 To practise forming adjectives with suffixes

- Explain the task and read out the theory box.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|--------------------|--------------------|----------------|
| 1 <i>similar</i> | 3 <i>selective</i> | 5 <i>tasty</i> |
| 2 <i>poisonous</i> | 4 <i>healthy</i> | |

9 To present / practise phrasal verbs related to health

- Give Ss time to complete the task.
- Ss can look up any unknown phrasal verbs in their dictionaries or the Word List.
- Tell Ss to copy these phrasal verbs in the Phrasal Verbs Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- | | | |
|--------------|----------------|----------------|
| 1 <i>on</i> | 3 <i>round</i> | 5 <i>after</i> |
| 2 <i>out</i> | 4 <i>down</i> | |

10 To present / practise prepositional phrases

- Give Ss time to complete the task.
- Ask Ss to copy these words with their prepositions in the Prepositions Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- | | | | |
|----------------|---------------|-------------|----------------|
| 1 <i>about</i> | 3 <i>of</i> | 5 <i>to</i> | 7 <i>about</i> |
| 2 <i>for</i> | 4 <i>from</i> | 6 <i>in</i> | 8 <i>with</i> |

- Play the video and elicit Ss' comments at the end.



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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



1 To present new vocabulary

- Go through the list of words with Ss and explain / elicit their meanings.
- Then give Ss time to complete the sentences.
- Check Ss' answers around the class.

Answer Key

- | | | |
|---------|------------|-----------|
| 1 burnt | 4 twisted | 7 pulled |
| 2 cut | 5 sprained | 8 bruised |
| 3 broke | 6 hit | |

2 To consolidate new vocabulary

- Explain the task and read out the example.
- Ss complete the task. Ask various Ss to read out their sentences.

Suggested Answer Key

If you cut your finger, put a dressing on it.

If you break your leg, have an X-ray and wear a plaster cast.

If you twist your ankle, put an ice pack on it and rest it.

If you sprain your wrist, put a bandage on it and rest it.

If you hit your head, put an ice pack on it.

If you pull a muscle, rest it.

If you bruise your eye, put an ice pack on it.

3 To categorise extreme sports

- Ask Ss to copy the headings into their notebooks and then write the correct sports under each one.
- Check Ss' answers around the class.

Answer Key

Land: snowboarding, ice climbing

Air: skydiving, hang-gliding, bungee jumping

Water: kayaking

4 To talk about extreme sports

Read the rubric aloud and elicit answers from Ss around the class with reasons.

Suggested Answer Key

I think skydiving and parachuting are the most dangerous because your parachute might fail to open or you might land in a dangerous place because the wind might blow you off course. There are too many things that could go wrong in my mind. I think kayaking is the least dangerous because you can always paddle back to shore if you want to.

1 a) To prepare for a listening task (T / F statements)

- Read out the **Tips** box and tell Ss this tip will help them complete the task successfully.
- Ask Ss to read the rubric and the statements, find and underline the key words and try to predict the content of the recording.

Answer Key

- ready-made meals, knows as, TV foods
- typical, ready-made meal, contains
- working people, ready-made meals
- frozen food, tasty
- ready-made meals, salty

b) To listen for specific information (T / F statements)

- Play the recording. Ss listen and mark the sentences accordingly.
- Check Ss' answers.

Answer Key

- 1 F 2 T 3 F 4 F 5 T

2 To give a presentation on the pros and cons of ready-made meals

- Go through the rubric with Ss and explain the task. Refer Ss to p. PS6 in the WB for exercises, a plan and useful language to help them.
- Give Ss time to complete the task using the information in the listening task and their own ideas.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Workbook Presentation Skills Key, Ex. 8, p. WPSK6

3 To present / practise pronouncing /s/, /ʃ/

- Model the sounds and then play the recording.
- Ss repeat chorally and / or individually.



1 **Aim** To analyse a rubric

- Ask Ss to read the rubric aloud and pay attention to the underlined words.
- Give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

- 1 *an opinion essay* 3 *formal style*
2 *my teacher* 4 *Yes*

2 **Aim** To identify content

- Explain the task and give Ss time to read the essay and complete the task.
- Check Ss' answers.

Answer Key

- 1 C 2 D 3 B 4 A

3 **Aim** To discuss the writer's viewpoints and reasons / example

- Give Ss time to read the essay again and complete the table.
- Check Ss' answers.

Answer Key

Viewpoints	Reasons / Examples
1 eating meat can be bad for our health	<ul style="list-style-type: none"> • <i>red meat may cause heart disease because of high fat content</i> • <i>animals are given hormones and antibiotics that are harmful for us</i>
2 meat industry cruel to animals	<ul style="list-style-type: none"> • <i>animals kept in poor conditions and not free to walk around</i> • <i>killing methods make animals suffer</i>

- Play the video and elicit Ss' comments at the end.

4 **Aim** To practise linking words

- Explain the task and give Ss time to complete it.
- Refer Ss to the Useful Language box.
- Check Ss' answers.

Answer Key

In the first place = *To begin with*

For example = *For instance*

Furthermore = *In addition*

Secondly = *Also*

For instance = *For example*

This means that = *For this reason*

Additionally = *Moreover*

All things considered = *In conclusion*

5 **Aim** To identify phrases used for expressing opinion

- Elicit which phrases the writer uses.
- Refer Ss to the **Useful Language** box.
- Elicit substitutions from around the class.

Answer Key

in my opinion, I strongly believe

Suggested Answer Key

I think, To my mind

6 **Aim** To practise expressing an opinion

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

Suggested Answer Key

- 1 *In my opinion, organic food may cost more, but it is worth the money.*
- 2 *I believe that too much food is wasted nowadays.*
- 3 *I strongly believe that children should be encouraged to eat more fruit and vegetables and fewer sweets.*





7 **Aim** To practise topic sentences

- Elicit the topic sentences in the model.
- Give Ss time to turn the prompts into full sentences to replace them.
- Check Ss answers around the class.

Answer Key

In the first place, eating meat can be bad for our health.

Secondly, the meat industry is cruel to animals.

Suggested Answer Key

To begin with, vegetarianism is a healthier choice than eating meat.

Furthermore, animals used for food are treated badly.

8 **Aim** To analyse a rubric

- Ask Ss to read the rubric aloud and underline the key words.
- Check Ss' answers.

Suggested Answer Key

Key words: class, discussion, 'More people should stop buying ready-made foods and prepare home cooked meals instead.' teacher, essay giving your opinion, 100-120 words

9 a) **Aim** To match viewpoints to reasons

- Explain the task and give Ss time to read the viewpoints and reasons.
- Check Ss' answers.

Answer Key

1 b 2 d 3 a 4 c

b) **Aim** To decide which viewpoints agree / disagree with the topic

Elicit which of the points agree and which of the points disagree with the statement from Ss around the class.

Answer Key

1 agrees 3 disagrees
2 disagrees 4 agrees

10 a) **Aim** To form an opinion

Give Ss time to decide and then ask various Ss around the class to tell the rest of the class.

(Ss' own answers)

b) **Aim** To write an essay

- Give Ss time to write their essay using the phrases from the **Useful Language** box, the plan and the essay skeleton. Ss can use the opinion essay in Ex. 2 as a model.
- Ask Ss to use the **Checklist** to check their work for mistakes and then ask various Ss to read their essays to the class.
- Alternatively, assign the task as HW and ask Ss to read out their essays in the next lesson.

Suggested Answer Key

Nowadays, many people buy ready-made meals instead of preparing home-cooked food. Although they say they are quick and convenient, in my opinion, people should cook their own meals.

To begin with, ready-made meals are unhealthy. For example, they are full of preservatives and additives and high in salt and fat. For this reason they are harmful to our health.

Secondly, ready-made meals are expensive. For instance, eating them all the time can cost a lot of money. Home-cooked food costs less. As a result, you can save money.

To sum up, I feel it is best to prepare your own meals rather than buying ready-made meals. We can be healthy and save money.

Exercise 5 on p. 84(T)

5 **Aim** To consolidate new vocabulary through collocations

- Explain the task and give Ss time to complete it.
- Tell Ss to copy these collocations in the Collocations Section in their notebooks and revise them as often as possible.

- Check Ss' answers.

Answer Key

1 muscle 4 cider 7 tasty 10 olive
2 natural 5 warm 8 rough
3 effective 6 skin 9 ground



1 a) **Aim** To elicit prior knowledge and predict the content of a text

Elicit Ss' answers to the questions in the rubric.

Suggested Answer Key

I know eucalyptus is a plant used in a lot of medicines. I think it helps people with colds breathe more easily. I don't know much about the calendula plant, but I've heard on TV that it is used for sore muscles. Cinnamon is a spice used a lot in cooking. I don't know how it is used as a natural remedy.

b) **Aim** To listen and read for specific information

Play the recording. Ss listen and find out if their guesses in Ex. 1a were correct.

Suggested Answer Key

Eucalyptus oil is good for colds and flu. Calendula tincture helps indigestion, muscle pain and backache and it can prevent infection. Cinnamon oil helps minor skin problems and tired feet.

2 **Aim** To read for specific information (multiple matching)

- Ask Ss to read questions 1-7.
- Give Ss time to read the text and complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 B (It can also clear dirt from wounds to help them heal)
- 2 C (It can even soften the skin of tired rough feet)
- 3 A (Inhaling eucalyptus oil is a very effective way to clear your nose)
- 4 B (... can help stomach aches ...)
- 5 B (...can help...muscle pains)
- 6 C (it can even soften the skin...)
- 7 B (...can help...backache)

3 **Aim** To consolidate information in a text (comprehension questions)

- Give Ss time to read the text again and complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 They came from Australia.
 - 2 Calendula tincture, because it must be left for 4 weeks to be ready to use.
 - 3 **THINK!** *I think these treatments are effective because these plants have been used for making medicines since ancient times. I think it is useful for people to know the healing properties of plants and use them to help the symptoms of common illnesses when possible.*
- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

natural remedies (phr): treatments that are made using things from nature

import (v): to bring goods into a country from another country

inhale (v): to breathe in

effective (adj): working well

stuffy (adj): (of the nose) blocked

sink (n): a fixed container in a kitchen used for washing dishes

bowl (n): a round container

drop (n): a tiny amount of a liquid

place (v): to put sth in a position

towel (n): a soft cloth used to dry the body

lean (v): to bend your body in a certain direction

breathe (v): to move air into and out of your lungs

herbal (adj): coming from herbs

tincture (n): a liquid made from a plant extract mixed with alcohol

backache (n): the condition of having pain in the back

dirt (n): small pieces, of mud, soil, etc.

wound (n): a deep cut in the skin

heal (v): (of a wound) to get better

petal (n): each of the coloured parts of a flower

rinse (v): to wash sth with clean water

jar (n): a round glass container with a lid

cider vinegar (n): a liquid from sour apple juice

preserve (v): to keep sth in the same state for long

mixture (n): two or more things mixed together

pour (v): to cause a liquid to flow from one container to another

liquid (n): fluid, not a solid or a gas

spice (n): a powder from parts of plants used to give flavour to food

health benefit (phr): a quality that sth has which is good for the health

treatment (n): the use of medicines or therapies

minor (adj): not serious

soften (v): to make sth softer

rough (adj): (of skin) dry and hard

ground cinnamon (n): a spice made from the bark of a tree

- Play the video and elicit Ss' comments at the end.

4 **Aim** To consolidate new vocabulary by using a dictionary

- Read the **Tips** box aloud and give Ss time to look up the words in bold in their dictionaries.
- Check Ss' answers.

Answer Key

suffer from = to experience sth unpleasant

effective = working well

place = to put sth somewhere

ancient = very old

pick = to remove flowers from where they are growing

rinse = to wash sth in clean water

tasty = delicious

discover = to find out

5 See p. 83(T)



6 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it and check their answers in the Word List.
- Double-check Ss' answers around the class.

Answer Key

1 treatment	4 fever	7 infection
2 rash	5 pain	8 tablet
3 wound	6 GP	

7 **Aim** To consolidate new vocabulary

- Explain / Elicit the meanings of the words in the list.
- Ask Ss to look at the pictures and then complete the sentences with the words in the list.
- Check Ss' answers.

Answer Key

1 rash	3 sunburnt	5 runny nose
2 fever	4 allergy	6 cramp

8 **Aim** To talk about health problems

Read the rubric aloud and elicit answers from Ss around the class.

Suggested Answer Key

Around a month ago, I had a runny nose. I had to bring tissues with me everywhere I went. It was really annoying.

About 3 weeks ago, I had a rash. I put some cream on it. It was very itchy.

Last week I had stomach cramps. It was painful. I drank some chamomile tea.

9 a) **Aim** **THINK!** To develop critical thinking skills

Ask various Ss around the class to tell the class four things that they have learnt from the text.

Suggested Answer Key

I learnt that eucalyptus comes from Australia. I learnt that calendula comes from the marigold flower. I also learnt that cider vinegar preserves marigold petals for years and that cinnamon can be used to treat minor skin problems and rough feet.

b) **Aim** To compare three different natural remedies

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

Suggested Answer Key

- 1 have been used as natural remedies for some time.
- 2 treat minor skin problems.
- 3 in many British gardens.
- 4 from other countries.

10 **Aim** To listen for specific information (T / F statements)

- Ask Ss to read sentences 1-5.
- Play the recording twice if necessary. Ss listen and mark the statements correctly.
- Check Ss' answers.

Answer Key

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

11 **Aim** **ICT** To write about local natural treatments

- Ask Ss to collect information about natural remedies from their country from the Internet and write a short text.
- Ask various Ss to present their text to the class.
- Alternatively, assign the task as HW and ask Ss to present their text in the next lesson.

(Ss' own answers)

Background information

Australia is a large country that makes up most of the Australian continent. It is the sixth-largest country in the world. Its capital city is Canberra. Other well-known cities are Sydney and Melbourne. Australia used to be a British colony. It has a wide variety of landscapes including tropical rainforests, mountain ranges and desert. It also has many unique species of plants and animals.

Britain (The United Kingdom of Great Britain and Northern Ireland) commonly known as the UK, is located off the north-western coast of Europe. The country includes the island of Great Britain, the northeastern part of Ireland, and many smaller islands. Its capital city is London. Britain has a temperate climate with lots of rain all year round.



1 a) **Aim** To introduce the topic and predict the content of the text

Read out the sentences and ask Ss to decide in pairs whether they are true or false.

(Ss' own answers)

b) **Aim** To listen and read for specific information

- Play the recording, Ss listen, follow the text in their books and find out if their guesses were correct.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 F (is the largest organ in the human body)
- 2 F (keratin ... strengthens the skin and makes it waterproof)
- 3 F (the dermis, is elastic and makes the sense of touching possible)
- 4 F (Skin is our first line of defence against bacteria)

2 **Aim** To read for specific information (comprehension questions)

- Give Ss time to read questions, then read the text again and answer them.
- Check Ss' answers.

Answer Key

- 1 Drink lots of water
- 2 Vitamin A helps repair and maintain the health of skin. Vitamins C & E protect the skin from sun damage and pollution. Vitamin H strengthens hair and nails which depend on skin to be healthy. Minerals make skin elastic and help heal wounds.

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

layer (n): a thin flat area, usually above or below another

outer (adj): on the outside

epidermis (n): the outer layer of the skin

cell (n): a tiny structure which makes up all living things

keratin (n): a protein found in our skin, nails, hair, etc.

strengthen (v): to make sth stronger

waterproof (adj): not allowing water to pass through it

melanin (n): a substance in our skin, hair and eyes that gives them their colour

darken (v): to make sth darker in colour

shield (v): to protect

dermis (n): the middle layer of our skin

elastic (adj): able to stretch

inner (adj): being on the inside

hypodermis (n): the bottom layer of our skin

store (v): to keep sth in order to use it later

fat (n): a soft white substance under the skin that stores energy and keeps us warm

blood vessel (n): each of the tubes that carry blood around the body

regulate (v): to keep sth constant

defence (n): protection

bacteria (n): germs

muscles (n): parts of the body that connect the bones and allow the body to move

bone (n): the hard body parts that make up the skeleton of a creature

internal (adj): being on the inside

well-nourished (adj): given sufficient food etc

mineral (n): a substance found naturally in food

whole grains (phr): the seeds of crops such as wheat, oats, barley, including their outer part

3 see p. 87(T)

4 see p. 87(T)

Culture Spot

1 **Aim** To listen and read for specific information (comprehension questions)

- Give Ss time to read questions 1-3 and then play the recording. Ss listen and follow the text in their books and complete the task.
- Check Ss' answers.

Answer Key

- 1 It was set up by Cheri Mellilo.
 - 2 It organizes competitions where architects and engineers work with their students to create structures made from thousands of cans of food within a set time.
 - 3 Construction events take place all over the world.
- Play the video and elicit Ss' comments at the end.

2 **Aim ICT** To write a short text about a charity

- Explain the task and give Ss time to collect information from the Internet and write a short text about a charity organisation in their country.
- Ask various Ss to present their texts to the class.
- Alternatively, assign the task as HW and ask Ss to read their texts in the next lesson.

(Ss' own answers)



1 a) **Aim** To read for specific information
(multiple choice)

- Ask Ss to read the questions and the possible answers and give them time to read the text and complete the task.
- Check Ss' answers.

Answer Key

1 D 2 C 3 B 4 A

b) **Aim** To consolidate information in a text

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers.

Suggested Answer Key

- 1 British skydiver Adrian Nicholas.
- 2 In 1797
- 3 Nowadays parachutes are used by the military and the fire service as well as sportspeople.

- Play the video and elicit Ss' comments at the end.

2 **Aim** To listen for specific information (T / F statements)

- Play the recording. Ss listen and mark the statements according to what they hear.
- Check Ss' answers.

Answer Key

1 T 2 T 3 T 4 F 5 T

3 **Aim** To consolidate everyday English expressions / exchanges learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 What seems to be the problem?
- 2 I'm in a lot of pain.
- 3 You're going to need an X-ray.
- 4 Where does it hurt?

Exercises 3 & 4 on p. 86(T)

3 **Aim** **THINK!** To consolidate information in a text

Elicit answers from Ss around the class.

Suggested Answer Key

I learnt that the skin is the largest organ in the human body. I learnt that the skin has three layers (the dermis, the epidermis and the hypodermis). I learnt that skin repairs itself while we sleep and it controls our body temperature. I also learnt which vitamins are good for our skin.

- Play the video and elicit Ss' comments at the end.

4 **Aim** **ICT** To give a presentation on how to protect our skin from the sun

- Give Ss time to collect information from the Internet about how to protect our skin from the sun and write a short text about it.
- Ask various Ss to give their presentations to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

We all love spending time outside in sunny weather, don't we? But are you aware that sunlight contains harmful ultraviolet (UV) radiation that can cause skin cancer, wrinkles and brown spots? Despite this, many people do not protect themselves against UV radiation.

So, today, I'd like to give you some tips about how to stay safe in the sun.

An obvious way is to limit your exposure to the sun, particularly between 10:00 am and 4:00 pm, when the sun's rays are most intense. Has anyone heard of the "shadow rule"? This is a great way to judge whether it's safe to go out in the sun. Basically, if your shadow is shorter than you, the sun's rays are strong and you should find shade.

However, the main weapon against UV radiation is sunscreen. Sunscreen always has a number which is its SPF or sun protection factor. You should always choose sunscreen with an SPF of at least 30. Apply the sunscreen on every part of your exposed skin around 15 minutes before you go out and don't forget about your ears and nose. Then, remember to reapply it every two hours or so, and more often if you are swimming or sweating a lot.

Also, think about the clothes you wear. Naturally, you will feel like wearing light clothes, but that doesn't mean only T-shirts and shorts. Loose cotton trousers and a long-sleeved shirt can be cool in hot weather, and give you extra protection against the sun. Also, wear a hat whenever possible, and make sure your sunglasses can block UV radiation.

All in all, there's nothing more enjoyable than a sunny day outside, but we've got to realise the risks involved. Follow these tips to protect yourself and have a happy and healthy summer. Are there any questions? ... OK. Thank you for listening.



4 **Aim** To consolidate vocabulary learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-----------|------------|
| 1 treated | 3 imported |
| 2 pour | 4 preserve |

5 **Aim** To consolidate vocabulary learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|----------|----------|--------|
| 1 cut | 3 sprain | 5 pull |
| 2 bruise | 4 twist | |

6 **Aim** To consolidate prepositional phrases learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | | |
|---------|---------|------|------|
| 1 after | 2 about | 3 in | 4 to |
|---------|---------|------|------|

7 **Aim** To consolidate grammar structures learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 Junk food was banned by our school.
- 2 A new dessert was created by the chef.
- 3 Chamomile tea is used as a healing drink by many people.
- 4 Cinnamon is imported from India by the company.

8 **Aim** To practise reflexive / emphatic pronouns

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|--------------|------------|
| 1 myself | 3 yourself |
| 2 themselves | 4 himself |

9 **Aim** To write an essay

- Ask Ss to read the rubric and then give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

These days, many people take part in extreme sports. In my opinion, these sports should not be banned.

In the first place, extreme sports are not as dangerous as people think. There is a lot of safety equipment. For example, skydivers wear two parachutes in case the first one doesn't work. As a result they are protected from injury.

Secondly, people who do extreme sports are not as careless as people think. For example, there is a period of training. A person cannot take part in an extreme sport without practising for many hours first. Therefore, they are well-prepared.

All in all, extreme sports are not as dangerous as people think, and people are well-prepared before they try it. In my opinion, they are exciting and fun and should not be banned.

Grammar in Focus

Aim To consolidate grammar structures learnt

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

Answer Key

- | | | |
|------------|---------------|-----------|
| 1 cooked | 4 finding | 7 to cook |
| 2 was made | 5 a lot of | 8 much |
| 3 busier | 6 are created | |

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel at each of the listed activities.

Global Issues

What's in this unit?

In this unit Ss will explore the topics of the environment, social issues, world problems and problems in towns. They will learn modals, deductions and singular / plural nouns. They will also learn to write an essay suggesting solutions to problems.

1 a) To introduce the topic and present new vocabulary

- Read out the title and the quotation and elicit how they relate to the theme of the unit.
- Play the recording with pauses for Ss to listen and repeat chorally and / or individually.
- Check Ss' intonation.

b) To present new vocabulary through pictures

- Go through the list of words and explain / elicit any unknown ones.
- Direct Ss to the pictures and elicit which global issues they can see.

Answer Key

A - endangered species	D - air pollution
B - deforestation	E - poverty
C - global warming	F - homelessness

2 To identify links

- Give Ss time to read the newspaper headlines and match them to the issues.
- Check Ss' answers.

Answer Key

1 endangered species	6 poverty
2 homelessness	7 illiteracy
3 war	8 deforestation
4 air pollution	9 disease
5 global warming	10 rubbish

3 To present new vocabulary

- Explain the task.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 extinction	3 live on	5 traffic
2 landfill	4 peace	6 cure

- Play the video and elicit Ss' comments at the end.





1 **Aim** To predict the content of the text; to listen and read for specific information

- Ask Ss to read the title, the introduction of the text and the first sentence in each paragraph as well as look at the pictures.
- Elicit Ss' guesses as to what the boy may have done.
- Play the recording. Ss listen, read and find out.
- Check Ss' answers.

Answer Key

He invented a system of lights to protect his family's cattle from lions.

2 **Aim** To read for specific information (multiple choice)

- Ask Ss to read questions 1-5 and the possible answers A-C for each one.
- Explain / Elicit any unknown words.
- Give Ss time to read the text again and choose the correct answers.
- Check Ss' answers.

Answer Key

- | | |
|--------------------|------------------|
| 1 D (introduction) | 4 A (l. 39-41) |
| 2 B (l. 18-20) | 5 D (whole text) |
| 3 C (l. 36-37) | |

3 **Aim** To read for specific information (comprehension questions)

- Ask Ss to read questions 1-3 and then read the text again and answer them.
- Check Ss' answers.

Answer Key

- 1 They had to guard their cattle against lion attacks with spears.
- 2 Because the lions are scared of moving lights.
- 3 The locals killed them to protect their cattle.

- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key

plain (n): a large, flat, open area of land
Maasai tribesmen (n): members of an African tribe
pick up (phr v): to lift up
spear (n): a long, thin weapon with a sharp point
cattle (n): cows
protect (v): to look after
enemy (n): sb / sth that is against you
invention (n): machine, device or system thought up and made by sb
nightly task (phr): a job sb does every night
grow up (phr v): to develop and become older
depend (on) (v): to rely on

- feed on (phr):** to eat for food
torch (n): a hand-held device that shines an electric light
seem like (phr): it appears that
install (v): to put in place
bulb (n): the glass part of an electric lamp
connect (v): to join together with sth
car battery (n): the device that provides electrical power in a car
charge (v): to build up power
solar panel (n): a device that converts the light and heat from the sun into electrical energy
flicker (v): to go on and off (of a light)
trick (v): to fool sb into believing sth
success (n): achievement
system (n): a set of devices powered by electricity
estimate (v): to guess
endangered (adj): in danger of dying out
locals (pl n): the people belonging to a particular area
livestock (n): animals kept by farmers
allow (v): to let
beast (n): a wild animal
peace (n): harmony
community (n): a group of people living together in an area
earn praise (phr): to deserve approval
give a speech (phr): to speak in public
conference (n): a large meeting of people to talk together about a specific subject
scholarship (n): paid education
incredible (adj): amazing
bright future (phr): success in the future
- Play the video and elicit Ss' comments at the end.

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|-----------|--------------|-----------|
| 1 trick | 5 solar | 9 peace |
| 2 take | 6 attacks | 10 bright |
| 3 protect | 7 main | |
| 4 car | 8 endangered | |



5 To identify synonymous words / phrases

- Ask Ss to look at the underlined words in the text and give them time to match them to the synonyms in the list.
- Check Ss' answers then elicit what part of speech each underlined word / phrase.

Answer Key

take care of (phr v) = look after

feed on (v) = eat

scared (adj) = afraid

connected (pp) = joined

in fact (phr) = actually

estimates (v) = calculates

main (adj) = major

necessary (adj) = needed

incredible (adj) = amazing

6 To identify antonymous words / phrases

- Ask Ss to look at the highlighted words in the text and give them time to match them to the antonyms in the list.
- Ss then identify what part of speech each highlighted word is.
- Check Ss' answers.

Answer Key

falls (v) ≠ rises

clever (adj) ≠ stupid

moving (adj) ≠ still

success (n) ≠ failure

locals (pl n) ≠ foreigners

famous (adj) ≠ unknown

7 To expand the topic vocabulary

- Give Ss time to look up any unknown words in the Word List and complete the task.
- Check Ss' answers.

Answer Key

1 create 4 raise 7 volunteer

2 abandon 5 prevent 8 improve

3 provide 6 fight

8 To act out an interview

- Explain the task and split the class into pairs. Each pair should take roles.
- Play the recording. Ss listen and takes notes according to their role and then use the information in the text to act out an interview.
- Monitor the activity around the class and then ask some pairs to act out their interviews for the rest of the class.

Suggested Answer Key

Interviewer: So tell me how did you come up with the idea for your invention?

Richard: Well, we depend on our cattle to survive. They give us meat and milk, but the lions used to come

at night and feed on them. One night, I was watching over the cattle and I noticed that the lions were staying away from me. I was holding a torch and the lions were scared of the moving light. So the next day I started working on my invention. I installed bulbs in a circle around my family's land. Then I connected the bulbs to a special car battery and I charged the battery with a solar panel. I made the lights flicker on and off at night to trick the lions and they stayed away.

Interviewer: That's amazing! How long ago was that?

Richard: That was two years ago and we haven't lost any cattle since then.

Interviewer: I believe you helped the whole community, too.

Richard: Yes, now there are 75 systems like mine around Kenya.

Interviewer: But what about the lions?

Richard: It helps them too because they are not being killed for attacking cattle and so we can live in peace with them.

Interviewer: So what else has your invention done for you?

Richard: I am famous now and I have given a speech to a conference in the USA. I even got a scholarship to a top school in Kenya. It's been fantastic.

Interviewer: Well, that's great. Good luck to you and thank you for talking to me.

9 To summarise a text

- Explain the task and ask Ss to summarise the text using the main idea in each paragraph.
- Ask various Ss to read their summary to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

One boy's clever invention means that Maasai tribesmen don't need to protect their cattle from lions at night anymore. Richard Turere discovered that lions are scared of moving lights so he invented a light system that keeps the lions away and the cattle safe. He used bulbs and a special car battery charged by a solar panel to create a system of moving lights. There are now 75 systems all over Kenya. It also helps the lions because they don't get killed for attacking livestock anymore. Richard has become famous and got a scholarship to a top Kenyan school. He wants to be a pilot one day and he is sure to have a bright future.

10 To develop presentation skills

- Explain the task and refer Ss to p. PS7 for helpful exercises, a plan and useful language.
- Give Ss time to complete the task and then ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Presentation Skills Key, Ex. 3, p. PSK5

Background information – see p. 92(T)



1 a) **Aim** To read for gist

Give Ss time to read the leaflet and elicit what it is about from Ss around the class.

Answer Key

The leaflet is about the rules in a game reserve in Botswana.

b) **Aim** To present modals

- Read out the bullet-pointed theory on modals and answer any questions Ss may have.
- Direct Ss to the **Grammar Reference** section for more information.
- Direct Ss' attention to the modals 1-8 in bold in the text and then ask them to read the list a-h.
- Give Ss time to read the text, complete the task and then check their answers.

Answer Key

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

2 **Aim** To practise modals

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

Answer Key

1 may 4 **mustn't, may**
2 can, **Shouldn't** 5 **needn't, have to**
3 **must, should**

3 **Aim** To present modals for deductions

- Direct Ss to the **Grammar Reference** section and go through the theory with Ss.
- Ask Ss to read sentences 1-3 and their meanings a-c and match them.
- Check Ss' answers.

Answer Key

1 c 2 a 3 b

4 **Aim** To practise **must / can't / may / might** for deductions

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

Answer Key

1 He **must** work hard.
2 She **can't** know the address.
3 He **may / might** have an answer.
4 They **must** be here.

5 **Aim** To practise modals

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

Answer Key

1 **Would** 4 **may** 7 **had to**
2 **should** 5 **needn't**
3 **couldn't** 6 **could**

Background information

Botswana (the Republic of Botswana) is a country in Southern Africa. It borders South Africa to the south, Namibia to the west and north and Zimbabwe to the northeast. It is a flat country and 70% of it is the Kalahari Desert. The rest of the country is mainly seasonal wetlands. The capital city is Gaborone and the population is 2.1 million people.

Background information for Ex. 10 on p. 91(T)

Background information

Kenya (the Republic of Kenya) is a country in East Africa. The capital and largest city is Nairobi. Kenya lies on the Equator with the Indian Ocean to the south-east, Tanzania to the south, Uganda to the west, South Sudan to the north-west, Ethiopia to the north and Somalia to the north-east. Kenya covers 581,309 km² and has a population of about 43½ million. The country is named after Mount Kenya, the second highest mountain in Africa.

The Maasai are an ethnic group of semi-nomadic people located in Kenya and northern Tanzania. The Maasai are among the best known of the African ethnic groups, due to their distinctive customs and dress. The Maasai population currently stands at around 841,622 in Kenya.

California is a state on the West Coast of the United States. It is home to 1 out of 8 Americans. The capital city is Sacramento. Earthquakes are common here due to the state's location along the Pacific Ring of Fire.



6 **Aim** To practise modals

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

Answer Key

- 1 *We needn't hand in the homework today.*
- 2 *Josh must be able to pass the test.*
- 3 *Journalists mustn't enter the war zone.*
- 4 *Can I take a photo of the panda?*
- 5 *They must open more schools.*
- 6 *Diane can't volunteer because she is under 16.*

7 **Aim** To practise modals

- Explain the task and give Ss time to write sentences using the prompts as well as their own ideas.
- Check Ss' answers around the class.

Suggested Answer Key

- We mustn't cut down trees.*
We shouldn't drive cars.
We mustn't drop litter.
We must help protect endangered animals.
We should use public transport.

8 **Aim** To present singular / plural nouns

- Ask Ss to read the theory box and then elicit examples of singular / plural nouns in the text in Ex. 1. NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

- Singular nouns = wildlife, equipment, food, information*
Plural nouns = supplies, clothes, trousers

9 **Aim** To practise singular / plural nouns

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|--------------|--------------|--------------|
| 1 <i>is</i> | 3 <i>are</i> | 5 <i>is</i> |
| 2 <i>are</i> | 4 <i>is</i> | 6 <i>are</i> |

10 **Aim** To practise prepositional phrases

- Explain the task.
- Give Ss time to complete it.
- Ask Ss to copy these words with their prepositions in their Prepositions Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- | | | | |
|-------------|---------------|-------------|---------------|
| 1 <i>on</i> | 3 <i>of</i> | 5 <i>by</i> | 7 <i>from</i> |
| 2 <i>at</i> | 4 <i>from</i> | 6 <i>in</i> | |

11 **Aim** To present and practise phrasal verbs related to global issues

- Explain the task.
- Give Ss time to complete it.
- Ask Ss to copy these phrasal verbs in their Phrasal Verbs Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- | | | |
|------------------|----------------|-----------------|
| 1 <i>forward</i> | 3 <i>about</i> | 5 <i>out of</i> |
| 2 <i>out</i> | 4 <i>up</i> | 6 <i>out</i> |

12 **Aim** To practise word formation

- Explain the task.
- Give Ss time to complete it and then check Ss' answers.

Answer Key

- | | |
|-----------------------|-------------------------|
| 1 <i>organisation</i> | 5 <i>awareness</i> |
| 2 <i>emissions</i> | 6 <i>global</i> |
| 3 <i>pollution</i> | 7 <i>responsibility</i> |
| 4 <i>electricity</i> | |



1 **Aim** To present new vocabulary

- Read out the problems 1-9 and explain / elicit the meanings of any unknown words.
- Give Ss time to match them to the pictures A-I.
- Play the recording. Ss listen and check their answers. Then play the recording again for Ss to repeat chorally and / or individually.

Answer Key

1 B 3 H 5 F 7 G 9 D
2 C 4 I 6 E 8 A

2 **Aim** To present new vocabulary

- Ask Ss to look up any unknown words in the Word List and then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 g 3 i 5 f 7 a 9 c
2 h 4 d 6 b 8 e

3 **Aim** To practise new vocabulary by personalising the topic

- Ask Ss to talk in pairs about what problems exist in their towns and what solution there are for them.
- Monitor the activity around the class and then ask some pairs to share their answers with the class.

Suggested Answer Key

A: In my town air pollution is a common problem. One solution would be to close down factories that produce too much smoke – minimize use of fossil fuels

B: In my town graffiti is a common problem. One solution would be to introduce fines for people who spray paint on buildings.

A: In my town illiteracy is a common problem. One solution would be to build more schools.

B: In my town lack of hospitals is a common problem. One solution would be to build more health clinics in the area.

A: In my town traffic congestion is a common problem. One solution would be to encourage people to use public transport.

B: In my town rubbish is a common problem. One solution would be to encourage people to recycle more.

A: In my town crime is a common problem. One solution would be to have more patrols on the streets.

B: In my town car accidents are a common problem. One solution would be to introduce stricter traffic laws.

A: In my town badly lit streets are a common problem. One solution would be to install more lights on streets.

1 **Aim** To listen for specific information (multiple choice)

- Ask Ss to read the rubric and the questions and possible answers.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

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

2 **Aim** To discuss a problem and its possible solutions

- Give Ss a couple of minutes to make notes.
- Play the recording again if necessary.
- Invite Ss to discuss the problem and the proposed solution and reach a decision.
- Elicit answers from Ss around the class.

Suggested Answer Key

The town council is planning to ask shops in the town to stop supplying spray paints. It is also planning to build some walls near the community centre that teens will be allowed to paint graffiti on.

A: I think that stopping shops supplying spray paint is too difficult. People need spray paint.

B: That's true. I agree that we can't expect shopkeepers to stop selling something entirely. I think the wall for graffiti is a very good idea.

A: Me too, but I'm not sure that it will stop people doing graffiti elsewhere.

3 **Aim** To practise pronouncing interjections

- Explain / Elicit the meanings of the feelings adjectives.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 relief 3 surprise
2 amazement 4 delight



1 a) **Aim** To predict the content of a dialogue

- Ask Ss to read the first exchange.
- Elicit what Ss think the dialogue is about and then play the recording.
- Ss listen and read the dialogue to check.

Answer Key

The dialogue is about a problem in the town and some possible solutions.

b) **Aim** To role play a dialogue

Ss complete the task in pairs. Monitor the activity around the class.

2 **Aim** To substitute synonymous phrases for presenting a problem / suggesting solutions / agreeing / disagreeing

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

Suggested Answer Key

I was shocked by = I was appalled by

It made me really angry to see = it made me so disappointed to see

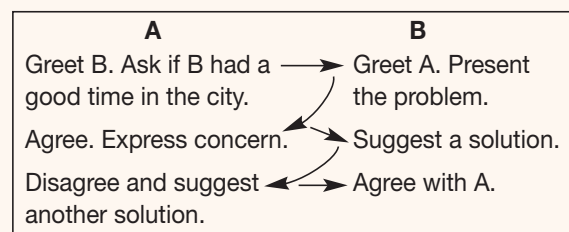
one solution could be to = it would be a good idea to

I'm not sure about that = I don't know about that

Good thinking! = Great idea!

3 **Aim** To act out a dialogue

- Ss complete the task in pairs using the prompts, the dialogue in Ex. 1 and phrases from Ex. 2 to help them.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

Suggested Answer Key

A: Hi, Paul. Did you have a nice time in the city yesterday?

B: Oh, hi Len. Yes, it was great. But I was shocked by the amount of pollution I saw.

A: Yes, I noticed that too when I visited the city last week. It made me disappointed to see the traffic fumes and smog. Something needs to be done about this problem.

B: Well, one solution could be to ban cars from the city centre. By doing this there would definitely be less pollution from traffic fumes.

A: I'm not sure about that. People still need to get around. I think it would help if they reduced the cost of public transport. If fares were cheaper, more people would use public transport and there would be a lot less pollution.

B: Great idea!

4 **Aim** To develop presentation skills

- Explain the task and refer Ss to p. PS7 in the WB for exercises, a plan and useful language to help them.
- Play the video and give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Workbook Presentation Skills Key, Ex. 8, p. WPSK7

5 **Aim** To describe pictures

- Divide the class into pairs and have each S describe one of the pictures to the other.
- Monitor the activity around the class and then ask various Ss to describe the pictures to the class.

Suggested Answer Key

Student A: In the picture, I can see two teenagers on a beach with the sea behind them. One girl is wearing a light blue top and a denim skirt. The other girl is wearing a dark T-shirt and jeans. They are holding a large plastic bag. They are probably cleaning up the beach.

Student B: I can see a woman putting a bottle into a bottle bank. She has medium-length, curly, blonde hair and is wearing a cardigan. Clearly, she is recycling her rubbish.

6 **Aim** To discuss solutions to environmental problems from a personal point of view

- Explain the task and have Ss discuss in pairs what they do in their daily life to help solve environmental problems and what else they could do in the future.
- Tell Ss to follow the plan provided.
- Monitor the activity around the class and then ask various Ss to share their answers with the class.

Suggested Answer Key

A: Every day, I try to save water. For example, when I brush my teeth, I don't leave the tap running. I also have showers instead of taking baths to use less water. What about you?

B: I always try to recycle magazines and newspapers as well as cans and bottles. It's easy for me because the recycling bins are near my house.

A: In the future, I suppose I could join in when my school has a clean up day at the beach. It's very important to clean up all the rubbish there to protect all the sea life.

B: Good idea, I think I should persuade my parents to change to solar power. That saves a lot of electricity and money.



1 **Aim** To analyse a rubric

- Ask Ss to read the rubric aloud and look at the underlined words.
- Then give Ss time to answer the questions using the underlined words.
- Check Ss' answers.

Answer Key

- 1 *an essay suggesting solutions to a problem*
- 2 *heavy traffic in my city*
- 3 *my teacher*
- 4 *100-120 words*

2 **Aim** To identify content

- Explain the task and give Ss time to read the essay and complete the task.
- Check Ss' answers.

Answer Key

- 1 D 2 C 3 A 4 B

3 **Aim** To identify key information

Give Ss time to copy and complete the table in their notebooks and then ask various Ss around the class to use the table to discuss the writer's suggestions.

Answer Key

Suggestions	Expected results
lower the cost of public transport	<i>more people would use public transport and there would be less traffic</i>
<i>convince people to use bicycles to commute</i>	<i>cycling would become safer and more people would cycle instead of driving</i>

The writer believes that if the cost of public transport was lowered then more people would use public transport and there would be less traffic. He / She also believes that by convincing people to use bicycles to commute, cycling would become safer and more people would cycle instead of driving.

- Play the video and elicit Ss' comments at the end.

4 **Aim** To match synonymous phrases for making suggestions and presenting results

- Direct Ss to the **Useful Language** box and explain the task.
- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

A useful suggestion for solving our city's traffic problems would be to = *The situation could be improved by*

By doing this = *Then*

Another solution would be to = *A useful suggestion would be to*

The result of this would be that = *The effect of this would be that*


5 **Aim** To practise making suggestions

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

Answer Key

- 1 *A useful suggestion would be to turn off all the lights when we leave a room. By doing this, we would use less electricity.*
- 2 *It would be a good idea if wealthy people donated more to charity. The result of this would be that there would be less poverty in the world.*
- 3 *Another way to solve this problem would be to build a youth club in the town. In this way, teenagers would have somewhere safe to spend their free time.*




6  **To identify and substitute topic sentences with suitable alternatives**

- Explain the task and give Ss time to complete it.
- Elicit answers and substitutions from Ss around the class.

Suggested Answer Key

A useful suggestion for solving our city's traffic problems would be to lower the cost of public transport. – A

Another solution would be to convince people to use bicycles to commute. – D


7  **To practise writing supporting sentences**

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers around the class.

Suggested Answer Key

B - If schools had PE lessons twice a day, then children would get more exercise. Consequently, they would lose weight.


C - The local council should set up youth clubs, for example, where they would be able to play sports. By doing this, teens would have somewhere to spend their free time.

8  **To analyse a rubric and match suggestions to results**

- Ask Ss to read the rubric aloud and then give Ss time to match the suggestions 1-2 to the results A-B.
- Check Ss' answers.

Answer Key

1 B 2 A

9  **To write an essay suggesting solutions to problems**

- Give Ss time to write their essay using the phrases from the **Useful Language** box, the plan and the essay skeleton. Ss can also use the essay in Ex. 2 as a model.
- Ask Ss to use the **Checklist** to check their work for mistakes and then ask various Ss to read their essays to the class.
- Alternatively, assign the task as HW and ask Ss to read out their essays in the next lesson.

Suggested Answer Key

Graffiti is a serious problem nowadays and it makes our towns and cities look ugly. What can we do to solve this problem?

One suggestion would be to introduce tougher fines for people who spray graffiti on monuments and buildings. By doing this, people would think twice before vandalising property.

Another way to help solve this problem is to create graffiti parks. Then, those who consider themselves graffiti artists could have a place to express themselves and show their work.

The problem of graffiti cannot be solved overnight. By introducing tougher fines and providing graffiti parks, though, we can reduce it.



Express Publishing



1 **To introduce the topic; to listen and read for specific information; to identify the author's purpose**

- Read the rubric aloud and elicit answers to the questions from Ss around the class.
- Play the recording. Ss listen and read to find out if their answers were correct.

Suggested Answer Key

Your water footprint is the amount of water you consume every day. You can have showers instead of baths and make sure that you don't waste food. You can also learn about which products take a lot of water to produce and make smart consumer choices.

- Elicit the author's purpose from Ss. Ask Ss to provide reasons for their answers.

Answer Key

The author's purpose is to inform and persuade. The author informs by providing information and persuades by using phrases such as 'try changing' and 'you should'.

2 **To match headings to paragraphs**

- Ask Ss to read the headings A-D and give them time to read the text again and do the task.
- Check Ss' answers.

Answer Key

1 C 2 D 3 B

- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key – see p. 99(T)

- Play the video for Ss and elicit their comments at the end.

3 **To identify synonymous words / phrases**

- Refer Ss to the words in bold in the text and give Ss time to match them to their synonyms in the list.
- As an extension you can ask Ss to identify what part of speech each word is.
- Check Ss' answers around the class.

Answer Key

amount (n) = quantity

consumes (v) = uses up

calculating (v) = working out

products (n) = goods

has access to (phr) = is able to use

under pressure (phr) = influenced

scarce (adj) = rare

adds to (phr) = increases

habits (n) = repeated actions

reduce (v) = cut down on

aware of (phr) = familiar with

smart (adj) = clever

making an effort (phr) = trying

make a difference (phr) = help

4 **To develop critical thinking skills**

Elicit answers from Ss around the class.

Suggested Answer Key

I think I will try to save more water and I will also try not to waste food.

Culture Spot

1 **To predict the content of the text and listen and read for confirmation**

- Ask Ss to look at the picture and the logo.
- Elicit Ss' guesses as to what the charity does.
- Play the recording. Ss listen and read to check if their guesses were correct.

Suggested Answer Key

The picture shows a beautiful beach so I imagine that the charity does something to protect the environment.

- Play the video and elicit Ss' comments at the end.

2 **To express an opinion**

Elicit answers to the question in the rubric from Ss around the class.

Suggested Answer Key

People should give money to Conservation International because they want to help the environment as we all need nature's benefits such as food, water and medicine.

3 **To develop presentation skills**

- Give Ss time to collect information about an environmental charity in their country and write a short text about it.
- Ask various Ss to give their presentations to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

(Ss' own answers)



1 a) **Aim** To read for specific information
(multiple choice)

- Ask Ss to read the questions and the possible answers and then give them time to read the text and complete the task.
- Check Ss' answers.

Answer Key

1 D 2 C 3 A 4 C 5 C

b) **Aim** To read for detail

- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 We could join environmental charities that look after endangered species. We could also pay more attention to our carbon footprint and change to a more environmentally-friendly lifestyle.
- 2 All animals are important parts of the eco-system, so even though some animals like lions, tigers and alligators may be dangerous, they still need protecting. So yes, protecting dangerous animals is a good idea.
- 3 It is our responsibility as humans to protect animals' right to exist. It is our behaviour that puts them in danger so yes, governments should spend money to protect them.

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

2 **Aim** To consolidate everyday English expressions / exchanges learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 It made me angry
- 2 Good thinking!
- 3 I'm not sure
- 4 One solution would be



Express Publishing

Suggested Answer Key for Ex. 2 on p. 98(T)

footprint (n): the mark left by a foot

amount (n): quantity

consume (v): to use

daily (adv): every day

access (n): ability to have

supply (n): an amount of sth available for use

pressure (n): the act of trying to make sb do sth

growing population (phr): increasing number of people

billion (n): a thousand million

scarce (adj): rare

water shortage (phr): not enough water for those who need it

bad habit (phr): a repeated negative action

reduce (v): to make less

turn off (phr v): to stop sth by turning a control

waste (n): an unnecessary use of sth and more than you need


aware of (phr): to know about sth

require (v): to need

smart (adj): clever

make an effort (phr): to try hard


make a difference (phr): to make a positive change

3  **To listen for specific information (T / F statements)**

- Ask Ss to read the rubric and the statements 1-6 and underline the key words.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key


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

4  **To consolidate vocabulary learnt in the unit**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key


1 warming 4 pollution 7 Poverty
2 Hand 5 resit 8 donate
3 habitats 6 awareness

5  **To consolidate prepositional phrases learnt in the unit**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key


1 on 3 in 5 up
2 of 4 from

6  **To practise singular / plural nouns**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 are 3 are 5 is
2 is 4 is

7  **To practise modals**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 You *mustn't* feed the animals.
2 You *should* do some practice tests.
3 *Could* she join UNICEF?
4 You *needn't* worry.
5 She *might* be at home.

8  **To write an essay**

- Give Ss' time to complete the task.
- Check Ss' answers.

Suggested Answer Key


Many rubbish tips around the country will soon be full. We need to look at new ways of dealing with our rubbish.

One solution would be to reduce the amount of rubbish we create. For example, we could use less packaging on products. By doing this, we would cut down on rubbish.

Another good idea would be to recycle more. In particular, we could recycle bottles, plastics and aluminium. As a result, we would create less waste.

We must cut down on the rubbish we create and recycle as much as we can. Then, we can look forward to a better future.

Grammar in Focus

 **To consolidate grammar structures learnt**

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

Answer Key

1 to protect 4 to support
2 saved 5 could
3 would not / wouldn't 6 better

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel at each of the listed activities.

Creative Minds

What's in this unit?

In this unit Ss will explore the topics of culture, art and the media. They will learn direct and reported speech. They will also learn to write a formal email of complaint.

1 a) To present new vocabulary

- Read out the title and the quotation and elicit how they relate to the theme of the unit.
- Ask Ss to read the list of words and then look at the adverts.
- Explain / Elicit any unknown words then give Ss time to complete the adverts with the verbs.
- Check Ss' answers.

Answer Key

1 sings 3 performs 5 stars
2 conducts 4 exhibit

b) To expand vocabulary

- Go through the list of venues and explain any unknown vocabulary.
- Give Ss time to look at the adverts and match them to the appropriate venues.
- Check Ss' answers.

Answer Key

A 2 B 2 C 1 D 4 E 5

2 To categorise new vocabulary; to personalise the topic

- Go through the list and explain / elicit the meanings of any unknown words.
- Ask Ss to write the headings into their notebooks and then give them time to write the words in the list under the correct headings.
- Check Ss' answers on the board.
- Elicit various Ss' favourite art forms.

Answer Key

Visual arts	Performing arts
photography	theatre
sculpture	film
painting	music
drawing	dance
carving	
pottery	
engraving	

Suggested Answer Key

My favourite art form is photography, because it captures a unique moment in time.

My favourite art form is theatre. The stage is full of energy and life. It's a great way to escape everyday activities.

Sculpture is my favourite art form. I love it because of

the variety of materials a sculptor can use to create their piece of art.

My favourite art form is film. I like watching films because they tell great stories and let me escape.

Music is my favourite art form. I love it because it makes me feel nice and helps me relax.

My favourite art form is painting. It's so emotional and rich with meaning.

Carving is my favourite art form. I love it because it's nice to make something out of wood..

My favourite art form is drawing, because it helps me express my thoughts.

My favourite art form is dance. It's wonderful to see the human body in motion. It makes me feel happy and free.

My favourite art form is pottery, because it's very creative.

My favourite art form is engraving. It is a bit difficult and you need to be very careful but it is a great way to express your thoughts.

- Play the video and elicit Ss' comments at the end.

Background information

Adele Adkins (b. 1988) is a British singer and songwriter. She was born in London and although she has only released two albums so far (19 and 21) she has sold an estimated 40 million albums and 50 million singles worldwide. She has won many awards including an MBE, an Academy Award, four Brit Awards, ten Grammys and a Golden Globe. She has a son, Angelo, with her partner Simon Konecki.

Orlando James is a British actor. He has appeared in a number of theatrical productions including *Another Country* (Chichester Festival Theatre), *The Duchess of Malfi* and *Judith* (White Bear), *The Madness of George III* (Lyric, Bath Theatre Royal and UK tour), *Macbeth* (BAM, New York) and *Shakespeare in Love* (Noel Coward theatre, London).

William Shakespeare (1564 – 1616) was an English poet and playwright, widely regarded as the greatest writer and dramatist in the English language. He is often called England's national poet. His works consist of about 38 plays and 154 sonnets. His plays have been translated into every major living language and are performed more often than those of any other playwright.

Marin Alsop (b. 1956) is an American conductor and violinist. She is the music director of the Baltimore Symphony Orchestra and principal conductor of the São Paulo State Symphony Orchestra.

Chris Pratt (b. 1979) is an American actor. He was born in Virginia. He is known for his role as Andy Dwyer in *Parks & Recreation*, Peter Quill in *Guardians of the Galaxy* and Owen Grady in *Jurassic World*. He is married to Anna Faris and has a son, Jack.



1 **Aim** To introduce topic-related vocabulary

Read the rubric aloud and give Ss time to look up any unknown words in the Word List and then elicit answers from Ss.

Answer Key

You use a *canvas*, *oil paints*, a *paintbrush*, a *palette* and an *easel* to paint an *oil painting*.

2 **Aim** To predict the content of the text; to listen and read for specific information

- Ask Ss to look at the picture and elicit Ss' guesses in answer to the questions in the rubric.
- Play the recording. Ss listen and read to find out.
- Check Ss' answers.

Answer Key

He is painting underwater. It is unusual because it is unique. He is doing it with scuba diving equipment.

3 **Aim** To read for specific information (multiple choice)

- Ask Ss to read questions 1-5 and possible answers A-D for each one.
- Give Ss time to read the text again and choose the correct answers.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- | | |
|----------------|----------------|
| 1 C (l. 7-10) | 4 A (l. 32-33) |
| 2 A (l. 15-16) | 5 D whole text |
| 3 A (l. 19-23) | |

- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key

plunge (into) (v): to dive into water

unique (adj): being the only one of its type

art movement (n): a way of producing art followed by a group of artists

fascinated (adj): very interested

underwater (adv): beneath the surface of the water

capture (v): to represent sth from the real world in a painting

hold his breath (phr): not breathe in or out for a while

sketch (v): to make a quick drawing

beneath (adv): underneath

process (n): a procedure

no doubt (phr): surely

thankfully (adv): luckily

fully-trained (adj): having received all the necessary training about how to do a certain activity

creativity (n): the ability to imagine and make things

leading (adj): best

waterproof (adj): not allowing water to pass through it

canvas (n): a piece of material stretched over a wooden frame that artists paint on

oil-based (adj): (of paints) made with oil

arise (v): (of a problem / difficulty) to develop

limited (adj): restricted

air tank (n): the tank that divers carry on their backs containing air which lets them breathe while they are underwater

surface (v): to go up from under water

go to such lengths (phr): to make a great effort in order to do sth

sensitive (adj): precise

accurately (adv): precisely; exactly

portray (v): to represent sb / sth in a picture

experience (v): to feel, see and touch sth

earn a place (phr): to deserve to be mentioned (in a book)

- Play the video and elicit Ss' comments at the end.

4 **Aim** To read for specific information (comprehension questions)

- Ask Ss to read questions 1-3 and then read the text again and answer them.
- Check Ss' answers.

Answer Key

- 1 It is quite similar apart from the location and the special canvas.
- 2 The short time limit and the way colours are different underwater.
- 3 It shows us the world below the sea through the eyes of an artist as a diver. / It's created underwater.

5 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|-----------|---------------|----------|
| 1 capture | 3 hold | 5 earned |
| 2 plunged | 4 experienced | 6 arose |



6 To identify synonymous words / phrases

- Ask Ss to look at the words in bold in the text and give them time to match them to the synonyms in the list.
- Ss can use their dictionaries or the Word List to help them.
- Check Ss' answers.

Answer Key

fascinated = interested
beneath = under
process = procedure
let = allow
leading = best
claims = insists
certain = a few
limited = restricted
complete = do
imagined = thought of
sensitive = delicate
accurately = exactly

7 To identify antonymous words / phrases

- Ask Ss to look at the highlighted words in the text and give them time to match them to the antonyms in the list.
- Check Ss' answers.

Answer Key

unique ≠ *common* *different* ≠ *same*
beauty ≠ *ugliness* *lengthy* ≠ *short*
necessary ≠ *useless* *impressive* ≠ *ordinary*
regular ≠ *unusual*

8 To introduce topic-related vocabulary

- Explain / Elicit the meanings of the verbs in the list or ask Ss to look them up in the Word List.
- Then give Ss time to complete the task. Remind Ss to use the correct form.
- Check Ss' answers.

Answer Key

1 *paint* 4 *illustrate* 7 *decorated*
2 *designs* 5 *carved*
3 *sculpt* 6 *drawing*

9 a) To consolidate information in a text

Give Ss time to formulate their answers and then elicit a variety of answers from Ss around the class.

Suggested Answer Key

I was impressed by the fact that underwater painting is an art movement and that it is even possible. I was also impressed that the artists can paint a picture underwater in 40 minutes and that the colours look different underwater. I was also impressed that one of the artists is in the Guinness Book of World Records.

b) To express an opinion related to the topic

- Read the rubric aloud and give Ss time to consider their answers and write a short paragraph.
- Then ask various Ss around the class to read their paragraphs to the rest of the class.

Suggested Answer Key

Creativity and originality are part of human nature. We use art, music, writing and performing as outlets for them. I think it is very important that we do this because we have many creative and original thoughts in our minds that are not always easy to express with words and so we have to express them in other ways. I think it is good for our emotional well being.

10 To develop presentation skills

- Go through the rubric with Ss and explain the task. Refer Ss to p. PS9 in the WB for exercises, a plan and useful language to help them.
- Play the recording and give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Workbook Presentation Skills Key, Ex. 8, p. WPSK8

Background information

The Black Sea is a sea in south-eastern Europe. It is bounded by Europe, Anatolia and the Caucasus and is ultimately connected to the Atlantic Ocean via the Mediterranean and the Aegean Seas and various straits. The Bosphorus Strait connects it to the Sea of Marmara, and the Strait of the Dardanelles connects that sea to the Aegean Sea region of the Mediterranean. These waters separate Eastern Europe and Western Asia.

Ukraine is a country in Eastern Europe. Ukraine borders the Russian Federation to the east and northeast, Belarus to the northwest, Poland, Slovakia and Hungary to the west, Romania and Moldova to the southwest, and the Black Sea to the south and the Sea of Azov to the southeast. It has an area of 603,628 km², making it the largest country within Europe. Its capital city is Kiev.



1 a) **Aim** To present direct / reported speech

- Ss books closed. Say then write on the board: "I'm tired," John said. Explain that direct speech is the exact words someone says and they are written in quotation marks. Say then write on the board: *John said (that) he was tired.* Explain that reported speech is the exact meaning of what someone says, but not the exact words and we do not use quotation marks. Explain that we can use the word *that* to introduce the reported speech or we can omit it.
- Explain that when we report statements, we use *say* or *tell*. We use *say* in direct and reported speech without *to* when it is not followed by the person being spoken to (e.g. *Tom said "I need help."* / *Tom said (that) he needed help.*) and with *to* when it is followed by the person being spoken to (e.g. *Tom said to me, "I need help."* / *Tom said to me (that) he needed help.*)
- Explain that the pronouns, possessive adjectives and tenses change according to the meaning ("I'm hungry," she said. = *She said (that) she was hungry.*)
- Explain that certain words and time expressions change, too (e.g. *tonight = that night, today = that day, last night = the night before / the previous night, yesterday = the day before, this = that, these = those, etc.*)
- Refer Ss to the **Grammar Reference** section for more information.
- Ss books open. Ask Ss to read the table and then elicit how the tenses and pronouns change from direct to reported speech and elicit the verbs used to introduce reported statements.

Answer Key

Present simple changes to past simple, present continuous changes to past continuous, past simple changes to past perfect, present perfect changes to past perfect, 'will' changes to 'would' and 'can('t)' changes to 'could(n't). We use 'say' and 'tell' to introduce reported statements.

b) **Aim** To practise reported speech

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

Answer Key

Van Gogh said (that) the only time he felt alive was when he was painting. Pablo Picasso said (that) it had taken him four years to paint like Raphael, but a lifetime to paint like a child. Henri Matisse said (that) it had bothered him all his life that he didn't paint like everyone else.

2 **Aim** To practise reported speech with *said* and *told*

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

Answer Key

1 *said* 2 *told* 3 *said* 4 *said* 5 *told*

3 **Aim** To practise reported speech

- Ask Ss to read the theory box again and then change the sentences from direct speech to reported speech.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *Tom said (that) he had watched TV the night before / the previous night.*
- 2 *Mum told me (that) she was listening to the radio.*
- 3 *Laura said (that) she had read that book seven times.*
- 4 *Tim told me (that) he preferred Picasso to Matisse.*
- 5 *She said to me (that) she would lend me the DVD sometime.*
- 6 *He said (that) he couldn't read any more that night.*

4 **Aim** To present reported questions

- Ask Ss to study the table and explain that we usually introduce reported questions with *ask* and we do not use a question mark. The verb is in the affirmative and the tenses, pronouns and time expressions change as in reported statements.
- Explain that when the direct question begins with a question word (e.g. *who, where, what, why, when*) then we use the same question word in the reported question, but when the direct question begins with an auxiliary verb (*is, do, have, etc*) then we use *if / whether* in the reported question.
- Refer Ss to the **Grammar Reference** section for more information.
- Elicit answers to the questions from Ss around the class.

Answer Key

- 1 *asked*
- 2 *when the direct question starts with an auxiliary verb*
- 3 *in the same way as with reported statements*

5 **Aim** To practise reported questions

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

Answer Key

- 1 *She asked Karen if / whether she liked the plot.*
- 2 *Paul asked Ann if / whether she had read that book.*
- 3 *She asked me when I would see the film.*
- 4 *He asked which actor played Tony Stark.*

Background information – see p. 114(T)



6 To present reported commands / requests

- Ask Ss to read the theory and explain that we usually use the verb *tell* + *sb* + (*not*) *to*-infinitive in reported commands and we use *ask* + *sb* + (*not*) *to*-infinitive in reported requests. The request usually contains the word 'please'.
- Refer Ss to the **Grammar Reference** section for more information.
- Elicit answers to the questions from Ss around the class and then give Ss time to change the sentences into reported speech.
- Check Ss' answers.

Answer Key

We use the *to*-infinitive form in reported commands and requests.

- 1 He told / asked me to close the door.
- 2 Lisa told Kate not to lose the tickets.
- 3 Paul told Dave to call the museum.
- 4 Mum told / asked us not to talk in the cinema.
- 5 He told / asked Evan not to be late.

7 To talk about a film and practise reported speech

- Divide the class into groups of three and explain the task.
- Assign roles and monitor the activity around the class. Then ask Ss to swap roles and repeat the activity until all Ss have had a chance to practise reporting speech.

Suggested Answer Key

SB: Which film did you see at the cinema?

SA: I saw the new Iron Man film.

SC: B asked A which film he / she had seen at the cinema and A told him / her he had seen the new Iron Man film.

SB: Was it good?

SA: Yes, it was fantastic.

SC: B asked A if / whether it had been good and A said that it had been fantastic. etc.

8 To practise word formation

- Explain the task and give Ss time to complete it.
- Remind Ss that they should always try to identify what part of speech each gap requires.
- Check Ss' answers on the board.

Answer Key

- 1 latest
- 2 successful
- 3 talented
- 4 performance
- 5 intelligence
- 6 entertaining

9 To present / practise phrasal verbs

- Explain the task and give Ss time to complete it.
- Ask Ss to copy these phrasal verbs in the Phrasal Verbs section in their notebooks and revise them as often as possible.

- Ask Ss to check their answers in the Word List and double-check Ss' answers.

Answer Key

- 1 out
- 2 up
- 3 out
- 4 in
- 5 out

10 To present / practise prepositional phrases

- Give Ss time to complete the task.
- Ask Ss to copy these words with their prepositions in the Prepositions Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- 1 by
- 2 in
- 3 to
- 4 until
- 5 from
- 6 at
- 7 In
- 8 of

11 To practise sentence transformations

- Explain the task and give Ss time to complete it.
- Remind Ss to use from two to five words to fill in the gaps.
- Check Ss' answers.

Answer Key

- 1 she would book
- 2 told us to meet him
- 3 he couldn't come
- 4 whether he had met

12 To consolidate grammar structures learnt in the unit

Give Ss time to write their sentences and then check Ss' answers around the class.

Suggested Answer Key

- 1 She said that she would see me the next day.
- 2 Mary asked me to go to the cinema with her that evening.
- 3 He told me not to laugh at his poem.
- 4 We stayed up late to watch the end of the film.
- 5 Since he loved music so much, he learnt to play all sorts of instruments.
- 6 This was such a great book that I couldn't put it down.

Background information

Marvel Comics is an American company that publishes comic books and related media. Marvel started in 1939 and by the early 1950s had generally become known as Atlas Comics. Marvel's modern incarnation dates from 1961, the year that the company launched *Fantastic Four* and other superhero titles. Among its well-known characters are Spider-Man, the X-Men, the *Fantastic Four*, Iron Man, the Hulk, Thor, Captain America, and Daredevil.



1 To present new vocabulary

- Go through the list of words in the rubric with Ss and explain / elicit the meanings of any unknown words.
- Give Ss time to match the correct sections to the sentences.
- Check Ss' answers.

Answer Key

1 weather	6 front page
2 advice column	7 finance
3 reviews	8 health
4 obituary	9 sports
5 classified ads	10 TV guide

2 To present new vocabulary

- Go through the list of words in the rubric with Ss and explain / elicit the meanings of any unknown words.
- Give Ss time to read the text and fill the gaps with the words in the list.
- Remind Ss to read the whole gapped sentence before deciding on the right word.
- Check Ss' answers.

Answer Key

1 daily	5 glossy
2 broadsheet	6 come out
3 headline	7 online
4 tabloid	8 subscription

3 To personalise the topic

- Read the rubric aloud and ask Ss to discuss their answers in pairs.
- Then ask various Ss to tell the class.

Suggested Answer Key

My favourite magazine is Empire. It's a monthly film magazine. My favourite sections are the news section and the reviews section.

1 To listen for specific information (multiple choice)

- Ask Ss to read the rubric, the questions and possible answers.
- Play the recordings twice if necessary.
- Ss listen and complete the task.
- Check Ss' Answers.

Answer Key

1 C 2 B 3 A 4 A 5 C

2 To summarise main points

- Ss talk in pairs about the content of the recording.
- Play the recording again if necessary and then ask some Ss to tell the class.

Answer Key

The customer's complaint was that the author did not stay for the advertised time and left early. In the end, the manager offered the customer a free audio CD of the book by way of an apology.

3 To learn intonation in question tags

- Ask Ss to read the table and explain the use of question tags.
- Explain that question tags are short questions at the end of statements to confirm sth or to find out if sth is true. We form question tags with the auxiliary or modal verb of the main sentence with the correct subject pronoun.
- Explain that when the verb of the sentence is in the present simple, we form the question tag with *do / does* and the subject pronoun and when the verb of the sentence is in the past simple, we form the question tag with *did* and the subject pronoun.
- Explain that when the sentence is positive, the question tag is negative and vice versa. Explain that when the question tag contains a word with a negative meaning (*never, hardly, seldom, etc*), then the question tag is positive.
- Explain that when we aren't sure of the answer, we use a rising intonation in the question tag and when we are sure of the answer, we use a falling intonation in the question tag.
- Refer Ss to the **Grammar Reference** section for more information.
- Give Ss time to complete the sentences with the correct question tags.
- Check Ss' answers.

Answer Key

1 *isn't it* 3 *hasn't she* 5 *can't we*
2 *do you* 4 *weren't they* 6 *did you*

- Play the recording again with pauses for Ss to repeat chorally and / or individually.



1 Aim To predict the content of a dialogue and read for gist

- Ask Ss to read the first exchange in the dialogue.
- Elicit Ss' guesses to the questions in the rubric.
- Give Ss time to read the dialogue and find out.

Answer Key

The dialogue is about booking tickets for a concert.

2 a) Aim To complete a cloze text

- Ask Ss to read the dialogue and choose the correct word from options A-C for gaps 1-3 in the text.
- Ask Ss to always read the whole gapped sentence before deciding on the right option as the answer may lie after the gap.
- Check Ss' answers.

Answer Key

1 C 2 B 3 A

b) Aim To listen for specific information and role play a dialogue

- Play the recording. Ss listen and check their answers.
- Ss then role play the dialogue in pairs. Monitor the activity around the class.

3 Aim To match synonymous phrases for requesting availability / stating availability

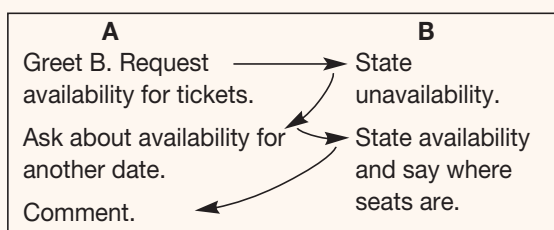
- Explain the task.
- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

I'd like two tickets for ... = Have you got any seats available for ...? / Can I have two tickets for ...?
The concert is fully booked = There's nothing available / Tickets are sold out
We've got two seats = There are two seats / Two seats are available

4 Aim To act out a dialogue

- Ask Ss to read the rubric and the prompts given.
- Ss complete the task in pairs using the prompts, the **Useful Language** box and dialogue in Ex. 2 as a model to help them. Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

Suggested Answer Key

A: Hello. I'd like two tickets for "Avengers: The Age of Ultron" for tonight, please.
 B: I'm sorry. The film is fully booked for tonight.
 A: Can I book tickets for tomorrow night then?
 B: Certainly. We've got two seats in row 6 in the middle.
 A: That's perfect!

5 Aim To practise decision making

- Read the **Tips** box aloud and tell Ss that this advice will help them to complete the task successfully.
- Ask Ss to read the rubric, look at the options in the pictures and read the example.
- Ss then talk in pairs about the situation considering each option and reach a decision that they both agree on.
- Monitor the activity around the class and ask various Ss to share their answers with the class.

Suggested Answer Key

...
 B: Well, how about a CD? I know he likes rock music.
 A: Yes, but I'm not sure who he likes. We don't want to buy him a CD which he'll never play.
 B: That's true, although he can always exchange it for another one he likes.
 A: What about buying him a cinema ticket? He can choose what film he sees.
 A: It's not really a good birthday present, is it? We could get him a football shirt.
 B: I guess we could, but they are very expensive. How about a skateboard?
 A: I don't think that's a good idea at all. I've never heard him mention skateboarding.
 B: You're right. Then, why don't we get him a book? He loves reading fantasy and sci-fi.
 A: That sounds good. OK, we'll buy him a book. I know he wanted to get "It" by Stephen King.
 B: OK. Let's get that.
 A: I think that's the right decision.

6 Aim To listen for comparison

Play the recording. Ss listen and compare it to their own discussion.
 (Ss' own answers)



1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and look at the underlined words.
- Then give Ss time to complete the sentences.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|--------------------|
| 1 an email | 4 to complain |
| 2 formal | 5 the concert hall |
| 3 a classical concert | manager |

2 a) **Aim** To match headings to paragraphs

- Explain the task and give Ss time to read the email and complete the task.
- Check Ss' answers.

Answer Key

- 1 D 2 C 3 A 4 B

b) **Aim** To identify formal style

Elicit examples of formal style in the email from Ss around the class.

Answer Key

I am writing to say how disappointed we were with the quality of the performance we attended last night. (full verb forms, longer sentence)
Firstly, Secondly, For all these reasons (formal linkers)
It was supposed (passive verb forms)

3 **Aim** To expand on a model

Elicit the reason for the way the writer has signed off.

Suggested Answer Key

The writer has used 'Yours faithfully' to sign off because he does not know the name of the person he is writing to. If he knew the person he would sign off 'Yours sincerely'.

4 a) **Aim** To present linkers for concession

Read out the theory and elicit that we use a comma with a clause of concession when the concession clause comes before the main clause.

Answer Key

We use a comma with a clause of concession when the concession clause comes before the main clause.

b) **Aim** To practise clauses of concession

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

Answer Key

- 1 *Although the cinema was air-conditioned, it was still very hot. / It was still very hot although the cinema was air-conditioned.*
- 2 *In spite of the fact that we arrived on time for the event, we had to wait half an hour for it to start. / We had to wait half an hour for the event to start in spite of the fact that we arrived on time for it.*
- 3 *Even though I asked the steward for another seat, he completely ignored me. / The steward completely ignored me even though I asked him for another seat.*
- 4 *In spite of the fact that we were told the play was fully booked, we managed to find tickets. / We managed to find tickets in spite of the fact that we were told the play was fully booked.*
- 5 *Despite us following the online instructions, the computer didn't accept the booking. / The computer didn't accept the booking despite us following the online instructions.*

5 a) **Aim** To identify the tone in a piece of writing

- Explain that when we write emails / letters of complaint, we can use a mild or a strong tone depending on the strength of the complaint. This can be put across by the language used (e.g. *I am disappointed* = mild, *I am very upset* = strong). Refer Ss to the **Useful Language** box on p. 109 for more examples.
- Elicit whether Ss think the tone of the email in Ex. 2 comes across as mild or strong and ask for justifications.

Answer Key

The tone is mild.

Suggested Answer Key

The writer speaks of his disappointment rather than anger or distress. The writer also says he looks forward to the manager's response, rather than threatens further action.

b) **Aim** To practise using a strong tone in an email of complaint

- Explain the task and give Ss time to complete it using phrases from the **Useful Language** box.
- Elicit answers and substitutions from Ss around the class.

Suggested Answer Key

I am writing to complain about the concert I attended last night. The event was terribly organised. For all these reasons, I demand a full refund of the price of our tickets. I will take the matter further if necessary.



6 a) **Aim** To identify beginnings and endings of letters of complaint

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers around the class.

Suggested Answer Key

1 B 2 E 3 E 4 B

b) **Aim** To identify the tone in a piece of writing

Elicit the tone of each sentence from Ss around the class.

Answer Key

1 – mild tone 3 – mild tone
2 – strong tone 4 – strong tone

7 **Aim** To practise formal style

Explain the task and give Ss time to complete it, then check Ss' answers.

Answer Key

1 As you can imagine 5 a written apology
2 I am extremely upset 6 I look forward to
3 I feel I am entitled to a prompt reply
4 a full refund

8 a) **Aim** To analyse a rubric

- Ask Ss to read the rubric aloud and then give Ss time to underline the key words.
- Check Ss' answers.

Suggested Answer Key

Key words to underlined: saw a performance, dissatisfied, head of student committee, write an email, to theatre manager, 80-100 words, state dissatisfaction, explain what was wrong, state what you expect manager to do

I should include an explanation of what was wrong with the performance, descriptions of the problems I experienced and what I expect the manager to do.

b) **Aim** To listen for ideas and make notes

- Explain the task and ask Ss to write the headings into their notebooks.
- Play the recording,
- Ss listen and make notes.

Suggested Answer Key

Event: Shakespeare play

Title: Hamlet

Time: last night

Place: Apollo theatre

Complaints: terrible acoustics - microphone not working, lighting bad – too bright

Action to be taken: want free tickets to see sth else

9 **Aim** To write a formal email of complaint

- Give Ss time to write their email using phrases from the **Useful Language** box, their answers from Ex. 8b, the plan and the email skeleton. Ss can use the letter of complaint in Ex. 2 as a model.
- Ask Ss to use the **Checklist** to check their work for mistakes and then ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and ask Ss to read out their emails in the next lesson.

Suggested Answer Key

From: John Smith (Head of Student Committee)

To: The Theatre Manager

Subject: Complaint

Dear Sir / Madam,

I am writing to say how disappointed we were with the quality of the performance of "Hamlet" we attended last night.

Firstly, despite having good seats, we could not hear the performance at all. This was due to the terrible acoustics and the fact that the microphones did not seem to be working properly.

Secondly, it was far too bright in the theatre and this also affected our enjoyment of the play.

For these reasons, I feel we are entitled to free tickets for another production. I look forward to your response.

Yours faithfully,

John Smith



1 To present and categorise musical instruments

- Ask Ss to copy the spidergram into their notebooks.
- Give Ss time to complete the spidergram in their notebooks and look up the meanings of any unknown words in their dictionaries.
- Check Ss' answers on the board.

Answer Key

Instruments		
Wind	Percussion	String
trumpet	piano	guitar
flute	xylophone	violin
trombone	triangle	harp
accordion	drum	
clarinet		
saxophone		

2 To listen to identify musical instruments

- Explain the task and play the recording.
- Ss listen and identify the instruments they hear.
- Elicit answers around the class.

Answer Key

flute, drum, accordion, saxophone, harp

3 To listen and read for gist

- Ask Ss to look at the instruments in the pictures in the text.
- Play the recording and elicit the answers to the questions in the rubric from Ss around the class.

Answer Key

The banjo is a string instrument, the powwow drum and the 'uli'uli are percussion instruments.

4 To read for specific information (multiple matching)

- Ask Ss to read questions 1-8 and then give them time to read the texts again and match them to the instruments.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 B (Several men form a circle and strike the drum)
- 2 A (... influenced the development of American folk, country and jazz music)
- 3 C (... play the 'uli'uli in traditional hula dancing performances)
- 4 B (... with buffalo, deer or cow skin stretched on top)
- 5 C (... made from a coconut ...)
- 6 A (metal strings)
- 7 C (men and women play the 'uli'uli in traditional hula dancing performances)
- 8 B (strike the drum)

- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key

reflect (v): to show the nature of sth

folk music (n): music passed down from generation to generation

round (adj): having a circular shape

metal string (phr): a tightly stretched cord or wire that makes a sound when struck or plucked

gathering (n): meeting of a large group of people

influence (v): to have an effect on sb / sth

basic (adj): simple

buffalo (n): an American bison

deer (n): a forest animal with four legs and antlers

skin (n): the outer covering of the body

stretch (v): to pull sth to make it longer

form a circle (phr): to stand or sit in a completely round arrangement

strike (v): to hit

covered mallet (phr): a stick with a large wooden end that has been covered with soft material

beat (n): the rhythm

spiritual meaning (phr): religious importance

rattle (n): a percussion instrument that makes a noise when it is shaken

coconut (n): a large nut with a hairy shell

seed (n): each of the small hard parts inside a fruit from which new plants can grow

fit with (phr): to attach sth onto another object

feathered (adj): covered in feathers

handle (n): the part of sth that you hold it with

hula dancing (n): a type of Hawaiian dancing

shake (v): to move from side to side very quickly

rattling (adj): making a series of short loud noises

gracefully (adv): gently and elegantly

sway (v): to move slowly from side to side (usually to music)

hip (n): each of the two parts at the side of the body between the top of the leg and the waist

- Play the video and elicit Ss' comments at the end.



5 **Aim** To consolidate information in a text
(comprehension questions)

- Give Ss time to read the text again and complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 They both have got a round body and a handle and they are both played at gatherings where people dance.
- 2 The banjo has got strings, but the powwow drum hasn't. The powwow drum is played in a circle by several men, but the banjo isn't.
- 3 **THINK!** Music is important in every culture because it brings people together through song and dance. I agree because every culture has traditional music and songs which should be passed on to the next generation.

6 **Aim** To consolidate new vocabulary

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

Answer Key

- 1 reflect 3 swaying 5 brings
- 2 influence 4 shake

7 **Aim** To identify antonymous words or phrases

- Give Ss time to match the words in bold in the text to the antonyms in the list using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

traditional ≠ modern

long ≠ short

popular ≠ unpopular

oldest ≠ newest

gracefully ≠ awkwardly

8 **Aim** To present phrases with say / tell

- Explain the task and give Ss time to complete it using their dictionaries if necessary.
- Ask Ss to copy these phrases in the Collocations Section in the notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- 1 tell 3 tell 5 say 7 say 9 say
- 2 say 4 tell 6 tell 8 tell 10 tell

9 **Aim** To talk about a musical instrument

- Ask Ss to write the headings in their notebooks and make notes under them about one of the instruments in the text.
- Ask Ss to interview each their about their instrument.
- Monitor the activity around the class and then ask some Ss to tell the class about their partner's instrument.

Suggested Answer Key

NAME: banjo

TYPE: string

DESCRIPTION: round body, long neck, metal strings

WHEN PLAYED: at African American gatherings, sing, dance, tell stories, now played all over America.

The banjo is a string instrument with a round body, a long neck and metal strings. It was played at African American gatherings where people would sing, dance and tell stories. Now it is played all over America.

Suggested Answer Key

A: So what is your instrument?

B: It's the banjo.

A: What type of musical instrument is it?

B: The banjo is a traditional string instrument from America.

A: What's it like?

B: It's like a small guitar with a round body, a long neck and metal strings.

A: When was it played?

B: It was often played by African Americans who would sing and dance along to it.

10 **Aim** To listen for specific information

- Ask Ss to read the rubric and the advert.
- Play the recording twice if necessary.
- Ss listen and complete the task.
- Check Ss' answers.

Answer Key

- 1 7:30 3 Hill High 4 pop
- 2 parents students 5 the cafeteria

11 **Aim** **ICT** To write about traditional musical instruments

- Ask Ss to collect information from the Internet about traditional musical instruments from their country and write a short text describing them using the headings provided.
- Ask various Ss to present them to the class.
- Alternatively, assign the task as HW and ask Ss to present their instruments in the next lesson.

(Ss' own answers)



1 **To predict the content of a text and listen and read for specific information**

- Read the rubric aloud and elicit Ss' guesses in answer to the questions in the rubric.
- Play the recording. Ss listen and read to find out.
- Elicit answers around the class.

Answer Key

I think that Realism is an art movement. I think the Realists believed that painting should show real people doing ordinary things.

2 **To read for comprehension**

- Ask Ss to read the questions 1-6 and then give them time to read the text again and answer them.
- Check Ss' answers.

Answer Key

- 1 Realism started in France in the 1850s.
- 2 The Realists believed that paintings didn't need to be beautiful or dramatic.
- 3 They painted everyday scenes of people working in the fields or factories.
- 4 It was unpopular with critics because it was very big and showed the common people at work.
- 5 Photorealism is when artists paint pictures that are so detailed they look like photographs.

Suggested Answer Key

- 6 I think this art movement was popular because it showed real people doing real things.
- Give Ss time to look up the meanings of the words in the **Check these words** box, in their dictionaries or in the Word List.

Suggested Answer Key

imply (v): to suggest

true to (phr): like

dramatic (adj): striking (with lots of drama)

everyday (adj): happening daily

wheat (n): a type of crop

harvest (n): the time when the crops are cut

shock (v): to surprise sb greatly

historical (adj): relating to the past

influence (v): to have an effect on sb's behaviour

bring about (phr v): to make sth happen

3 **To identify synonymous words / phrases**

- Refer Ss to the words in bold in the text and give Ss time to match them to their synonyms in the list.
- Check Ss' answers around the class.

Answer Key

implies = suggests

common = ordinary

gathering = collecting

steadily = gradually

wealthy = rich

detailed = accurate

4 **To consolidate information in a text**

Read the rubric aloud and elicit how the words relate to the topic from Ss around the class.

Suggested Answer Key

Gustave Courbet started the art movement known as Realism.

Jean-Francois Millet painted 'The Gleaners'.

'The Gleaners' shows women gathering wheat after the harvest. It is very large – over a metre long and almost a metre high.

Paris was the city where 'The Gleaners' was first exhibited.

Photorealism and Hyperrealism are art forms where artists paint in such detail that the picture looks like a photograph.

5 **To give a presentation on Expressionism**

- Explain the task and refer Ss to p. PS8 for helpful exercises, a plan and useful language.
- Play the video, give Ss time to complete the task and then ask various Ss to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Presentation Skills Key, Ex. 5, p. PSK6

Culture Spot

1 **To listen and read for specific information (comprehension questions)**

- Ask Ss to read questions 1-3.
- Play the recording. Ss listen and follow the text in their books.
- Elicit answers to the questions from Ss around the class.

Answer Key

- 1 It is in South Kensington, London.
- 2 It has the world's largest collection of decorative arts including jewellery, furniture and costumes from around the globe.
- 3 It costs nothing to enter.

- Play the video and elicit Ss' comments at the end.

2 **To give a presentation on a famous art gallery**

- Give Ss time to collect information about a famous art gallery in their country using the Internet or other resources.
- Ask Ss to present the information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

(Ss' own answers)



1 a) **Aim** To read for specific information
(multiple choice)

- Ask Ss to read the questions 1-5 and the possible answers and then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 D 2 A 3 C 4 D 5 D

b) **Aim** To consolidate information in a text

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 She is from New Hampshire.
- 2 She noticed that a photo of someone's back looked like the petal of a flower.
- 3 One of her pictures takes up to two months to create.

2 **Aim** To listen for specific information (T / F statements)

- Ask Ss to read the rubric and the statements 1-5 and underline the key words.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 F 2 F 3 F 4 F 5 T

3 **Aim** To consolidate everyday English expressions / exchanges learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 Tickets are sold out
- 2 How much are the tickets
- 3 There are two seats available
- 4 Have you got any seats for next weekend then



Express Publishing

4 **Aim** To consolidate vocabulary learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 headlines 2 ads 3 tabloid 4 guide

5 **Aim** To consolidate vocabulary learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 carved 3 plays 5 held
2 illustrated 4 direct

6 **Aim** To consolidate prepositional phrases learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 out 2 In 3 out 4 in 5 on

7 **Aim** To practise reported speech

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 Mum told me to turn the TV off.
2 Joe asked me when the film started.
3 She said that the show would open the following week.
4 Dad told us not to touch the exhibits.

8 **Aim** To practise question tags

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 weren't they 3 isn't he 5 has it
2 won't he 4 did you

9 **Aim** To write an email

- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

From: Jane Connors

To: The concert organisers

Subject: Last night's concert

Dear Sir / Madam,

I am writing to complain about the concert at Hartley Concert Hall that I attended last night.

Firstly, the event was advertised as having several international bands. However, there were only two bands and they were both from the local area. They played well, but this was not what I expected.

Secondly, there were no refreshments. It was a hot night and the audience was unable to buy even a bottle of water. It made me feel very uncomfortable.

For these reasons, I believe I am entitled to a full refund. I look forward to a prompt reply.

Yours faithfully,

Jane Connors

Grammar in Focus

Aim To consolidate grammar structures learnt

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

Answer Key

1 was asked 4 surprised
2 don't know 5 of
3 had never even been 6 seeing

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel at each of the listed activities.

Background information for Ex. 5 on p. 104(T)

Background information

Vincent van Gogh (1853 – 1890) was a Dutch post-Impressionist painter whose work, notable for its rough beauty, emotional honesty and bold colour, had a far-reaching influence on 20th century art. After years of anxiety and mental illness, he died at the age of 37. At the time, his work was only known to a handful of people and appreciated by fewer still. Today, he is one of the most renowned artists and his paintings can be found in galleries and museums around the world. Among his most famous works are *The Starry Night* (1889), *Sunflowers* (1888) and *Bedroom in Arles* (1888).

Pablo Picasso (1881 – 1973) was a Spanish painter, sculptor, printmaker, ceramicist, and stage designer who spent most of his adult life in France. As one of the greatest and most influential artists of the 20th century, he is known for co-founding the Cubist movement, the invention of constructed sculpture, the co-invention of collage, and for the wide variety of styles that he helped develop and explore. Among his most famous works are the proto-Cubist *Les Femmes d'Alger* (1911), and *Guernica* (1937), a portrayal of the German bombing of Guernica during the Spanish Civil War.

Henri Matisse (1869 – 1954) was a French artist, known for his use of colour and his fluid and original draughtsmanship. He was a draughtsman, printmaker, and sculptor, but is known mainly as a painter. Matisse is known, along with Pablo Picasso and Marcel Duchamp, as one of the three artists who helped to define the revolutionary developments in the plastic arts in the opening decades of the twentieth century, responsible for significant developments in painting and sculpture. Among his most famous works are *Woman with a Hat* (1905), *Nu bleu* (1907) and *La Danse* (1909).

Teen Spotlight

What's in this unit?

In this unit Ss will explore the topics of people, social life, clothes and teen problems. They will learn relatives, relative clauses, *so / such, some / any / no / every* & compounds. They will also learn to write an email nominating sb for an award and an informal email giving advice.

1 To present new vocabulary

- Read out the title and the quotation and elicit how they relate to the theme of the unit. Explain to Ss that E.E. Cummings himself wrote his name in lower case spelling in most of his works.
- Ask Ss to read the list and the example.
- Explain / Elicit the meanings of any unknown words.
- Then give Ss time to discuss with their partner which is the most stressful.
- Elicit a variety of answers from Ss around the class.

Suggested Answer Key

Being bullied stresses me the most.

2 To present new vocabulary

- Ask Ss to look at the pictures and explain / elicit the meanings of any unknown words.
- Then elicit a variety of answers from Ss around the class.

Suggested Answer Key

To have a balanced life, teenagers should avoid peer pressure, be fit and healthy and do well at school.

- Ask Ss to discuss the question under the pictures in pairs and then elicit answers from various Ss around the class.

Suggested Answer Key

The most important things in my life are loyal friends and doing well at school.

3 To practise new vocabulary

- Read out the example and allow Ss some time to prepare their answers.
- Elicit a variety of answers from Ss around the class.

Suggested Answer Key

2 *others try to make me do things I don't want to*

3 *people make fun of others*

4 *I haven't got any friends*

5 *I don't get good grades*


6 *having a hobby*

- Play the video and elicit Ss' comments at the end.



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1  **To predict the content of a text and read for gist**

- Read the **Tips** box aloud and tell Ss that this advice will help them to complete the task successfully.
- Ask Ss to look at the pictures and read the title of the text and the first and last sentence in each paragraph.
- Elicit what Ss think the text is about then give Ss time to read the text and find out.
- Elicit answers from Ss.

Suggested Answer Key

I think the text is about a boy who visited India and saw a lot of poverty so he decided to try to help and do something about it, using bicycles.

2  **To read for specific information (multiple choice)**

- Ask Ss to read the questions 1-5 and the possible answers.
- Give Ss time to read the text and complete the task.
- Check Ss' answers.

Answer Key

- 1 A (global meaning, line 30)
- 2 D (lines 9-10)
- 3 A (lines 18-19)
- 4 C (lines 32-33)
- 5 D (global meaning, lines 15-16, 26, 39, 40)

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

international (adj): concerning the whole world

businessman (n): a man whose work involves buying, selling or producing goods and services

sights and sounds (phr): interesting things to see and hear

exotic (adj): unusual and interesting (usually from another country)

catch sb's attention (phr): cause sb to be interested in

poverty (n): the state of being extremely poor

villager (n): sb who lives in a village

educate (v): to teach

coal mine (n): a place underground where a fossil fuel (coal) is extracted

set up (phr v): to start or establish sth

raise (v): to collect money

fundraise (v): to collect money for a cause

campaign (n): a planned set of actions to achieve a goal

manufacture (v): to produce a finished product

terrain (n): a type of land

repair kit (n): a box with the things needed to repair a bicycle, esp. a flat type

distribute (v): to give out

gather (v): to come together

inspirational (adj): providing a feeling of enthusiasm and new ideas

Background information

India (the Republic of India) is a large country in South Asia. It is the 7th largest and has the 2nd largest population in the world with 1.2 billion people. The capital is New Delhi. It has a long history of cultural and commercial wealth and despite a strong economy it has many problems including poverty.

Jharkhand is a state in northeastern India. It is rich in minerals and has a lot of industry in the area. It has a population of about 33 million people.



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3 To consolidate comprehension of a text

- Give Ss time to read the text again and answer the questions in their own words.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 *Travelling to school is difficult because the distance is very far and there are dangerous animals along the way.*
- 2 *I think he decided to buy bicycles made in India to save money on shipping and to help the local economy. Also, the people can get them quicker if they are made locally and they probably cost less.*
- 3 *They could build more schools in rural areas so they are easier to get to / attend.*

4 To consolidate new vocabulary

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

Answer Key

- | | | |
|------------|----------------|---------------|
| 1 caught | 3 raised | 5 gathered |
| 2 educated | 4 manufactured | 6 distributed |

5 To expand the topic

- Play the recording. Ss listen and follow the text in their books.
- Ask Ss to discuss the question with their partner and then ask various Ss around the class to share their answers with the class.

Suggested Answer Key

I think that because the bicycles allow the children to go to school then their lives will be much better. They will no longer have to work in the coal mines and be uneducated. When they finish school they will have more opportunities in life for a better future and a better career.

- Play the video for Ss and elicit their comments at the end.

6 To consolidate information in a text; to give a presentation

- Go through the rubric with Ss and explain the task. Refer Ss to p. PS9 for exercises, a plan and useful language to help them.
- Give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Presentation Skills Key, Ex. 4, p. PSK6

7 To write a formal email

- Explain the task and elicit the style of the email (formal) and what characterises it (*full forms, advanced vocabulary, polite tone, etc*). Elicit how they should address the recipient (*Dear Sir / Madam*) and how they should sign off (*Yours faithfully*).
- Give Ss time to plan their email by making notes under the headings.
- Give Ss time to complete the task or assign it as HW.

Suggested Answer Key

To: *Inspirational Teen Award*

From: *namnguyen@net.com*

Subject: *Nomination*

Dear Sir / Madam,

I am writing to nominate Thomas Hircock for the 'Inspirational Teen Award'. Thomas has made a huge difference in the lives of rural Indian children by giving them a way to get to school.

On a visit to India, Thomas noticed how hard it was for these children to travel up to 20 miles over dangerous roads to school. He started raising money to buy them bicycles. So far, his charity, Access to Education, has provided around 500 bicycles. He travels there every year to distribute the bicycles and teach the children how to ride them.

I feel he deserves this award because he has made a huge difference in the lives of others. He is definitely an inspiration to other young people.

Thank you for considering Thomas Hircock for this award.

Yours faithfully,

Nam Nguyen

1 To present relative clauses

- Ask Ss to read the blog entries and match the relative pronouns/adverbs in bold to their uses.
- Elicit answers around the class.

Answer Key

where = places who = people
which = things whose = possession

- Explain that the relative pronouns *who/that*, *whose* and *which/that* and the relative adverbs *where/when/why* introduce relative clauses. We use *who/that* to refer to people. We use *which/that* to refer to animals, objects or ideas. We use *where* to refer to places. We use *whose* to show possession. It cannot be omitted.
- Explain that we do not use a relative pronoun with another pronoun (I, you, he, him, etc) and that *who/which/that* can be omitted when it is the object of the relative clause; that is, when there is a noun or subject pronoun between the relative pronoun and the verb. Explain that *who/which/that* cannot be omitted if it is the subject of the relative clause; that is, when there isn't a noun or a subject pronoun between the relative pronoun and the verb.
- Refer Ss to the **Grammar Reference** section for more information.

2 To practise relatives

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

Answer Key

2 *which* 3 *whose* 4 *where* 5 *who*

3 To present defining/non-defining relative clauses

- Read out the examples in the box and elicit answers to the questions in the rubric from Ss around the class.

Answer Key

Defining relative clauses are necessary otherwise the sentence does not make sense. There are no commas in a defining relative clause.

In a non-defining relative clause, the information is unnecessary and can be removed without changing the meaning of the sentence. There are commas before and after the clause.

In defining relative clauses we can omit the relative pronoun when it is the object of the verb. If the relative pronoun is the subject of the verb then it cannot be omitted.

Examples from Ex. 1: *I'm looking for places where I can meet new people. (Defining relative clause; where is a relative adverb and cannot be omitted.)*

I like basketball and other sports which involve teamwork. (Defining relative clause; which is the subject so we cannot omit the relative pronoun.)

Josie and Alex, who run the Centre, are really kind.

(Non-defining relative clause; we can omit the whole clause.) The people who I play with are really friendly. (Defining relative clause; who is the object so we can omit the relative pronoun.)

- Explain that a defining relative clause gives necessary information and is essential to the meaning of the main sentence. We do not put the clause in commas. e.g. *The man who fixed my car was very tall.* (Which man is tall? The one who fixed my car.)
- Explain that a non-defining relative clause gives extra information and is not essential to the meaning of the main sentence. The clause is put in commas. We cannot use that instead of who. e.g. *Ben, who is my neighbour, is noisy.* (*Ben is noisy – the meaning of the sentence is clear / who is my neighbour – gives extra information.*)
- Refer Ss to the **Grammar Reference** section for more information.

4 To practise defining/non-defining relative pronouns/adverbs

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

Answer Key

- 1 *who* D
- 2 *Paul, whose dad is a news presenter, is my friend.* ND
- 3 *Rugby, which I always watch on TV, is my favourite sport.* ND
- 4 *Mrs Jenkins, who tells funny jokes, is a great teacher.* ND
- 5 *which* D

5 To present so/such

- Ask Ss to read the text message and go through the rule and elicit answers from Ss around the class.

Answer Key

- 1 *so* 2 *such* 3 *such*
- Explain that to express result we use the following forms: *so* + adjective/adverb ... (*that*) (e.g. *She is so kind that everyone likes her.*), *such* + a/an + (adjective) + singular countable noun ... (*that*) (e.g. *He is such a funny guy that everybody likes him.*), *such* + adjective + uncountable plural noun ... (*that*) (e.g. *It was such good coffee that she ordered another one.*), *so* + adjective + a(n) + noun ... (*that*) (e.g. *It was so interesting a story that she couldn't put it down.*), *such* + a lot of + noun ... (*that*) (e.g. *We had such a great time skiing that we decided to do it again.*), *so* + few/ little/many/much + noun ... (*that*) (e.g. *He works so hard that he feels exhausted.*)
- Refer Ss to the **Grammar Reference** section for more information.

6 See p.122(T)



7 To practise *so / such*

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

Answer Key

- 2 *The Maths homework was so difficult that I asked my brother to help me.*
- 3 *It was such an awful film that I didn't watch it.*
- 4 *Jack was so tired that he went to bed early.*
- 5 *They were such friendly people that we talked to them all night.*
- 6 *She's got such a high fever that she's staying in.*

8 To practise / revise the definite article

- Ask Ss to read the joke. Elicit reasons why *the* is / isn't used in the joke, from Ss around the class.

Answer Key

We use *the* with the names of seas and oceans and with the superlative form, but not with months.

- Explain / Remind Ss of the uses of *the*: with nouns when talking about something specific or something that has already been mentioned. (*I caught a bus home. The bus broke down.*); with the names of rivers (*the River Nile*), groups of islands (*the Channel Islands*), mountain ranges (*the Alps*), deserts (*the Sahara Desert*), oceans (*the Pacific Ocean*), countries when they include words such as States, Kingdom, Republic (*the United Kingdom*), with the names of musical instruments (*the drums*); families (*the Smiths*) and nationalities ending in *-sh*, *-ch* or *-ese* (*the French*); with the words *morning*, *afternoon* and *evening*; with superlative forms.
- Explain / Remind Ss of when not to use *the*: with uncountable and plural nouns when talking about something in general (*Computers are everywhere.*), with proper names, months and days of the week (*Liam's birthday is in April.*), with languages (*She speaks Spanish.*), with the names of countries (*Spain*), streets (*New Street*), parks (*Hyde Park*), cities (*London*), mountains (*Everest*), individual islands (*Kos*), lakes (*Lake Como*) and continents (*Africa*).
- Refer Ss to the **Grammar Reference** section for more information.

9 To practise the definite article

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *The, -* 3 *-, the* 5 *the, -*
- 2 *-* 4 *The, the* 6 *The, the*

10 To present *some / any / no / every & compounds*

- Ask Ss to read the text and then elicit how we use *some / any / no / every* and their compounds from Ss around the class.

Answer Key

nothing – no thing (negative)
anywhere – no place (negative)
everyone – all people (affirmative)
nobody – no person (negative)
some + uncountable noun
everybody – all people (affirmative)

- Explain that for people we use *someone / somebody* (affirmative statements), *no one / nobody* (negative statements) and *anyone / anybody* (questions). For things / places we use *something / somewhere* (affirmative statements), *nothing / nowhere* (negative) and *anything / anywhere* (questions). We use *everyone / everybody / everything / everywhere* in all types of sentences.
- Refer Ss to the **Grammar Reference** section for more information.

11 To practise *some / any / no / every & compounds*

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *something* 4 *no one / nobody*
- 2 *everywhere* 5 *anything*
- 3 *anyone / anybody* 6 *someone / somebody*

12 To present / practise phrasal verbs

- Explain the task and give Ss time to complete it.
- Ask Ss to copy these phrasal verbs in the Phrasal Verbs Section in their notebooks and revise them as often as possible.
- Ask Ss to check their answers in the Word List and double-check Ss' answers.

Answer Key

- 1 *up* 3 *off* 5 *up*
- 2 *out* 4 *on* 6 *up*

13 To present / practise prepositional phrases

- Give Ss time to complete the task.
- Ask Ss to copy these words with their prepositions in the Prepositions Section in their notebooks and revise them as often as possible.
- Check Ss' answers.

Answer Key

- 1 *on* 2 *for* 3 *in* 4 *on* 5 *from*

14 To present / practise forming adjectives from nouns / verbs

- Go through the theory box with Ss.
- Ask Ss to look up any unknown words in the Word List.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *fashionable* 3 *expensive* 5 *various*
- 2 *impressive* 4 *sustainable* 6 *luxurious*



1 a) **Aim** To generate vocabulary for clothes & footwear

- Ask Ss to write the headings in their notebooks and then set a one-minute time limit for Ss to come up with as many topic-related vocabulary items as they can.
- Check Ss' answers on the board.

Suggested Answer Key

accessories: scarf, gloves, hat, necklace, belt

footwear: sandals, trainers, boots, shoes, heels

menswear: suit, tie, shirt, jacket, trousers, jeans, jumper

sports clothes: tracksuit, T-shirt, leggings, hoody, vest top, shorts

ladieswear: dress, skirt, blouse, jeans, jumper

b) **Aim** To personalise the topic

Ask Ss to talk in pairs and say what they usually wear in the situations listed.

Suggested Answer Key

At home I usually wear leggings and a T-shirt or a hoody.

I wear a tracksuit to play sports.

I usually wear jeans and a top to a party or sometimes a dress.

2 **Aim** To describe clothing

Elicit descriptions of the clothing of the people in the pictures from various Ss around the class.

Suggested Answer Key

- 1 Sam is wearing a T-shirt, a shirt, trousers, a cap and trainers. He is carrying a backpack.
- 2 Laura is wearing a shirt and tie and a short skirt with flat shoes.
- 3 Mary is wearing a summer dress, a hat, a pair of sunglasses and sandals.
- 4 Tony is wearing a suit, a shirt and a tie.
- 5 Ann is wearing a coat, a scarf, leggings and boots.
- 6 Bob is wearing a T-shirt, shorts and trainers.

1 **Aim** To listen for specific information (note-taking)

- Ask Ss to read the announcement, look at the gaps 1-6 and think about what information is missing.
- Play the recording twice if necessary. Ss listen and fill the gaps.
- Check Ss' answers.

Answer Key

1	Feed the World	3	15th	5	1
2	Sherwood	4	4:30	6	50

2 **Aim** To listen for specific information (T / F statements)

- Ask Ss to read the rubric, and the statements 1-6.
- Play the recordings twice if necessary.
- Ss listen and complete the task.
- Check Ss' answers.

Answer Key

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

3 **Aim** To consolidate information in a listening task

Play the recording again if necessary and elicit answers from Ss around the class.

Suggested Answer Key

Becky hasn't got used to living in London yet. She likes having so many things to see and do nearby, but she misses her friends and she hasn't made any new friends yet.

4 a) **Aim** To present exclamations with so / such

- Read the theory aloud and explain that we use so / such to make exclamations.
- Give Ss time to fill the gaps and then check Ss' answers.

Answer Key

1	such	3	so	5	such
2	so	4	such		

b) **Aim** To practise exclamations with so / such

- Play the recording with pauses for Ss to repeat chorally and / or individually.
- Pay attention to Ss' intonation and correct accordingly.



1 **Aim** To predict the content of a dialogue and read for gist

- Ask Ss to read the first exchange and guess what Sharon's advice will be.
- Play the recording. Ss listen and read to find out.

Answer Key

I think Sharon's advice will be for Laura to talk with her sister.

2 **Aim** To match synonymous phrases for asking for / giving advice and responding to advice

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

Suggested Answer Key

Any ideas what to do? = *What do you think I should do?*

one thing you can do is = *have you thought of*

No, that won't work = *I don't think that will help*

why don't you = *you could*

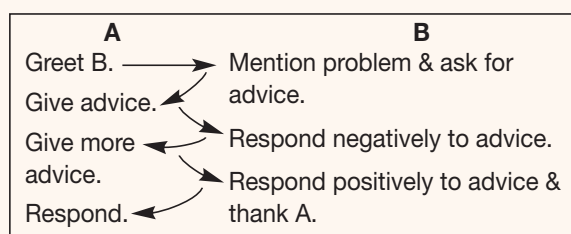
That's not a bad idea. = *Yes, I suppose so.*

3 **Aim** To role play a dialogue

Ss take roles and act out the dialogue in pairs. Monitor the activity around the class.

4 **Aim** To act out a dialogue

- Explain the task.
- Ss complete the task in pairs using the ideas provided, the dialogue in Ex. 1 and phrases from the language box to help them.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

Suggested Answer Key

A: *Hi Mark. Is everything OK?*

B: *Hey, James. Well, a classmate of mine keeps making fun of me. It's really annoying. What should I do?*

A: *Well, how about talking to him and telling him that his behaviour is annoying?*

B: *I don't think that will help. I'm sure he knows that it bothers me. That's why he's doing it.*

A: *Oh, I see. Then it might be a good idea to ask your teacher for help. Maybe she could talk with him or even move him to a different desk or something.*

B: *Yes, I suppose so. He wouldn't make fun of me if he was sitting at the front desk. Thanks for your advice, Jason!*

A: *You're welcome.*

5 **Aim** To complete a description

- Ask Ss to look at the picture and then give them time to complete the description with the words / phrases in the list.
- Check Ss' answers.

Answer Key

1 university 3 polo shirt 5 relaxed
2 casual clothes 4 white shirt

6 **Aim** To describe a picture

- Ask Ss to look at the picture and then give them time to complete the sentences and describe the picture to their partner. Explain that their description should be detailed.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

1 *two young women sitting on a bench and looking at a book*

2 *a college / university, students*

3 *casual clothes*

4 *a dark jacket and white trousers*

5 *a checked coat, jeans and boots*

6 *happy*

This picture shows two young women sitting on a bench and looking at a book. They are at a college / university and they are probably students. They are wearing casual clothes. The girl on the right is wearing a dark jacket and white trousers. The girl on the left is wearing a checked coat, jeans and boots. They look happy.



1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and look at the underlined key words.
- Then give Ss time to complete the sentences in their notebooks.
- Check Ss' answers.

Answer Key

- 1 *an email*
- 2 *my English friend Conrad*
- 3 *his problem with overprotective parents and my advice*
- 4 *informal*
- 5 *80-100 words*

2 **Aim** To identify content

- Explain the task and give Ss time to read the email and complete the task.
- Check Ss' answers.

Answer Key

- 1 B 2 C 3 A

3 **Aim** To identify elements of informal style

Ask Ss to read the email again and then elicit examples of the elements of informal style listed.

Answer Key

- 1 *you're, won't, I'm, what's*
- 2 *To begin with, If, Then,*
- 3 *Sorry to hear, want what's best, let me know*
- 4 *Sorry to hear*

4 **Aim** To recognise opening / closing remarks

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

Answer Key

- | | | | |
|------|------|------|-------|
| 1 CR | 4 CR | 7 OR | 10 OR |
| 2 OR | 5 CR | 8 CR | 11 CR |
| 3 OR | 6 OR | 9 OR | 12 CR |

5 **Aim** To substitute opening / closing remarks with suitable alternatives

- Give Ss time to complete the task using the remarks in Ex. 4.
- Check Ss' answers around the class.

Suggested Answer Key

Sorry to hear you're having problems with your parents. = I thought I'd drop you a line to give you some advice on how you can solve your problems with your parents.

Let me know what happens! = Let me know how things turn out.



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Exercise 6 p. 118(T)

6 **Aim** To practise so/such

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

Answer Key

- | | | |
|------------------|-----------------|------------------|
| 1 <i>such an</i> | 3 <i>such</i> | 5 <i>such an</i> |
| 2 <i>so</i> | 4 <i>such a</i> | |



6 a) **Aim** To match problems to advice

Explain the task, give Ss time to complete it and then check their answers.

Answer Key

1 c 2 a 3 e 4 b 5 d

b) **Aim** To practise giving advice

Read out the example and then elicit sentences giving advice using phrases from the **Useful Language** box from various Ss around the class.

Suggested Answer Key

The best thing to do would be to join a gym. Then you'll get in shape and feel healthier.

You should stand up to them. This would mean that they'll see that you're strong and confident and back down.

Why don't you have extra lessons after school? That way your language skills and grades will improve.

The best thing to do is to apologise to him. If you do this, he'll forgive you.

7 a) **Aim** To analyse a rubric and identify the key words

Give Ss time to read the rubric and then elicit the key words from Ss around the class.

Answer Key

English friend, new at school, he / she hasn't made any friends yet, Write an email, (80-100 words), sympathise, give advice, express hope

b) **Aim** To match advice to results

Explain the task, give Ss time to complete it and then check their answers.

Answer Key

1 a 2 c 3 b

8 **Aim** To write an email

- Give Ss time to write their email using their answers from Ex. 7, the phrases from the **Useful Language** box, the plan and the email skeleton.
- Ask Ss to use the **Checklist** to check their work for mistakes and then ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and ask Ss to read out their emails in the next lesson.

Suggested Answer Key

To: Beth Green

From: Amy Smith

Subject: Advice

Hi Beth,

Sorry to hear that you haven't made any friends yet. I understand how you feel; it can be really difficult to get to know people at a new school. I'd be happy to give you some advice.

Why don't you join a club or sports team? This way you'll meet people who share the same interests as you. You can also throw a party and invite people from school. Then, you'll be able to meet people in the comfort of your own home.

Finally, don't wait for others to speak to you; introduce yourself first. This way you will show people that you want to be friends with them.

I hope my advice helps. Let me know what happens.

Yours,

Amy



1 **Aim** To compare spending habits

- Explain that the diagram shows what teens in North America spend their money on.
- Conduct a general classroom discussion about spending habits to identify similarities and differences with US teen spending habits.

(Ss' own answers)

2 **Aim** To listen for gist

- Read the question aloud and elicit one or two suggestions from Ss around the class.
- Play the recording. Ss listen and find out.

Suggested Answer Key

Teens can manage their money better by finding ways to make extra cash, budgeting their money and saving half of what they earn every week.

- Play the video and elicit Ss' comments at the end.
- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

Suggested Answer Key

face (v): to confront / acknowledge sth

issue (n): a problem

earner (n): sb who earns money

spender (n): sb who spends money

income (n): an amount of money sb earns

do errands (phr): do small chores for sb (e.g. go to the shops)

fee (n): a sum of money for a service provided

team up (phr v): to join with sb to work together

craft items (phr): homemade artworks

budgeting (n): allocating money for spending / saving

stick to (phr): to continue doing sth

sale (n): a period when goods in shops are reduced in price

outlet (n): a shop that sells slightly damaged or outdated goods

chain store (n): one of several similar shops (usually on the high street)

savings account (n): a bank account for saving money (usually with good rates of interest)

3 **Aim** To develop presentation skills

- Explain the task and refer Ss to p. PS9 in the WB for helpful exercises, a plan and useful language.
- Give Ss time to complete the task.
- Ask various Ss around the class to give their presentations.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key – see Workbook Presentation Skills Key, Ex. 7, p. WPSK9

4 **Aim** **THINK!** To give advice

- Explain the task and ask Ss to talk in pairs and give advice to each other.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

Saving is very important. You should open a savings account at the bank and try to save half of what you earn. This way, your savings will soon add up. If I were you, I would put the money in the bank first and then only spend what was left. Why don't you create a budget and stick to it? If you decide how much money you will spend – and save – each month then you will become good at saving.



Culture Spot

1 **Aim** To listen and read for specific information (comprehension questions)

- Ask Ss to read questions 1-3.
- Play the recording. Ss listen and follow the text in their books.
- Elicit answers to the questions from Ss around the class.

Answer Key

- 1 Surnames were first used in Britain in 1066.
 - 2 People were given surnames based on the work they did, where they lived or what they looked like.
 - 3 Smith came from the job of blacksmith and Jones means the son of John.
- Play the video and elicit Ss' comments at the end.

2 **Aim** **ICT** To research and write about surnames in your country

- Give Ss time to collect information about surnames in their country using the Internet or other resources.
- Ask Ss to write a short paragraph and present the information to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

(Ss' own answers)



1 **To read for cohesion and coherence**
(missing sentences)

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 A 2 E 3 C 4 B

2 **To consolidate information**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *Swish can mean to move something quickly through the air so that it makes a sound, or it can mean to swap clothes.*
- 2 *They bring their own unwanted clothes and look through other people's unwanted clothes for something they like. They chat and enjoy drinks and snacks.*
- 3 *She likes saving money on clothes, but more importantly she likes helping the environment by keeping unwanted clothes out of landfills.*

3 **To listen for specific information (T / F statements)**

- Ask Ss to read the rubric and the statements 1-5 and underline the key words.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 F 2 T 3 F 4 F 5 T

4 **To consolidate everyday English expressions / exchanges learnt in the unit**

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *What's the best way to*
- 2 *If I were you, I'd*
- 3 *I'm not sure about that.*
- 4 *How about*
- 5 *That sounds like good advice!*



5 **Aim** To consolidate prepositional phrases learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 on 3 in 5 on
2 up 4 from

6 **Aim** To consolidate vocabulary learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.


Answer Key

1 caught 3 distributed 5 Peer
2 Bullying 4 raised

7 **Aim** To consolidate grammar structures learnt in the unit

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 everything 3 so 5 nowhere
2 such 4 The  6 Someone

8 **Aim** To practise defining / non-defining relative clauses

- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 Amy, who is a nurse, works at the clinic. (ND)
2 The job which he's applying for is in New York. (D)
3 Joe, whose mum is a tutor, moved abroad. (ND)
4 The office where I work is on Main Street. (D)
5 The man who is sitting over there is our teacher. (D)

9 **Aim** To write an email

- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

To: Michelle Brown

From: Lucy Madden

Subject: Advice

Hi Michelle,

I'm so sorry to hear that you're having trouble with a bully at school. I think I can give you some advice.

First of all, it would be a good idea to tell the bully in a calm and confident way to stop. This way, the bully will see that you are strong. Another idea would be to talk to your friends, teachers and parents. If you do this, they will know what's happening and they can give you support so you don't feel so alone.

I hope things get better soon. Let me know what happens.

Best wishes,

Lucy

Grammar in Focus

Aim To consolidate grammar structures learnt

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

Answer Key

1 who 3 are doing 5 to work
2 won't get 4 so 6 should

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel at each of the listed activities.

Grammar Reference

- Some verbs / expressions form question tags differently: *I am – aren't I? I am late, aren't I?*; imperative – *will you / won't you? Don't cry, will you / won't you?*; *Let's – shall we? Let's eat, shall we?*; *I have (got) – haven't I? He has (got) a dog, hasn't he?*; *I have (other meanings) – don't I? She has dinner at 7 pm every day, doesn't she?*; *There is – isn't there? There is a film on TV tonight, isn't there?*; *This / That is – isn't it? That's your dad, isn't it?*

Intonation

- When we are sure of the answer, the voice goes down in the question tag. *You live in Milan, don't you?* (↘)
- When we are not sure of the answer and want to check information, the voice goes up in the question tag. *She didn't sleep, did she?* (↗)

Unit 9

Relatives

The relative pronouns *who / that, whose* and *which / that* and the relative adverbs *where / when / why* introduce relative clauses.

- who / that / whose*: people
which / that / whose: objects / animals
where: place
when: time
why: reason
- We use *who / that* to refer to people. *The man who / that is with John is a famous actor.*
- We use *which / that* to refer to animals, objects or ideas. *This is the house which / that has got a huge swimming pool.*
- We use *whose* to show possession. It cannot be omitted. *That's the man whose father is a great scientist.*
- We do not use a relative pronoun with another pronoun (*I, you, he, him*, etc) *I know someone who is a singer.* (NOT: *I know someone who he is a singer.*)
- who / which / that* can be omitted when it is the object of the relative clause; that is, when there is a noun or subject pronoun between the relative pronoun and the verb. *I spoke to a man (who / that) I had met before.* (the relative pronoun is the object)
That's the book (which / that) I read last summer.
- who / which / that* cannot be omitted if it is the subject of the relative clause; that is, when there is not a noun or a subject pronoun between the relative pronoun and the verb. *I know a man who / that is a lawyer. The dog which / that ran away is mine.* (the relative pronoun is the subject)
- We use *where* to refer to places. *Where* is used after nouns like *place, house, street, town* and *country*. *This is the place where I work.*

- When* is used to refer to time, usually after nouns like *time, period, moment, day* and *summer*. It can either be replaced by *that* or can be omitted. *I'll never forget the day (when / that) I first met him.*
- Why* is used to give reason, usually after the word *reason*. It can either be replaced by *that* or can be omitted. *The reason (why / that) I can't meet you tonight is that I'm working overtime.*

Defining / Non-defining relative clauses

- A **defining relative clause** gives necessary information and is essential to the meaning of the main sentence. We do not put the clause in commas. *The woman who moved next door to us is very polite.* (Which woman is polite? The one who moved next door to us.)
- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. The clause is put in commas. We cannot use *that* instead of *who*. *Beth, who is my best friend, is honest.* (Beth is honest – the meaning of the sentence is clear. Who is my best friend – gives extra information.)

so / such

We use *so / such ... (that)* to express the result of sth.

- such + a / an + adjective + singular countable noun ... (that)* *She is such a nice person that everybody likes her.*
- such + adjective + uncountable or plural noun ... (that)* *It was such good news that he told everyone.*
- so + adjective / adverb ... (that)* *He is so kind that everyone likes him. He runs so fast that I can't catch him.*
- so + adjective + a(n) + noun ... (that)* *It was so great a book that she couldn't put it down.* (not usual)
- such + a lot of + noun ... (that)* *They had such a lot of fun sailing that they decided to do it again.*
- so + few / little / many / much + noun ... (that)* *She has so few friends that she feels lonely.*

The definitive article the

We use *the*:

- with nouns when talking about something specific or something that has already been mentioned. *I bought a top and a skirt. The top is white and the skirt is black.*
- with nouns that are **unique** (*the Earth, the Sun, etc*).
- with the names of **rivers** (*the River Thames*), **groups of islands** (*the Canary Islands*), **mountain ranges** (*the Andes*), **deserts** (*the Sahara Desert*), **oceans** (*the Atlantic Ocean*), **canals** (*the Coral Canal*), **countries** when they include words such as *States, Kingdom, Republic* (*the United Kingdom*), in **geographical terms** (*the North Pole / Arctic / Amazon*).

Grammar Reference

- with the names of **musical instruments** (*the piano*).
- with the **names of families** (*the Stevensons*) and nationalities ending in **-sh**, **-ch** or **-ese** (*the Vietnamese*).
- with **titles** (*the Queen*) **BUT** not with titles including a proper name (*Queen Elizabeth*).
- with names of **hotels** (*the Plaza Hotel*), **theatres / cinemas** (*the National Theatre*), **ships** (*the Titanic*), **organisations** (*the Red Cross*), **newspapers** (*the Times*) and **museums** (*the Archaeological Museum*).
- with the words **morning**, **afternoon** and **evening**. *She usually studies in the afternoon.*
- with **adjectives / adverbs** in the superlative form. *He is the most gifted writer I've ever known.*

We do not use **the**:

- with uncountable and plural nouns when talking about something in general. *Mobiles are easy to use.*
- with **proper names**. *This is Paul.*
- with **languages**, unless they are followed by the word **language**. *She speaks Spanish.* **BUT: The Greek language.**
- with the names of **countries** which don't include the word **State**, **Kingdom** or **Republic** (*Germany, Poland, (BUT the Netherlands, the Gambia), streets (King Street), parks (Hyde Park), cities (Barcelona), mountains (Everest), individual islands (Corfu), lakes (Loch Ness) and continents (Africa).*
- with **possessive adjectives** or the **possessive case**. *This is my car. This is John's bike.*
- with the words **home / Father / Mother** when we refer to our home or parents. *Mother is at home.*
- with **illnesses**. *He's got malaria.* **BUT flu / the flu, measles / the measles, mumps / the mumps.**
- with **by + means of transport**: *by bus / car / train / plane*, etc. *She travelled by bus.* **BUT She left on the 8 o'clock bus this morning.**

some / any / every / no + compounds

Some, any, every, and **no** are used with uncountable nouns and plural countable nouns.

	Countable	Uncountable
AFFIRMATIVE	some	some
INTERROGATIVE	any	any
NEGATIVE	not any / no	not any / no

	People	Things / Places
AFFIRMATIVE	someone / somebody	something / somewhere
INTERROGATIVE	anyone / anybody	anything / anywhere
NEGATIVE	no one / not anyone nobody / not anybody	not anything / nothing not anywhere / nowhere

- **Some** and its compounds are also used in interrogative sentences to make an offer or a request. *Would you like some coffee?* (offer) *Can I have some tea?* (request)
- When **any** and its compounds are used in affirmative sentences, there is a difference in meaning. Study the following examples: a) *You can pop in any time.* (It doesn't matter when.) b) *Anyone / Anybody can take part.* (It doesn't matter who.) c) *You can donate anything.* (It doesn't matter what.) d) *You can sit anywhere.* (It doesn't matter where.)
- **Every** is used with singular countable nouns. *Every student was given a certificate.*
- The pronouns **everyone / everybody, everything** and the adverb **everywhere** are used in affirmative, interrogative and negative sentences and are followed by a singular verb. *Everybody / Everyone is studying for the exams.*

Word List

Abbreviations

(adj)	adjective	(n)	noun	(pl n)	plural noun	(v)	verb
(adv)	adverb	(phr)	phrase	(prep)	preposition	(sb)	somebody
(conj)	conjunction	(phr v)	phrasal verb	(pron)	pronoun	(sth)	something

Unit 1 – Profiles

(p. 11)

banker /'bæŋkə/ (n) = sb with an important position in a bank

business /'biznəs/ (n) = the industry of buying and selling things; trade

calm /kɑ:m/ (adj) = relaxed and not worried

caring /'keəriŋ/ (adj) = kind and supporting other people

education /'edʒʊ'keɪʃən/ (n) = learning and the industry connected to it

fit /fɪt/ (adj) = healthy, especially because you exercise regularly

friendly /'frendli/ (adj) = behaving in a pleasant, kind way towards sb

full time /'fʊl 'taɪm/ (adv) = working all the hours of a 5-day working week

graphics designer /'græfɪks dɪ'zɑ:nə/ (n) = sb who designs pictures and texts for magazines, advertisements, etc

health /helθ/ (n) = the industry of providing medical care

imaginative /'ɪmædʒɪnətɪv/ (adj) = able to create new and interesting ideas or things

indoors /'ɪndɔ:z/ (adv) = inside a building

judge /dʒʌdʒ/ (n) = the official in control of a court who decides how criminals should be punished

law /lɔ:/ (n) = the legal industry, lawyers, judges, etc

long hours (phr) = working overtime

news presenter /'nju:z pri:zəntə/ (n) = sb who presents the news on television

office manager /'ɒfɪs ,mænɪdʒə/ (n) = sb who is in charge of an office

outdoors /'aʊt'dɔ:z/ (adv) = not inside a building

paramedic /'pærə'medɪk/ (n) = sb who has been trained to do medical work, but who is not a doctor or a nurse

part time /'pɑ:t 'taɪm/ (adv) = working only for a part of a week

police officer /'pə'li:ɪs ,ɒfɪsə/ (n) = sb who is a member of the police

professor /prə'fesə/ (n) = sb who teaches at a university

shift /ʃɪft/ (n) = a period of work in a place such as a factory or a hospital

special clothing (phr) = clothes for a purpose/reason

surgeon /'sɜ:dʒən/ (n) = a doctor who is specially trained to perform medical operations

the media /ðə 'mi:diə/ (pl n) = the entertainment and information industry

tutor /'tju:tə/ (n) = sb who teaches privately or at a college

uniform /'ju:nɪfɔ:m/ (n) = a special set of clothes that are worn by people who do a particular job or people who go to a particular school

1a (pp. 12-13)

adventure /əd'ventʃə/ (n) = a new and exciting experience

amazing /ə'meɪzɪŋ/ (adj) = wonderful

anxious /'æŋkʃəs/ (adj) = wanting to do sth

be dressed in (phr) = to wear

best friend (phr) = close friend

bonus /'bɒnəs/ (n) = extra money that you are paid on top of your salary

brave /breɪv/ (adj) = not afraid

calm /kɑ:m/ (adj) = relaxed and not worried, frightened or excited

campfire /'kæmpfaɪə/ (n) = a fire lit outside at a campsite

campsite /'kæmpsɑɪt/ (n) = a place where people sleep outside, usually in tents

change /tʃ'eɪndʒ/ (n) = a difference

close friend (phr) = sb you see or talk with a lot

convincing /kən'vɪnsɪŋ/ (adj) = able to make you believe that sth is true or right

cooperate /kə'n'vɪnsɪ/ (v) = to work together

dangerous /'deɪndʒərəs/ (adj) = If sb or sth is dangerous, they could harm you

do my best (phr) = to try as hard as I can

do sb a favour (phr) = to do sth kind for sb

earn /ɜ:n/ (v) = to receive money for the work that you do

enthusiastic /ɪn,θju:zi'æstɪk/ (adj) = having or showing great interest and excitement

essential /ɪ'senʃəl/ (adj) = necessary

feed /fi:d/ (v) = to give food to

funny /'fʌni/ (adj) = making you laugh

gain /geɪn/ (v) = to get sth little by little

gain sb's trust (phr) = to win sb's confidence

gather /'gæðə/ (v) = to come together

great /greɪt/ (adj) = very good, excellent

hardworking /'hɑ:d'wɜ:kɪŋ/ (adj) = of sb who tries very hard

instructor /ɪn'strʌktə/ (n) = a teacher

job /dʒɒb/ (n) = your regular work that you do for a living

late /leɪt/ (adj) = after the usual time or the time that was arranged

lazy /leɪzi/ (adj) = doing as little as possible; not wanting to do sth

luck /lʌk/ (n) = the force that brings good fortune

make a decision (phr) = to decide sth

make a promise (phr) = to tell sb I will definitely do sth

make progress (phr) = to improve

occupation /'ɒkjʊ'peɪʃən/ (n) = a formal word for 'job'

outgoing /'aʊtgəʊɪŋ/ (adj) = sb who is friendly, talks a lot and enjoys meeting people

patient /'peɪʃənt/ (adj) = able to wait for a long time, or stay calm in annoying situations

peace /pi:s/ (n) = a state of not having any stress

polite /pə'laɪt/ (adj) = having good manners and caring about other people

quiet /'kwaɪət/ (adj) = a state of having little or no noise

ranch /rɑ:ntʃ/ (n) = a very large farm where animals are kept

responsible /rɪ'spɒnsəbəl/ (adj) = easily trusted and relied on

rude /ru:d/ (adj) = behaving in a way which is not polite and upsets other people

Word List

salary /sæləri/ (n) = the money which you are paid every month for the work that you do

scenery /sɪnəri/ (n) = the landscape of a place

serious /sɪəriəs/ (adj) = severe; bad

set up /set 'ʌp/ (phr v) = to build

shy /ʃaɪ/ (adj) = not confident, especially about meeting or talking to new people

sociable /səʊjəbəl/ (adj) = enjoying spending time with other people

sunrise /sʌnraɪz/ (n) = the occasion when the sun appears in the sky in the morning

sun setting (phr) = the sun is going down at the end of the day

the outback /ði 'aʊtbæk/ (n) = the areas of Australia where no one lives

training /treɪnɪŋ/ (n) = the act of learning how to do sth

unenthusiastic /ʌnɪnθju:zi'æstɪk/ (adj) = not showing interest or excitement

wage /weɪdʒ/ (n) = the money which you are paid every day or week for the work that you do

win /wɪn/ (v) = to be the best in a competition and get a prize

work /wɜ:k/ (n) = what you do to earn money

1b (pp. 14-15)

applicant /æplɪkənt/ (n) = sb who asks for a job in writing

apply /əplɑɪ/ (v) = to make a request for a job by sending your details for a specific position

artist /ɑ:tɪst/ (n) = sb who produces art

be fond of sth (phr) = to like sth very much

creative /kri'eɪtɪv/ (adj) = having the ability to imagine and make things

deal with /di:l wɪð/ (phr v) = to handle sth difficult

depart /dɪ'pɑ:t/ (v) = (of a train, plane, etc) to start a journey

energetic /enə'dʒetɪk/ (adj) = having lots of energy

funny /fʌni/ (adj) = making you laugh

give away /gɪv ə'weɪ/ (phr v) = to give sth to sb because you don't want it anymore

give up /gɪv 'ʌp/ (phr v) = to quit; to stop trying

helpful /hel'pʃəl/ (adj) = being happy to help other people

high /haɪ/ (adj) = great in amount, size or level

look for (phr v) = to search for sth

overtime /əʊvətáim/ (n) = the extra hours that you spend at work

retail /ri:teɪl/ (n) = when products are sold to customers from shops

retailer /ri:teɪlə/ (n) = sb who sells products to the public

responsible /rɪ'spɒnsəbəl/ (adj) = easily trusted and relied on

set up /set 'ʌp/ (phr v) = to start a company, a business, etc

set off /set 'ɒf/ (phr v) = to start a journey

translate /træns'leɪt/ (v) = to change written or spoken words from one language to another

translator /træns'leɪtər/ (n) = sb whose job is to change written or spoken words from one language to another

tiring /taɪərɪŋ/ (adj) = sth that makes you tired

write down (phr v) = to write sth on paper

write up (phr v) = to write a report using your notes

Vocabulary plus (p. 16)

bald /bɔ:ld/ (adj) = having no hair on your head

beard /bɪəd/ (n) = hair growing on a man's cheeks and chin

blond(e) /blɒnd/ (adj) = (of hair) having a yellow colour

brave /breɪv/ (adj) = not afraid

build /bɪld/ (n) = the shape and size of sb's body

careful /keəfəl/ (adj) = giving a lot of thought to sth to be safe

careless /keələs/ (adj) = not paying attention to things or taking risks

cowardly /kaʊədli/ (adj) = not brave

curly /kɜ:li/ (adj) = (of hair) with twists and curves

dishonest /dɪs'hɒnəst/ (adj) = not telling the truth

disloyal /dɪs'lɔɪəl/ (adj) = not always supporting your friends or country

energetic /enə'dʒetɪk/ (adj) = having lots of energy

fair /feə/ (adj) = treating people well and equally

freckle /frekəl/ (n) = a dark mark on sb's skin, usually small and in large groups

handsome /hænsəm/ (adj) = (of men) attractive

height /haɪt/ (n) = a measure of how tall sb/sth is

helpful /hel'pʃəl/ (adj) = being happy to help other people

honest /'hɒnəst/ (adj) = telling the truth

in my early thirties (phr) = aged between 31 to 33

in my late teens (phr) = aged between 17 to 19

irresponsible /ɪrə'spɒnsəbəl/ (adj) = unreliable

lazy /leɪzi/ (adj) = doing as little as possible; not wanting to do sth

loyal /lɔɪəl/ (adj) = staying by sb's side and always supporting them

middle-aged /mɪdl 'eɪdʒd/ (adj) = between 40 to 60 years old

moustache /mə'stɑ:ʃ/ (n) = hair that grows on a man's upper lip

of medium height (phr) = not short and not tall

overweight /əʊvə'weɪt/ (adj) = too heavy for your size

plump /plʌmp/ (adj) = a little fat

pretty /prɪti/ (adj) = (of women) attractive

responsible /rɪ'spɒnsəbəl/ (adj) = easily trusted and relied on

shoulder-length /ʃəʊldə ,leŋθ/ (adj) = (of hair) reaching the shoulders

slim /slɪm/ (adj) = thin in an attractive way

special feature /speʃəl 'fi:tʃə/ (n) = sth that makes you look different from other people

straight /streɪt/ (adj) = (of hair) with no waves or curly

unfair /ʌn'feə/ (adj) = treating people badly or unequally

unhelpful /ʌn'helpfəl/ (adj) = not helping other people

unimaginative /ʌnɪ'mædʒənətɪv/ (adj) = not having new ideas

wavy /weɪvi/ (adj) = (of hair) growing like waves

well-built /wel 'bɪlt/ (adj) = with a big strong body

wrinkle /rɪŋkəl/ (n) = a line or fold in the skin, usually found on the face

young /jʌŋ/ (adj) = not old

Word List

1c (p. 16)

- duty** /dju:ti/ (n) = a task
employee /ɪm'plɔ:ɪ/ (n) = sb who is paid to work for a person or company
responsibility /rɪ'spɒnsə'bɪləti/ (n) = sth that is your duty to do
shop assistant /ʃɒp ə'sɪstənt/ (n) = sb who sells things in a shop
till /tɪl/ (n) = a machine in shops for calculating the amount that a customer has to pay, and for storing the money
transaction /trænzækʃən/ (n) = when sb buys or sells sth, or when money is exchanged

1d (p. 17)

- advert** /ædvɜ:t/ (n) = information telling people about a job
apply /ə'plai/ (v) = to make a request for a job by sending your details for a specific position
candidate /kændɪdət/ (n) = a person who applies for a job
experience /ɪk'spɪəriəns/ (n) = the skill gained from doing sth
hardworking /hɑ:d'wɜ:kɪŋ/ (adj) = of sb who tries very hard
quality /kwɒləti/ (n) = a feature of sb's personality

1e (pp. 18-19)

- challenging** /tʃælɪndʒɪŋ/ (adj) = difficult
con /kɒn/ (n) = disadvantage
demanding /drɪ'mɑ:ndɪŋ/ (adj) = requiring a lot of time and effort
describe /drɪ'skraɪb/ (v) = to say what sb or sth is like
dull /dʌl/ (adj) = boring
mascot /mæskət/ (n) = a person, animal or object that represents an organisation
outgoing /aʊtɡəʊɪŋ/ (adj) = sb who is friendly, talks a lot and enjoys meeting people
prestigious /prɛ'stɪdʒəs/ (adj) = high-profile
pro /prəʊ/ (n) = advantage
qualification /kwɒləfə'keɪʃən/ (n) = the skills, qualities or experience that you need in order to do sth
rewarding /rɪ'wɔ:dɪŋ/ (adj) = making you feel satisfied that you have done sth well
stressful /stresfʊl/ (adj) = causing anxiety
well-paid /wel'peɪd/ (adj) = earning a good salary

CLIL 1 (p. 20)

- animal shelter** /ænɪməl 'ʃeltə/ (n) = a place that provides care and protection to animals in need
background /'bækgraʊnd/ (n) = a person's education, experience and social circumstances
build self-confidence (phr) = encourage one's belief in their abilities and talents
challenge /tʃælɪndʒ/ (n) = a task or situation that tests sb's abilities and determination
community /kə'mju:nəti/ (n) = a group of people, animals or things
develop /drɪ'veləp/ (v) = to promote
environment /ɪn'vaɪrənmənt/ (n) = the natural world
gain /geɪn/ (v) = to get sth little by little
government-run programme (phr) = programme operated by the state
issue /ɪʃu:/ (n) = a problem
join /dʒɔɪn/ (v) = to go somewhere in order to be with sb
leadership /li:dəʃɪp/ (n) = a set of characteristics that make a good leader
passionate /pæ'ʃənət/ (adj) = having very strong feelings or emotions
skill /skɪl/ (n) = an ability
team project (phr) = planned work to be done by a group of people
teamwork /ti:mwɜ:k/ (n) = the ability of a group of people to work well together
the disabled /ðə dɪ'seɪbld/ (n) = people with a physical or mental condition that limits their movements, senses or activities
the elderly /ði 'elḁli/ (n) = people approaching old age; rather old
volunteer /vɒləntɪə/ (n) = sb who does a job without being paid

Culture Spot (p. 20)

- bagpipes** /'bægpɑɪps/ (pl n) = a wind instrument with reed pipes originating in Scotland
band /bænd/ (n) = a group of musicians
battalion /bətə'lɪjən/ (n) = a military unit made up of three or more companies
composer /kəm'pəʊzə/ (n) = a person who writes music
medic /medɪk/ (n) = sb who does medical work in the military

- musician** /mju:zɪʃən/ (n) = sb who plays a musical instrument as a job
regiment /redʒɪmənt/ (n) = a large group of soldiers
soldier /səʊldɪə/ (n) = a person who is in the army

Progress Check 1 (pp. 21-22)

- admit** /əd'mɪt/ (v) = to agree that sth is true
analyse /æ'nəlaɪz/ (v) = to study or examine sth in detail in order to discover more about it
attack /ə'tæk/ (v) = to fall on sb and hurt them
blood sample /blʌd ,sɑ:mpəl/ (n) = a small amount of blood that is examined in order to find out sth about the whole
careful /keəfəl/ (adj) = giving a lot of thought to sth to be safe
careless /keələs/ (adj) = not paying attention to things or taking risks
capture /kæptʃə/ (v) = to take into your possession or control by force
cave /keɪv/ (n) = a huge natural hole under the ground
contact /kɒntækt/ (v) = to get in touch with sb by phone
cotton /kɒtn/ (n) = cloth made from the white hair of a plant
currently /kʌrəntli/ (adv) = at present; at this time
film crew /fɪlm kru:/ (n) = a group of people working together to make a film
glued (to) /glu:d/ (adj) = looking at sth and not paying attention to anything else
herpetologist /hɜ:pɪtɒlədʒɪst/ (n) = a zoologist who studies reptiles and amphibians
hiking boots /haɪkɪŋ 'bu:ts/ (pl n) = special footwear used for taking long walks in the mountains or country
long-sleeved /lɒŋ 'sli:vɪd/ (adj) = (of clothing) that covers all of your arm
make my way through (phr) = to go towards sth, esp. when this is difficult or takes a long time
natural habitat /nætʃərəl 'hæbɪtæt/ (n) = the environment in which an animal or plant normally or usually lives

Word List

patient /peɪʃənt/ (adj) = able to wait for a long time, or stay calm in annoying situations

record /rɪ'kɔ:d/ (v) = to store sounds or moving pictures using electronic equipment

release /rɪ'li:s/ (v) = to give freedom to sth or sb

reptile /reptail/ (n) = a cold-blooded creature that lays eggs, e.g. a snake

research /rɪ'sɜ:tʃ/ (n) = a detailed study of a subject in order to discover new information

retire /rɪ'taɪə/ (v) = to stop performing your work because of old age

retirement /rɪ'taɪəmənt/ (n) = leaving your job and stopping working because you are old

sink my teeth into sth (phr) = to put my teeth deep into sth

the snake wraps itself around sth (phr) = the snake winds around sth so as to hold it

wildlife documentary /waɪldlaɪf dɒkjʊməntəri/ (n) = a film that gives information about plants and animals in nature

Unit 2 – Nature's Fury

(p. 23)

acre /eɪkə/ (n) = a unit for measuring land (= 4,047 square metres)

avalanche /'ævələntʃ/ (n) = a large amount of snow that falls down a mountain

beat /bi:t/ (v) = to strike repeatedly

break out /breɪk 'aʊt/ (phr v) = to start suddenly

burst /bɜ:st/ (v) = to break apart

cause /kɔ:z/ (v) = to make sth happen

collapse /kə'læps/ (v) = to fall down suddenly

earthquake /'ɜ:θkweɪk/ (n) = the sudden violent shaking movement of the ground

erupt /ɪ'rʌpt/ (v) = (of a volcano) to become active, explode and send hot lava, ash and smoke into the sky

evacuate /ɪ'vækjueɪt/ (v) = to leave or make sb leave a dangerous area

flood /flʌd/ (n) = a large amount of water that covers an area of land

get damaged (phr) = to be partly or fully destroyed

get hurt (phr) = to suffer bodily harm

hit /hɪt/ (v) = to happen suddenly and cause great damage

hurricane /'hʌrəkən/ (n) = a strong storm with very powerful winds

hurt /hɜ:t/ (v) = to injure

kill /kɪl/ (v) = to take a person's or an animal's life

lose /lu:z/ (v) = to no longer have sth

miss /mɪs/ (v) = to fail to see, do, get, etc sth

occur /ə'kɜ:/ (v) = to happen; to take place

tsunami /tsʊ'nɑ:mi/ (n) = a high sea wave, usually caused by an earthquake

volcanic eruption (phr) = the sudden explosion inside a volcano, which makes lava come out of its top

wildfire /'waɪldfaɪə/ (n) = a fire which is burning out of control in an area

2a (pp. 24-25)

admit /əd'mɪt/ (v) = to agree that sth is true

approach /ə'prəʊtʃ/ (v) = to go closer to sth

be worth the effort (phr) = (of an action) to justify the energy you have spent on it

burn /bɜ:n/ (n) = an injury caused by fire

camp overnight (phr) = to stay outdoors in a tent for the night

cause /kɔ:z/ (v) = to make sth happen

close encounter (phr) = a situation in which you come too close to sth, usually dangerous

collapse /kə'læps/ (v) = to fall down suddenly

crater /'kreɪtə/ (n) = the hole at the top of a volcano

damage /'dæmɪdʒ/ (v) = to harm sth/sb

disappointed /,dɪsə'pɔɪntɪd/ (adj) = disheartened, discouraged

emergency services /ɪ'mɜ:dʒənsɪ ,sɜ:vəsɪz/ (pl n) = the police, fire department and ambulance services

erupt /ɪ'rʌpt/ (v) = (of a volcano) to become active, explode and send hot lava, ash and smoke into the sky

evacuate /ɪ'vækjueɪt/ (v) = to leave a dangerous area

fan /fæn/ (n) = sb who likes sth very much

fascinated /'fæsəneɪtəd/ (adj) = extremely interested in sth

fellow /feləʊ/ (n) = sb who shares the same interests as you

fountain of lava (phr) = a flow of hot liquid rising into the air when a volcano erupts

heat /hi:t/ (n) = very high temperature

hike /haɪk/ (v) = to go for a long walk in the mountains or the countryside

hit /hɪt/ (v) = to strike; to reach a place with a lot of force

lava /lɑ:və/ (n) = the hot liquid rock that comes out of a volcano

lava stream (phr) = a narrow moving mass of liquid rock

located in (phr) = being in a particular place, situated in

magma /'mægmə/ (n) = the hot liquid inside the Earth's crust from which lava is formed

magnificent /mə'gnɪfɪsənt/ (adj) = very impressive

recover /rɪ'kʌvə/ (v) = to get back to a normal state, usually after sth bad has happened

rescue /reskju:/ (v) = to save sb

rim /rɪm/ (n) = (of a volcano) the edge that goes all the way round its top

rise /raɪz/ (v) = to move upwards

risk /rɪsk/ (v) = to expose yourself to danger; to take a chance

run down /rʌn 'daʊn/ (v) = to go down sth

safe distance (phr) = the space from sth dangerous that is safe for you to be in

save /seɪv/ (v) = to help sb from danger

shake /ʃeɪk/ (v) = to move violently back and forth

slope /sləʊp/ (n) = the side of a hill, mountain, etc

smoke and ash cloud (phr) = a cloud made up of smoke and ash coming out of a volcano

survive /sə'vaɪv/ (v) = to continue to live in spite of danger

unbelievable /,ʌnbɪ'li:vəbəl/ (adj) = astonishing, incredible

unforgettable /,ʌnfə'getəbəl/ (adj) = amazing, not easily forgotten

Word List

warn /wɔ:n/ (v) = to inform sb about a possible danger

2b (pp. 26-27)

board game /bɔ:d geɪm/ (n) = any game played on a specially designed piece of wood or thick card, e.g. chess, Monopoly, etc

break off /breɪk 'ɒf/ (phr v) = to cut

break out /breɪk 'aʊt/ (phr v) = to start suddenly

breeze /bri:z/ (n) = a light wind

call for /kɔ:l fə/ (phr v) = to ask for sb to come; to require

call in /kɔ:l 'ɪn/ (phr v) = to visit briefly

clean out /kli:n 'aʊt/ (phr v) = to clean completely

clean up /kli:n 'ʌp/ (phr v) = to remove dirt or mess from somewhere

clear off /kliə 'ɒf/ (phr v) = to go away, to leave

clear up /kliə 'ʌp/ (phr v) = (of weather) to improve

crawl /krɔ:l/ (v) = to move slowly with the body close to the ground

damage /dæmɪdʒ/ (v) = to harm sth/sb

devastating /devəsteɪtɪŋ/ (adj) = causing lots of destruction

go off /gəʊ 'ɒf/ (phr v) = (of a bomb) to explode

go out /gəʊ 'aʊt/ (phr v) = (of a light) to stop shining

put off /pʊt 'ɒf/ (phr v) = to postpone

put out /pʊt 'aʊt/ (phr v) = to stop a fire

resident /rezədənt/ (n) = sb who lives in an area, an inhabitant

save /seɪv/ (v) = to help sb from danger

sweep away /swi:p ə'weɪ/ (v) = to destroy completely

volunteer /vɒləntɪə/ (n) = sb who does a job without being paid

Vocabulary plus (p. 28)

bitterly /bɪtəli/ (adv) = extremely

chilly /tʃɪli/ (adj) = (of weather) uncomfortably cold

dense /dens/ (adj) = thick

disaster /dɪzɑ:stə/ (n) = sth that causes a lot of harm or damage

downpour /daʊnpɔ:/ (n) = when it suddenly rains a lot

drought /draʊt/ (n) = a long period when there is no rain and people do not have enough water

dry /draɪ/ (adj) = not wet

foggy /fɒgi/ (adj) = (of weather) full of fog, misty

frost /frɒst/ (n) = a thin, white layer of ice that forms on surfaces, especially at night, when it is very cold

hail /heɪl/ (n) = small, hard pieces of frozen rain that fall from the sky

heatwave /hi:tweɪv/ (n) = a period of time when the weather is much hotter than usual

temperature /temprətʃə/ (n) = how hot or cold sth is

thunderstorm /θʌndəstɔ:m/ (n) = a storm that has thunder and lightning

tornado /tɔ:'neɪdəʊ/ (n) = an extremely strong and dangerous wind that blows in a circle and destroys buildings as it moves along

torrential /tɔ'rentʃəl/ (adj) = (of rain) very violent and heavy

tremendous /trɪ'mendəs/ (adj) = very large, loud, great, strong, etc

2c (p. 28)

earthquake /'ɜ:θkweɪk/ (n) = the sudden violent shaking movement of the ground

thunder /θʌndə/ (n) = the loud noise in the sky that you hear during a storm

shake /ʃeɪk/ (v) = to move violently back and forth

panic /pænik/ (v) = to feel worried or frightened that you are unable to think or behave calmly

2d (p. 29)

crash /kræʃ/ (n) = to break with noise

directions /dɪ'rekʃənz/ (pl n) = instructions that tell you how to get to a place or how to do sth

hurricane /hʌrəkən/ (n) = a strong storm with very powerful winds

I bet (phr) = I'm almost sure

interview /'ɪntəvju:/ (n) = a conversation where sb asks another person questions about their lives

miserable /mɪzərəbəl/ (adj) = sad, unhappy

power /paʊə/ (n) = energy, usually electricity that is used to provide light, heat, etc

rumbling /'rʌmblɪŋ/ = (of a sound) low and continuous

smash /smæʃ/ (v) = to break sth into a lot of pieces with a loud noise

2e (pp. 30-31)

careful /keəfəl/ (adj) = giving a lot of thought to sth to be safe

cheer /tʃɪə/ (v) = to give a loud shout showing happiness

chirp /tʃɜ:p/ (v) = (of birds) to make a short high-pitched sound

confused /kɒn'fju:zd/ (adj) = unable to think clearly or to understand sth

deck /dek/ (n) = the floor of a ship

excited /ɪk'saɪtɪd/ (adj) = feeling very happy and enthusiastic

float /fləʊt/ (v) = to stay on the surface of a liquid and not sink

heavy /hevi/ (adj) = weighing a lot

ironic /aɪ'rɒnɪk/ (adj) = expressing the opposite of what you mean, as a joke

massive /mæsɪv/ (adj) = very big

quick /kwɪk/ (adj) = fast

relieved /rɪ'li:vɪd/ (adj) = feeling happy because sth unpleasant did not happen

rescue team (phr) = a group of people who are searching for sb who is lost or in danger

scared /skeəd/ (adj) = frightened or worried

slow /sləʊ/ (adj) = not moving fast

solid /sɒlɪd/ (adj) = firm

tired /taɪəd/ (adj) = feeling that you want to rest or sleep

2f (pp. 32-33)

bang /bæŋ/ (n) = a sudden very loud noise

basement /beɪsmənt/ (n) = the room under the ground level of a house

blow /bləʊ/ (v) = (of air or wind) to be in motion

clear up /kliə 'ʌp/ (phr v) = to put things in order; to tidy up

cry /kraɪ/ (v) = to shout

emergency services /ɪ'mɜ:dʒənsɪ 'sɜ:vəsɪz/ (pl n) = the police, fire department and ambulance services

flooded /flʌdɪd/ (adj) = covered with water

hurt /hɜ:t/ (adj) = injured

Word List

it rains heavily (phr) = when water falls in the form of drops from the sky in large amounts

luckily /lʌkəli/ (adv) = fortunately

miracle /mɪrəkl̩/ (n) = a very surprising and unexpected event

mud /mʌd/ (n) = soft wet earth

porch /pɔːtʃ/ (n) = a platform at the entrance of a house or other building covered by a roof

power line /paʊə laɪn/ (n) = a wire that carries electricity above or below the ground

realise /rɪəlaɪz/ (v) = to be aware of sth

relieved /rɪ'li:vɪd/ (adj) = feeling happy because sth bad is over or did not happen at all

rubbish /rʌbɪʃ/ (n) = things that you do not want any more because they are old, damaged, etc

safe /seɪf/ (adj) = protected from danger

shake /ʃeɪk/ (v) = to move violently back and forth or sideways

shiver /ʃɪvə/ (v) = to shake because of cold

shocked /ʃɒkt/ (adj) = feeling extremely surprised because of sth unpleasant you have experienced

siren /saɪərən/ (n) = a device that makes a loud signal, usually placed on emergency service vehicles

survive /sə'vaɪv/ (v) = to stay alive despite an injury, illness, etc

sway /sweɪ/ (v) = to move from side to side

terrifying /tə'reɪfɪŋ/ (adj) = very scary

thunder /θʌndə/ (n) = the booming sound you hear during a storm after lightning

wail /weɪl/ (v) = to make a long, loud, high-pitched sound

wind /wɪnd/ (n) = currents of air moving in the atmosphere

yelp /jelp/ (n) = a short sharp cry, usually made by a dog

CLIL 2 (p. 34)

barn /bɑːn/ (n) = a large building on a farm for keeping animals or equipment in

break out /breɪk 'aʊt/ (phr v) = (of a fire, war, etc) to start suddenly

bucket /bʌkət/ (n) = a container used to carry water

burn down /bɜːn 'daʊn/ (phr v) = to be destroyed by fire

burn to the ground (phr) = to be completely destroyed

catch fire (phr) = to start burning

die out /daɪ 'aʊt/ (phr v) = to become weaker and then stop completely

flame /fleɪm/ (n) = the burning gas from sth on fire which produces a yellow light

head (for) /hed/ (v) = to go towards

homeless /həʊmləs/ (adj) = without a place to live

in flames (phr) = on fire

out of control (phr) = impossible to limit

panic /pænik/ (n) = a sudden strong feeling of fear

put out /pʊt 'aʊt/ (phr v) = to stop a fire

reach /ri:tʃ/ (v) = to arrive in/at

rebuild /ri:'bɪld/ (v) = to build again

rush /rʌʃ/ (v) = to move quickly towards a place

shout for help (phr) = to call out loudly for help

spark /spɑːk/ (n) = a very small piece of fire which flies out from sth burning

spread /spred/ (v) = to cover a big area

Progress Check (pp. 35-36)

blizzard /'blɪzəd/ (n) = a large snowstorm

cyclone /saɪkləʊn/ (n) = a powerful tropical storm in which the air spins very fast

extraordinary /ɪk'strɔːdnəri/ (adj) = remarkable

get stranded (phr) = to be left behind or cut off without a way to escape

memorable /memə'reɪbl/ (adj) = unforgettable

tale /teɪl/ (n) = a story

Unit 3 – Reflections

(p. 37)

adventurous /əd'ventʃərəs/ (adj) = daring

book /bʊk/ (v) = to buy a ticket in advance

climb /klaɪm/ (v) = to move upward, especially by using the hands and feet

cottage /kɒtɪdʒ/ (n) = a small house in the countryside

expedition /ɛk'spɛdɪʃən/ (n) = a journey organized for a particular purpose

experience /ɪk'spɪəriəns/ (n) = direct personal participation

explore /ɪk'splɔː/ (v) = to investigate; to examine

fit /fɪt/ (adj) = in good health

fly /flaɪ/ (v) = to travel through the air in an aircraft

go /gəʊ/ (v) = to move or travel

hit the road (phr) = to set out, as on a trip; leave

in search of (phr) = trying to find sth

ski /skiː/ (v) = to travel or glide on skis

sleepy /sliːpi/ (adj) = without activity

stay /steɪ/ (v) = to continue to be in a place

swim /swɪm/ (v) = to move through or on top of water

tourist attraction /tʊərɪst ə'træktʃən/ (n) = a characteristic that attracts tourists

travel /trævəl/ (v) = to go from one place to another

wonder /wʌndə/ (v) = to feel curiosity or be in doubt about sth

3a (pp. 38-39)

abandon /ə'bændən/ (v) = to give up; to leave

achievement /ə'tʃiːvmənt/ (n) = an accomplishment

amazing /ə'meɪzɪŋ/ (adj) = surprising

anxious /æŋkʃəs/ (adj) = worried

arrive (at) /ə'raɪv/ (v) = to reach a place

attempt /ə'tempt/ (n) = an effort

borrow /'bɒrəʊ/ (v) = to use sth that belongs to sb else and return it later

brave /breɪv/ (adj) = courageous

caravan /'kærəvæn/ (n) = a vehicle that people can travel and live in on holiday

challenge /tʃæləndʒ/ (n) = a task or situation that tests sb's abilities and determination

cruise /kruːz/ (n) = a holiday on a large boat

destination /,destə'neɪʃən/ (n) = the place to which sb or sth is going

drag /dræg/ (v) = to pull with difficulty

drop /drɒp/ (v) = to fall to a lower level or amount

Word List

effort /'efət/ (n) = the use of physical or mental ability to do sth

expedition member (phr) = a person belonging to an organised journey made for a particular purpose

explorer /ɪk'splɔ:riə/ (n) = sb who travels to unknown places to find out what is there

extreme /ɪk'stri:m/ (adj) = not usual

face /feɪs/ (v) = to have to deal with sth difficult or unpleasant

farthest /'fɑ:ðəst/ (adj) = (the superlative form of 'far') the most distant; the most remote

freezing wind (phr) = a strong current of air that is extremely cold

frostbite /'frɒstbaɪt/ (n) = an injury to body parts, such as the nose, fingers, or toes, caused by extreme cold

frozen /'frəʊzən/ (adj) = very cold; consisting of ice

harsh /hɑ:f/ (adj) = severe, hard

hypothermia /'haɪpəθ'θɜ:miə/ (n) = a serious medical condition in which your body temperature is abnormally low caused by extremely low temperatures

journey /'dʒɜ:ni/ (n) = the distance or the time needed to travel to get to a place

landscape /'lændskeɪp/ (n) = an area of land

lend /lend/ (v) = to give sth to sb for a short time, expecting that they will give it back later

let /let/ (v) = to rent a room, flat or house to sb

mission /'mɪʃən/ (n) = an important job or task assigned to a group of people

ordinary /'ɔ:dənəri/ (adj) = common; not special

polar /'pəʊlə/ (adj) = relating to either the North or the South pole

seaside trip (phr) = a journey to an area by the sea for a holiday

set off /set 'ɒf/ (phr v) = to start a journey

sledge /sledʒ/ (n) = a vehicle used to transport sb or sth over snow and ice, with long pieces of wood instead of wheels

sth comes to mind (phr) = to remember sth

storage freezer /'stɔ:ɪdʒ 'fri:zə/ (n) = a large container where you can store food at very low temperatures

supplies /sə'plaɪz/ (pl n) = food, equipment and other essential things that people need to live

temperature /'tempərətʃə/ (n) = the degree of hotness or coldness of a body or environment

tough /tʌf/ (adj) = difficult

voyage /'vɔɪdʒ/ (n) = a long journey, especially by sea

3b (pp. 40-41)

apply (for) /ə'plaɪ/ (v) = to make a formal request, usually for a job

check in /tʃek 'ɪn/ (phr v) = to announce your arrival at a hotel and take your key

excel (at) /ɪk'sel/ (v) = to be very good at sth

exhausted /ɪg'zɔ:stɪd/ (adj) = very tired

find out /faɪnd 'aʊt/ (phr v) = to get information about sth or sb; to learn

get sunburnt (phr) = to have a red and sore skin by staying under the sun for too long

give up /gɪv 'ʌp/ (phr v) = to quit; to stop trying

nap /næp/ (n) = a short light sleep, usually during the day

participate /pɑ:'tɪsɪpeɪt/ (v) = to be active in sth; take part

put off /put 'ɒf/ (phr v) = to postpone

put on /put 'ɒn/ (phr v) = to get dressed

proud /praʊd/ (adj) = feeling happy about your achievements

Vocabulary plus (p. 42)

achievement /ə'tʃi:vmənt/ (n) = accomplishment

amazed /ə'meɪzɪd/ (adj) = surprised

charity /tʃærɪti/ (n) = money collected to help people in need

enthusiastic /ɪnθju:zi'æstɪk/ (adj) = having or showing great interest and excitement

inspired /ɪn'spaɪəd/ (adj) = extremely influenced by sb or sth to do sth

raise money (phr) = to collect money for sth

satisfied /sætəsfaɪd/ (adj) = pleased with sth

volunteer /vɒlən'tɪə/ (v) = to do sth without getting paid

3c (p. 42)

accommodation /ə'kɒmə'deɪʃən/ (n) = a place where you live or stay

encourage /ɪn'kʌrɪdʒ/ (v) = to give hope or courage to sb

fluent /'flu:ənt/ (adj) = able to speak another language very well

host family (phr) = a family that allows you to stay with them for a period of time

improve /ɪm'pru:v/ (v) = to make better

pen-friend /pen frend/ (n) = a friend with whom you exchange letters or emails

3d (p. 43)

nature reserve /'neɪtʃə ri:zɜ:v/ (n) = a protected area for endangered species

release /rɪ'li:s/ (v) = to set sth or sb free

regret /rɪ'gret/ (v) = to feel sorry about sth

3e (pp. 44-45)

apologise /ə'pɒlədʒaɪz/ (v) = to say you are sorry

appreciate /ə'pri:ʃieɪt/ (v) = to be thankful for sth

attend /ə'tend/ (v) = to be present at

confident /'kɒnfədənt/ (adj) = certain; sure

considerably /kən'sɪdərəbli/ (adv) = greatly; a lot

delicious /drɪ'lɪʃəs/ (adj) = tasty; having a pleasant flavour

drop sb a line (phr) = to write sb a short letter

reply /rɪ'plaɪ/ (v) = to give an answer; to respond

send my regards (phr) = to send my good wishes to sb

stuff /stʌf/ (n) = things

unavailable /ʌnə'veɪləbəl/ (adj) = unable to be reached

yummy /'jʌmi/ (adj) = tasty; having a pleasant flavour

CLIL 3 (p. 46)

aquatic /ə'kwætɪk/ (adj) = living in water

be referred to (phr) = to be called

biome /'baɪəʊm/ (n) = an area that has a particular weather where certain animals and plants live

Word List

boreal /bəʊiəl/ (adj) = referring to the climate and region of the Arctic

climate /klaɪmət/ (n) = the general or average weather conditions of a certain region, including temperature, rainfall, and wind

community /kə'mju:nəti/ (n) = a group of people, animals or things

cone /kəʊn/ (n) = the dry fruit of a pine or fir tree

contain /kən'teɪn/ (v) = to include

cope with /kəʊp wɪð/ (v) = to manage; to deal with

coyote /kəɪ'əʊti/ (n) = a wild animal similar to a dog

deer /dɪə/ (n) = an animal that lives in forests and has long legs and horns

desert /dezət/ (n) = a dry, often sandy region of little rainfall, extreme temperatures, and sparse vegetation

exist /ɪg'zɪst/ (v) = to be

fir /fɜ:/ (n) = an evergreen

grassland /grɑ:s'lænd/ (n) = a large area covered with grass

grizzly bear /grɪzli 'beə/ (n) = a large brown bear

hibernate /haɪ'bɛnɪt/ (v) = (of animals) to sleep through the winter

identify /aɪ'dentɪfaɪ/ (v) = to recognize

maple /meɪpəl/ (n) = a tree with distinctive leaves that have fine points

migrate /maɪ'greɪt/ (v) = (of animals/birds) to move from one part of the world to another because of the season

needle /ni:dəl/ (n) = the pointy leaf of a pine or fir tree

oak /əʊk/ (n) = a type of tree with very hard wood for making furniture

pine /paɪn/ (n) = a kind of evergreen tree with leaves like needles

population /pɒpju'leɪʃən/ (n) = the number of people who live in an area

produce /prɒdju:s/ (v) = to make

raccoon /rə'kʊn/ (n) = a small animal with grey fur and a striped tail

region /rɪ:dʒən/ (n) = an area

seed /si:d/ (n) = the small hard part of a plant that a new plant grows from

temperate /tempə'reɪt/ (adj) = (of a climate) with mild temperatures

tundra /tʌndrə/ (n) = a large flat area without trees in very cold parts of the world

variety /və'reɪəti/ (n) = a range of sth

Culture Spot (p. 46)

fundraising event (phr) = an event organised to raise money for sth

dress up /,dres 'ʌp/ (phr v) = to wear a costume

route /ru:t/ (n) = the choice of roads taken to get to a place

endangered /ɪn'deɪndʒəd/ (adj) = (of animals or plants) in danger of extinction

Progress Check 3 (pp. 47-48)

birdwatcher /'bɜ:d,wɒtʃə/ (n) = a person who observes and identifies birds in their natural surroundings.

butterfly /'bʌtəflaɪ/ (n) = an insect with four broad, usually colourful wings

come face-to-face (phr) = to meet

cub /kʌb/ (n) = the baby of a bear, wolf, lion, panda, or other wild animals

eel /i:l/ (n) = a freshwater fish that looks like a snake

fascinating /fæsə'neɪtɪŋ/ (adj) = very interesting

feed /fi:d/ (v) = to give food

gap year (phr) = a period of time spent working or travelling between leaving school and starting university

hiking /'haɪkɪŋ/ (n) = going on an extended walk for pleasure or exercise, especially in a natural setting

kayaking /'kaɪækɪŋ/ (n) = travelling on an Eskimo canoe

permanently /pə'mənəntli/ (adv) = for a long time

representative /,reprə'zentətɪv/ (n) = a person or thing that represents another or others

scuba dive /sku:bə daɪv/ (v) = to swim underwater

sunbathing /sʌnbeɪðɪŋ/ (n) = exposing your body to the sun

Unit 4 – Law & Order

(p. 49)

arson /'ɑ:sən/ (n) = the act of setting sth on fire on purpose

break into (phr v) = to enter a place by force

burglary /'bɜ:gləri/ (n) = the act of illegally entering a building in order to steal things

car theft /'kɑ: θeft/ (n) = the act of taking a motor vehicle without the owner's permission

catch /kætʃ/ (v) = to stop a criminal

disturb the peace (phr) = to destroy the tranquillity

download films / music illegally (phr) = to take films / music from the Internet without permission or paying for them

drop litter (phr) = to allow rubbish to fall on the ground

exceed /ɪk'si:d/ (v) = to be greater than or superior to

forge /fɔ:dʒ/ (v) = to make or imitate falsely especially with intent to defraud

robbery /'rɒbəri/ (n) = the crime of stealing money or property; the crime of robbing a person or place

set /set/ (v) = to cause to assume a specified condition, relation, or occupation

shoplifting /'ʃɒp,lɪftɪŋ/ (n) = stealing sth from a shop

speeding /spi:dɪŋ/ (n) = driving faster than is allowed in a specific area

spray /spreɪ/ (v) = to force a liquid out of a can onto a surface

steal /sti:l/ (v) = to take sth that does not belong to you without the owner's permission

trespassing /'trespəsɪŋ/ (v) = the act of going on sb's land without their permission

vandalism /vændə'lɪzəm/ (n) = the act of deliberately destroying or damaging property

4a (pp. 50-51)

accident-prone /'æksɪdənt prəʊn/ (adj) = very likely to have many accidents

accept /ək'sept/ (v) = to receive or take (sth offered)

accuse /ə'kju:z/ (v) = to blame (sb) for sth wrong or illegal, to say that sb is guilty of a fault or crime

agree /ə'gri:/ (v) = to have the same opinion as sb else

arrest /ə'rest/ (v) = (of the police) to catch sb who is believed to have committed a crime

Word List

avoid /ə'vɔɪd/ (v) = to stay away from (sb or sth)

break /breɪk/ (v) = to violate (the law)

burglar /'bɜːglə/ (n) = a person who breaks into a building and steals things

burgle /'bɜːgəl/ (v) = to break into a building and steal things

call (for) /kɔːl/ (v) = to shout for sth

car theft /kɑː θeft/ (n) = the act of taking a motor vehicle without the owner's permission

charge /tʃɑːdʒ/ (v) = to impose a duty, responsibility, or obligation on

chase /tʃeɪs/ (v) = to run after sb in order to catch them

chimney /tʃɪmni/ (n) = a pipe on the roof of a building through which smoke from a fireplace escapes

choice /tʃɔɪs/ (n) = sth that you choose from a range of things

commit /kə'mɪt/ (v) = to do (sth that is illegal or harmful)

counter /kaʊntə/ (n) = a long narrow surface in a shop, bank, etc where people are served

deny /dɪ'naɪ/ (v) = to say that sth is not true

elderly /'eldəli/ (adj) = being past middle age and approaching old age; rather old

empty-handed /'empti 'hændɪd/ (adj) = having failed to obtain what you wanted

escape /ɪ'skeɪp/ (v) = to get away

fight crime (phr) = to prevent illegal acts

find /faɪnd/ (v) = to discover by chance

forge /fɔːdʒ/ (v) = to make or imitate falsely especially with intent to defraud

frighten /fraɪtənd/ (v) = to cause fear

get stuck (phr) = to be unable to move further

go /gəʊ/ (v) = to move on a course

go up in smoke (phr) = to terminate without producing a result; be unsuccessful

growl /graʊl/ (v) = to say (sth) in an angry way

hang around (phr) = to pass time or stay aimlessly in or at a place

however /haʊ'evə/ (conj) = in whatever manner or way

ignition /ɪg'nɪʃən/ (n) = the device that is used to start a car's engine

insist /ɪn'sɪst/ (v) = to demand that sth happen or that sb do sth

keep out /ki:p 'aʊt/ (phr v) = to remain or cause to remain outside

leap /li:p/ (v) = to move quickly

look after /lʊk ɑːftə/ (phr v) = to take care of

nap /næp/ (n) = a short sleep especially during the day

owner /'əʊnə/ (n) = a person who owns sth, a legal possessor

press charges (phr) = to bring a formal accusation of criminal wrongdoing against sb

protect /prə'tekt/ (v) = to keep (sb or sth) from being harmed

proud of /praʊd əv/ (adj) = very happy and pleased because of sth you have done

put /pʊt/ (v) = to place in a specified position or relationship

refuse /rɪ'fjuːz/ (v) = to say or show that you are not willing to do sth that sb wants you to do

rob /rɒb/ (v) = to take money or property from (a person or a place) illegally and sometimes by using force, violence, or threats

robber /rɒbə/ (n) = a person who uses violence or the threat of violence to steal things from places such as banks or shops

run off /rʌn 'ɒf/ (phr v) = to drive off (as trespassers)

run out /rʌn 'aʊt/ (phr v) = to become exhausted or used up

save /seɪv/ (v) = to keep (sb or sth) safe

scene of the crime (phr) = the place where a crime took place

security camera /sɪkjuənti ,kæməɾə/ (n) = a device that watches an area to protect it from burglars

sentence /'sentəns/ (v) = to officially state the punishment given to (sb) by a court of law

slip /slɪp/ (v) = to slide unintentionally

simply /'sɪmpli/ (adv) = just

state /steɪt/ (v) = to express (sth) formally in speech or writing

steal /sti:l/ (v) = to take sth that does not belong to you in a way that is wrong or illegal

thief /θi:f/ (n) = a person who steals sth

threaten /θretn/ (v) = to tell sb that you will do sth bad if they do not do what you want

try /traɪ/ (v) = to make an effort to do sth

yell /jel/ (v) = to say sth very loudly especially because you are angry, surprised, or are trying to get sb's attention

warn /wɔːn/ (v) = to tell sb about possible danger or trouble

without delay (phr) = without wasting any more time

4b (pp. 52-53)

arrest /ə'rest/ (v) = to use the power of the law to take and keep sb, such as a criminal

arrive /ə'raɪv/ (v) = to come to or reach a place after travelling, being sent, etc

arson /ɑːsən/ (n) = the crime of setting fire to sth

arsonist /ɑːsənɪst/ (n) = a person who destroys property by fire

blow up /bləʊ 'ʌp/ (phr v) = to destroy sth by causing an explosion

break into /breɪk ɪntə/ (phr v) = to intrude

break off /breɪk 'ɒf/ (phr v) = to stop abruptly

confess /kən'fes/ (v) = to admit that you did sth wrong or illegal

crime /kraɪm/ (n) = an illegal act for which sb can be punished by the government

get away with /get ə'weɪ wɪð/ (phr v) = to avoid criticism or punishment for or the consequences of sth bad you have done

hide /haɪd/ (v) = to put out of sight

invest /ɪn'vest/ (v) = to commit money in order to earn a financial return

jewellery /dʒuːəlri/ (n) = decorative objects (such as rings, necklaces, and earrings) that people wear on their body

join /dʒɔɪn/ (v) = to go somewhere in order to be with sb

protect /prə'tekt/ (v) = to keep sb or sth from being harmed

rob /rɒb/ (v) = to take money or property from a person or a place illegally and sometimes by using force, violence or threats

Word List

robbery /rɒbəri/ (n) = the crime of stealing money or property; the crime of robbing a person or place

serve /sɜ:v/ (v) = to put in (a term of imprisonment)

shoplift /ʃɒp,lɪft/ (v) = to steal things from a shop

solve /sɒlv/ (v) = to find a way to deal with and end a problem

turn in /tɜ:n ɪn/ (phr v) = to deliver to an authority

turn out /tɜ:n 'aʊt/ (phr v) = to prove to be in the result or end

vandal /vændl/ (n) = a person who deliberately destroys or damages property; a person who vandalizes sth

watch /wɒtʃ/ (v) = look at (sb or sth) for an amount of time and pay attention to what is happening

witness /wɪtnəs/ (v) = to see (sth) happen

Vocabulary plus (p. 54)

annoyed /ə'noɪd/ (adj) = angry, irritated

criminal /krɪmənəl/ (n) = sb who has committed an illegal or violent action

clue /klu:/ (n) = sth that helps a person find sth, understand sth, or solve a mystery or puzzle

disappointed /dɪsə'pɔɪntɪd/ (adj) = disheartened, discouraged

frightened /'fraɪtənd/ (adj) = afraid

judge /dʒʌdʒ/ (n) = the official in control of a court who decides how criminals should be punished

jury /dʒʊəri/ (n) = a group of people who are members of the public and are chosen to make a decision in a legal case

relieved /rɪ'li:vd/ (adj) = happy because sth unpleasant didn't happen

surprised /sə'praɪzd/ (adj) = having a feeling of surprise when sth unexpected happens

victim /'vɪktəm/ (n) = sb who has suffered as a result of the actions of sb else

witness /wɪtnəs/ (n) = sb who sees a crime or accident happening

worried /wʌrɪd/ (adj) = feeling anxious or troubled about sb sth

4c (p. 54)

brake /breɪk/ (v) = (of a vehicle) to stop

courtroom /kɔ:tru:m/ (n) = a room in which legal cases are heard

evidence /eɪvɪdəns/ (n) = proof

guilty /'gɪlti/ (n) = having broken the law

traffic light /'træfɪk laɪt/ (n) = a road signal for directing vehicular traffic by means of coloured lights, typically red for stop, green for go, and yellow for proceed with caution

4d (p. 55)

brake /breɪk/ (v) = (of a vehicle) to stop

registration number /,redʒə'streɪʃən ,nʌmbə/ (n) = the official set of numbers and letters shown on the front and back of a vehicle

turning /'tɜ:nɪŋ/ (n) = a place where a road connects with another going in a different direction

4e (pp. 56-57)

brooch /brəʊtʃ/ (n) = a piece of jewellery fastened to women's clothes

bush /bʊʃ/ (n) = a plant with many thin branches

cashier /kæ'ʃɪə/ (n) = sb who works in a shop where they receive money from customers

collide /kə'laɪd/ (v) = to hit sth or each other with strong force

exhaust /ɪg'zɔ:st/ (v) = to use all of sb's mental or physical energy; to tire out or wear out sb completely

food court /'fu:d kɔ:t/ (n) = the place in a shopping centre where all the restaurants and cafes are located

linen /lɪnən/ (n) = cloth made of flax

majority /mə'dʒɔ:əti/ (n) = a number that is greater than half of a total

skid /skɪd/ (v) = to slide uncontrollably along a surface

swerve /swɜ:v/ (v) = to change direction suddenly especially to avoid hitting sb or sth

wail /weɪl/ (v) = to make a long, loud, high-pitched sound

4f (pp. 58-59)

attach /ə'tætʃ/ (v) = to send a document, a photo or a piece of extra information in an email

attack /ə'tæk/ (n) = the act of hurting sb/sth using violence

barracuda /bærə'kjʊ:də/ (n) = a kind of fierce tropical fish that has strong jaws and sharp teeth

cannibal /'kænbəl/ (n) = a person who eats the flesh of human beings or an animal that eats its own kind

close-fitting /klaus 'fɪtɪŋ/ (adj) = (of a garment) fitting tightly and showing the contours of the body.

control /kən'trəʊl/ (v) = to exercise authoritative or dominating influence over; direct

creep /kri:p/ (v) = to move slowly with the body close to the ground

desperately /despə'reɪtli/ (adv) = extremely, terribly

drag /dræg/ (v) = to pull with difficulty

dreadful /'dredfəl/ (adj) = horrible

force /fɔ:s/ (n) = power, strength

go mad (phr) = allow oneself to get carried away by enthusiasm or excitement

harpoon gun /hɑ:pən ɡʌn/ (n) = a small cannon-like apparatus used to fire harpoons.

hook /hʊk/ (n) = a curved or sharply bent device, usually of metal, used to catch, drag, suspend, or fasten sth else.

hull /hʌl/ (n) = the dry outer covering of a fruit, seed, or nut; a husk

hysterical /hɪ'stərɪkl/ (adj) = laughing or crying for a prolonged period of time

in the face of (phr) = in opposition to

imaginative /ɪ'mædʒənətɪv/ (adj) = having a lively imagination

jaw /dʒɔ:/ (n) = either one of the two bones of the face where teeth grow

magnet /mæɡnɪt/ (n) = a piece of material (such as iron or steel) that is able to attract certain metals

mask /mɑ:sk/ (n) = a covering worn on the face to conceal one's identity

mine /maɪn/ (n) = a bomb that is placed in the ground or in water and that explodes when it is touched

operate /ɒpə'reɪt/ (v) = to control

Word List

pack /pæk/ (n) = a collection of items tied up or wrapped; a bundle.

protection /prə'tekʃən/ (n) = the act of protecting

rubber /rʌbə/ (n) = an instrument or object (as a rubber eraser) used in rubbing, polishing, scraping, or cleaning

snap /snæp/ (v) = to break quickly with a short, sharp sound

spray /spreɪ/ (v) = to force a liquid out of a can onto a surface

swallow /swɒləʊ/ (v) = to move food or drink from your mouth into your stomach through the throat

tear /teə/ (v) = to separate parts of or pull apart by force

washed-up /wɒʃt 'ʌp/ (adj) = no longer useful, successful, hopeful

CLIL 4 (p. 60)

break the silence (phr) = to make a noise interrupting a period of quietness

burst /bɜːst/ (v) = to come open or fly apart suddenly or violently, especially from internal pressure

depend on /dɪ'pend ɒn/ (v) = to rely on

eyes wide with amazement (phr) = having your eyes open very wide to show that you are surprised or shocked

fog /fɒg/ (n) = a mist or film clouding a surface, as of a window, lens, or mirror

further back (phr) = some distance back

glow /gləʊ/ (v) = to shine brightly and steadily, especially without a flame

grow louder (phr) = become of greater volume

hang /hæŋ/ (v) = to fasten from above with no support from below; suspend

horror /hɒrə/ (n) = with intense shock or disgust

like flames (phr) = angrily and vividly

look out /lʊk 'aʊt/ (v) = to be watchful or careful

mind /maɪnd/ (n) = (one's) head

moor /mʊə/ (n) = a broad area of open land that is not good for farming

paralyse /pærə'laɪz/ (v) = to make sb unable to move

path /pɑːθ/ (n) = a road, way, or track made for a particular purpose

ruin /ruːn/ (v) = to harm or damage irreparably

rush /rʌʃ/ (n) = excitement, a burst of good feeling

shadow /'ʃædəʊ/ (n) = a dark area or shape made by an object blocking rays of light

sigh /saɪ/ (v) = to exhale audibly in a long deep breath, as in weariness or relief

spring out /sprɪŋ 'aʊt/ (v) = to issue forth suddenly, as water, blood, sparks, fire, etc

sweep /swi:p/ (v) = to clean or clear, as of dirt, with a broom or brush

White Sea /waɪt siː/ (n) = a sea of northwest Russia, an inlet of the Barents Sea

Culture Spot (p. 60)

instill in /ɪn'stɪl ɪn/ (v) = to impress sth into sb's mind

surgery /'sɜːdʒəri/ (n) = a medical operation

Progress Check (pp. 61-62)

rise in (phr) = to increase in sth

worry about (phr) = to be anxious about sb or sth

Unit 5 – High Tech

(p. 63)

charge /tʃɑːdʒ/ (v) = to fill a battery with electrical energy

connect /kə'nekt/ (v) = to establish communication with

digital camera /dɪdʒɪtl 'kæməərə/ (n) = an electronic camera that stores pictures in digital files

download /daʊn'ləʊd/ (v) = to copy and transfer information from the Internet to your computer, smartphone, etc

flat screen TV /flæt skri:n ,tiː 'viː/ (n) = a thin digital television

laptop /'læptɒp/ (n) = a portable folding computer with keyboard

operate /'ɒpəreɪt/ (v) = to control

radio controlled helicopter /reɪdiəʊ kən'trəʊld 'helɪkɒptə/ (n) = a toy that is flown by wireless remote control

record /rekɔːd/ (v) = to capture and store

scan /skæn/ (v) = to search through sth

smartphone /smɑːtfəʊn/ (n) = a phone with applications that connects to the internet

tablet /'tæblət/ (n) = a small touch screen computer

tool /tuːl/ (n) = device, instrument

update /'ʌpdeɪt/ (v) = to replace software with a newer version

upgrade /'ʌpɡreɪd/ (v) = to replace sth with a newer or better version

video games console /'vɪdiəʊ geɪms ,kɒnsəʊl/ (n) = a computer for playing electronic games

5a (pp. 64-65)

artificial intelligence /ɑːtrɪfɪʃəl ɪn'telɪdʒəns/ (n) = the ability of machines to think and act like people

argue /ɑːɡjuː/ (v) = claim, suggest

best-selling /'best 'seɪlɪŋ/ (adj) = very popular

common sense /kɒmən 'sens/ (n) = the ability to use good practical judgment

concerned /kən'sɜːnd/ (adj) = feeling or showing worry

diary entry /daɪəri 'entri/ (n) = sth written to remind you of sth

elderly /'eldəli/ (n) = old people

mind /maɪnd/ (n) = brain

mind-boggling /maɪnd ,bɒɡəlɪŋ/ (adj) = impossible to imagine

personal assistant /pɜːsənəl ə'sɪstənt/ (n) = sb whose job it is to help one particular person

physical world /fɪzɪkəl wɜːld/ (n) = everything that we can sense around us

physicist /fɪzɪsɪst/ (n) = a scientist trained in physics

possibility /pɒsə'bɪləti/ (n) = sth that can happen

program /prəʊgræm/ (n) = a set of instructions for a computer to perform a task

progress /prəʊɡres/ (n) = improvement

research /riːsɜːtʃ/ (n) = detailed study to discover facts

rise /raɪz/ (n) = growth in strength

self-driving /self 'draɪvɪŋ/ (adj) = able to move without human control

superhuman /suːpə'hjuːmən/ (adj) = possessing greater than human ability

Word List

take over (phr) = conquer
tip of the iceberg (phr) = a very small part of sth
threat /θret/ (n) = sth that might harm us
unstoppable /ʌn'stɒpəbəl/ (adj) = impossible to halt
wipe out (phr) = to make disappear completely

5b (pp. 66-67)

continental /kɒntɪ'nent/ (adj) = relating to one of the 7 continents of the world
crash /kræʃ/ (v) = to stop functioning
curricular /kə'rɪkjʊlə/ (adj) = relating to a course of study
damage /dæmɪdʒ/ (v) = to cause harm to
evaporate /ɪ'væpəreɪt/ (v) = (of a liquid) to turn into a gas because it has been heated up
install /ɪn'stɔ:l/ (v) = to put a program onto a computer
log in (phr) = enter the members area of a website
mature /mə'tʃʊə/ (adj) = grown up
plug in /plʌg 'ɪn/ (phr v) = insert
solve /sɒlv/ (v) = to fix
switch off (phr) = power down
turn on /tɜ:n 'ɒn/ (phr v) = power up
turn up /tɜ:n 'ʌp/ (phr v) = increase

Vocabulary plus (p. 68)

angry /æŋgri/ (adj) = annoyed, cross
attach /ə'tætʃ/ (v) = to join to
bored /bɔ:d/ (adj) = fed up, weary
chatroom /tʃætru:m/ (n) = a website for informal conversation
click /kɪk/ (v) = to select sth with a mouse
confused /kən'fju:zd/ (adj) = puzzled
create /kri'eɪt/ (v) = to make
delighted /dɪ'laɪtɪd/ (adj) = very happy
doubtful /daʊtful/ (adj) = not sure
edit /edɪt/ (v) = to change
emoticon /ɪ'məʊtɪkən/ (n) = an image of a face formed by keyboard symbols
greedy /gri:di/ (adj) = wanting a lot more of sth than you need
happy /hæpi/ (adj) = pleased
homepage /həʊmp'eɪdʒ/ (n) = the opening page of a web site
insert /ɪn'sɜ:t/ (v) = to put in
open /əʊpən/ (v) to access

sad /sæd/ (adj) = unhappy, displeased
save /seɪv/ (v) = to keep
scrollbar /skrɒl'bɑ:/ (n) = a graphical control for moving the display on a computer
search /sɜ:tʃ/ (v) = to look for
search engine /sɜ:tʃ ,endʒən/ (n) = a software system that searches for information on the internet
send /send/ (v) = to dispatch
shocked /ʃɒkt/ (adj) = surprised in a bad way
slideshow /'slɑɪdʃəʊ/ (n) = a series of still images
social networking website /səʊʃəl netwɜ:kɪŋ 'websaɪt/ (n) = a website for communicating and sharing things with people
spy /spaɪ/ (n) = secret agent
tearful /tɪəfəl/ (adj) = crying from sadness
USB cable /ju: es 'bi: ,keɪbəl/ (n) = a wire for connecting computer devices

USB port /ju: es 'bi: pɔ:t/ (n) = a socket to connect a USB cable to

5c (p. 68)

access /ækses/ (v) = to make contact
withemergency /ɪmɜ:dʒənsi/ (n) = crisis

5d (p. 69)

annoyance /ə'nɔɪəns/ (n) = irritation, anger
sympathise /sɪmpə'θaɪz/ (v) = to understand sb and feel sorry for them

5e (pp. 70-71)

access (to) /ækses/ (n) = the opportunity to use sth
accommodation /ə,kɒmə'deɪʃən/ (n) = a place that you live in temporarily
argument /'ɑ:gjəmənt/ (n) = a reason that supports a point of view
charge /tʃɑ:dʒ/ (n) = an amount of money paid in exchange for a service
disadvantage /dɪsəd'vɑ:ntɪdʒ/ (n) = a problem
distance learning /'dɪstəns ,lɜ:nɪŋ/ (n) = a way of studying using the Internet at home rather than going to classes

distract /dɪ'strækt/ (v) = to draw sb's attention away from what they are doing or should do
drawback /drɔ:bæk/ (n) = a disadvantage
portability /pɔ:tə'bɪləti/ (n) = the quality of an object being able to be carried easily
purpose /pɜ:pəs/ (n) = a reason for doing sth
qualified /kwɒlɪfaɪd/ (adj) = having the right knowledge or skills to do sth
spacecraft /speɪskrɑ:ft/ (n) = a vehicle designed to travel in outer space

CLIL 5 (p. 72)

arithmetic /ə'rɪθmətɪk/ (n) = a field of mathematics involving addition, subtraction, multiplication and division
calculator /kælkjuleɪtə/ (n) = a device for doing mathematical sums
coast /kəʊst/ (n) = the edge of the land where it meets the sea
design /dɪ'zain/ (v) = to plan how a machine, building, etc will look and work
diver /daɪvə/ (n) = sb who swims underwater using breathing equipment
electronic computer /elɪktrɒnɪk kəm'pjju:tə/ (n) = a machine that uses programs to operate and store information
enter a date (phr) = to put the day, month and year into a machine
expert /ekspɜ:t/ (n) = sb who knows a lot about a particular thing
follow instructions (phr) = to use a fixed set of rules to do sth
input /ɪnpʊt/ (n) = the information that you put into a computer
inventor /ɪn'ventə/ (n) = sb who creates sth for the first time
major /meɪdʒə/ (adj) = of great importance
mechanism /mekə'nɪzəm/ (n) = a device with moving machinery
output /aʊtpʊt/ (n) = the results that a computer produces
program /prəʊgræm/ (n) = a set of instructions that a computer uses to operate
sponge /spʌndʒ/ (n) = a simple multicellular marine animal

Word List

Culture Spot (p. 72)

graduate /grædʒuət/ (n) = a student that has successfully finished a course of study

talented /tæləntəd/ (adj) = gifted

Progress Check (pp. 73-74)

advanced /əd'vɑ:nst/ (adj) = ahead in terms of technology or science

artificial intelligence /ɑ:ti'fiʃəl in'telɪdʒəns/ (n) = the ability of some machines to think and behave like people

assist /ə'sist/ (v) = to help

brain /breɪn/ (n) = the organ inside your head that enables you to think

capable (of) /keɪpəbəl/ (adj) = able to do sth

chat /tʃæt/ (v) = to talk in an informal way

compilation /kəm'pi:leɪʃən/ (n) = a collection of texts, documents, recordings, etc

elderly /eldəli/ (adj) = (of people) old

emotion /ɪ'məʊʃən/ (n) = a feeling

flexible material (phr) = a solid substance which can bend without breaking

frown /fraʊn/ (v) = to move the muscles in the forehead together, usually because you are worried or angry

hardware designer (phr) = sb who creates plans for electrical machinery, such as computers and robots

household tasks (phr) = chores around the home

humanoid robot (phr) = a machine that looks and acts like a human being

independent thought (phr) = thinking by yourself

in-depth /ɪn 'depθ/ (adj) = detailed

insist /ɪn'sɪst/ (v) = to strongly claim

lonely /'ləʊnli/ (adj) = unhappy because you don't have friends

memories /memə'ri:z/ (pl n) = recollections

mimic /mɪmɪk/ (v) = to imitate [past: mimicked; present participle: mimicking]

mindfile /maɪndfaɪl/ (n) = the part of a robot that stores information about a real person's feelings and memories

motor /məʊtə/ (n) = the part of a machine that causes the rest of the machine to move

recite poetry (phr) = to say poems aloud

sophisticated /sə'fɪstɪkətəd/ (adj) = complex, advanced

trivia master (phr) = sb who knows a lot of unusual or unimportant facts

upload /ʌp'ləʊd/ (v) = to transfer digital information to a machine or the Internet

vast /vɑ:st/ (adj) = huge

violence /'vaɪələns/ (n) = physical force used to hurt sb

Unit 6 – Healthy mind, healthy body

(p. 75)

bakery /'beɪkəri/ (n) = the place where bread, buns and cakes are made and sold

baking /'beɪkɪŋ/ (adj) = (of ingredients) used in baking, e.g. flour, sugar, baking powder, etc

beef steak /bɪf steɪk/ (n) = a thick slice of beef

beverages /'bevərɪdʒɪz/ (pl n) = drinks

bread rolls /bred rəʊlz/ (pl n) = very small, round loaves of bread

confectionery /kən'fekʃənəri/ (n) = sweets and chocolates

consume /kən'sju:m/ (v) = to eat sth

dairy /deəri/ (adj) = (of foods) related to milk, e.g. cream, yoghurt, cheese, etc

flour /flaʊə/ (n) = a white powder used to make cake or bread

frozen food /frəʊzən 'fu:d/ (n) = food that is kept in freezers

poultry /'pəʊltri/ (n) = chicken, ducks and other birds

name sb/sth after sb/sth (phr) = to give sb/sth same name as sb/sth else

pasta /'pastə/ (n) = spaghetti, macaroni are types of pasta

prawn /praʊn/ (n) = small shellfish with long tail and a lot of legs

seafood /si:fu:d/ (n) = food that comes from the sea, e.g. prawns, fish, octopus, etc

snacks /snæks/ (pl n) = foods that people eat between meals, usually unhealthy ones, e.g. crisps, biscuits, etc

tinned food /tɪnd 'fu:d/ (n) = food that is sold in metal cans

vegan /vi:gən/ (adj) = (of foods) without meat or dairy products e.g. vegetables or fruit

vegetarian /vedʒɪ'teəriən/ (adj) = (of foods) without meat e.g. vegetables, yoghurt or fruit

6a (pp. 76-77)

affected area (phr) = the part of the body that has a problem

alien plant (phr) = a plant that is growing somewhere that is not its natural habitat

allergic reaction (phr) = a medical condition in which you become ill because of sth you eat, touch or breathe in

avoid /ə'vɔɪd/ (v) = to try not to do sth

baked /beɪkt/ (adj) = (of breads, cakes, etc) cooked in an oven

bar /bɑ:/ (n) = a block of a solid food, e.g. chocolate

be fooled /bi 'fu:ld/ (v) = to be tricked into believing sth that is not true

blister /'blɪstə/ (n) = a bubble on the skin filled with liquid

boiled /bɔɪld/ (adj) = cooked in boiling water

burning /'bɜ:niŋ/ (n) = a painful feeling as if a part of your body is on fire

cheap /tʃi:p/ (adj) = inexpensive

clove /kləʊv/ (n) = each of the pieces of a garlic

control /kən'trəʊl/ (v) = to limit the growth of sth

criticise /'krɪtɪsaɪz/ (v) = to say bad things about sb/sth

crop /krɒp/ (n) = a plant that is grown for food

cup /kʌp/ (n) = a container for drinks

eventually /ɪ'ventʃuəli/ (adv) = in the end

evidence /'eɪdɪns/ (n) = proof

fascinating /fæs'meɪtɪŋ/ (adj) = interesting

flavour /'fleɪvə/ (v) = to give food a particular or more taste

fried /fraɪd/ (adj) = cooked in hot oil

Word List

fungus /'fʌŋɡəs/ (n) = a plant without leaves or flowers that gets its energy from other living things

garlic /'gɑ:lɪk/ (n) = a small white bulb of a plant with a strong smell

genetically-modified /dʒə'netɪkli-'mɒdɪfaɪd/ (adj) = (of a plant) that has had its DNA changed scientifically

grilled /'grɪld/ (adj) = cooked on a wire tray under/over intense heat

handful /'hændfʊl/ (n) = the amount of sth that can be picked up in your hand

harmful /'hɑ:mfəl/ (adj) = dangerous

impossible /'ɪm'pɒsɪbəl/ (adj) = not able to be done

include /ɪn'klu:d/ (v) = to have as part of sth

innocent /ɪ'nɒsənt/ (adj) = harmless

invade /ɪn'veɪd/ (v) = (of plants) to begin to grow in a place in large quantities,

jar /dʒɑ:/ (n) = a glass container with a lid

last /lɑ:st/ (v) = to continue for some time

liver poisoning (phr) = an occasion when sth that you eat or drink makes the liver stop working properly

manage /'mænɪdʒ/ (v) = to succeed in doing sth difficult

mashed /mæʃt/ (adj) = (of potatoes/vegetables) boiled and then crushed

massive /'mæsɪv/ (adj) = huge

muscles /'mʌsəlz/ (pl n) = the parts of the body that connect the bones and allow the body to move

mushroom /'mʌʃru:m, -rʊm/ (n) = fungi one can eat; they have short stems and round tops

natural habitat /'nætʃərəl 'hæbɪtæt/ (n) = the type of environment that an animal or plant usually lives in

naturally-grown /'nætʃərəli 'grəʊn/ (adj) = (of plants) grown in a traditional way without chemicals or changes in their DNA

organ /'ɔ:gən/ (n) = each of the parts of our bodies which has a particular function, e.g. the heart, lungs, liver, etc

oxygen /'ɒksɪdʒən/ (n) = a gas that is in the air and which we breathe

packet /'pækt/ (n) = a container made of thin plastic

pavement /'peɪvmənt/ (n) = the raised part next to the road that people walk along

piece /pi:s/ (n) = a small quantity of sth solid

pinch /'pɪntʃ/ (n) = a very small amount

poisonous /'pɔɪzənəs/ (adj) = (of a plant) able to cause illness, dangerous

pot /pɒt/ (n) = a small plastic container that food (e.g. yoghurt) is sold in

rash /ræʃ/ (n) = an area of red marks on the skin

roasted /'rəʊstɪd/ (adj) = cooked in an oven until crispy

scrambled /'skræmbəld/ (adj) = (of eggs) cooked in a pan with butter and milk while stirring continuously

several /'sevərəl/ (adj) = a few

severe /'sɛvɪə/ (adj) = very bad

slice /slaɪs/ (n) = a thin piece of sth that has been cut from a larger piece

soak /səʊk/ (v) = to put sth in a liquid and leave it there until it is full of the liquid

species /'spi:ʃi:z/ (n) = a group of plants or animals with similar characteristics

spread /spred/ (v) = to grow quickly and cover a large area

steamed /sti:mɪd/ (adj) = cooked over boiling water

substance /'sʌbstəns/ (n) = a type of solid, liquid or gas

suffer /'sʌfə/ (v) = to experience sth unpleasant

support /sə'pɔ:t/ (v) = to show that sth is true

survive /sə'vaɪv/ (v) = to continue to live

symptom /'sɪmptəm/ (n) = a sign of an illness

tea bag /ti: bæɡ/ (n) = a paper bag with tea leaves inside for making tea

tin /tɪn/ (n) = a metal can

treatment /'tri:tmənt/ (n) = the use of medicines or therapies to make a medical condition go away

urushiol oil /'ʊru:ʃi:ɔɪl, ɔɪl/ (n) = a liquid found in some plants that causes skin rashes

wheat /wi:t/ (n) = a plant that is used to make flour

6b (pp. 78-79)

amateur /'æmətə/ (adj) = doing an activity for fun rather than as a profession

announcement /ə'naʊnsmənt/ (n) = a public notice

bring sb round /brɪŋ 'raʊnd/ (phr v) = to wake sb up who has lost consciousness

cheek /tʃi:k/ (n) = each of the two soft parts on the sides of the face

come down with /kʌm 'daʊn wɪð/ (phr v) = to become ill with a disease

compete (in sth) /kəm'pi:t/ (v) = to take part in an event in which everyone is trying to win

conference /'kɒnfərəns/ (n) = a meeting organised to discuss a particular subject

consider /kən'sɪdə/ (v) = to believe that sth has a certain quality

delicacy /dɪlɪkəsi/ (n) = a food that is thought to be special and delicious

immune system (n) = the cells in the body which protect it from harm

look after /lʊk ɑ:ftə/ (phr v) = to take care of

malfunction /'mælfʌŋkʃən/ (v) = to no longer work correctly

pass out /'pɑ:s 'aʊt/ (phr v) = to lose consciousness

provide /prə'vaɪd/ (v) = to give or supply a person with sth they need

put on weight (phr) = to become heavier

selective /sɪ'lektɪv/ (adj) = (of a person) choosing things carefully

serve /sɜ:v/ (v) = to give food to sb

skydive /'skaɪdaɪv/ (n) = the act of jumping from an aeroplane and falling through the air for fun

sore throat /sɔ: 'θrəʊt/ (n) = pain inside sb's neck because it is sore

unconscious /ʌn'kɒnʃəs/ (adj) = in a condition in which you cannot see, hear, feel, move or think

Vocabulary plus (p. 80)

bandage /'bændɪdʒ/ (n) = a piece of material used to cover a wound

break my leg (phr) = to break the bone inside my leg

bruise my eye (phr) = to hit my eye so that a purple mark appears

Word List

bungee jumping /bʌndʒiˌdʒʌmpɪŋ/ (n) = the sport of jumping from a high place with a rope tied to your legs

burn my hand (phr) = to damage the skin on my hand with sth very hot

cut my finger (phr) = to cut the skin on my finger with sth very sharp

dressing /dresɪŋ/ (n) = a covering put on a cut to protect it

hit my head (phr) = to bang my head on sth

ice climbing /ˈaɪs ˈklaɪmɪŋ/ (n) = the sport of climbing up a large amount of ice on your own

icepack /ˈaɪs pæk/ (n) = a bag filled with ice used to reduce swelling on the body

kayaking /ˈkaɪækɪŋ/ (n) = the act of travelling along a river in a small boat called a kayak

parachuting /ˈpærəʃuːtɪŋ/ (n) = the sport of jumping from an aeroplane and falling through the air with a parachute

plaster cast /ˈplɑːstə ˈkɑːst/ (n) = a hard covering of plaster around a body part used to protect it

pull a muscle (phr) = to stretch one of the muscles of the body so far that it hurts

rest /rest/ (v) = to stop using a body part so that it becomes healthy again

snowboarding /ˈsnəʊbɔːdɪŋ/ (n) = the act of travelling down a hill on a snowboard

sprain my wrist (phr) = to twist my wrist suddenly so that it hurts

twist my ankle (phr) = to turn my ankle accidentally to the side so that it hurts

X-ray /ˈeks reɪ/ (n) = a photograph of the inside of a body part

6c (p. 80)

cutlery /ˈkʌtləri/ (n) = knives, forks and spoons

ready-made /ˈrediːmeɪd/ (adj) = (of food) sold ready or almost ready to eat

6d (p. 81)

fever /ˈfiːvə/ (n) = a rise of body heat above normal

lose my balance (phr) = to feel dizzy and fall over

prescribe /prɪˈskraɪb/ (v) = (of a doctor) to write down a medicine for a patient to take

skateboard /ˈskeɪtbɔːd/ (v) = to ride standing up on a thin board of wood with four wheels

swollen /ˈswɒlənd/ (adj) = larger than usual

thermometer /θəˈmɒmɪtə/ (n) = a device that measures the temperature of sb/sth

6e (pp. 82-83)

additives & preservatives (phr) = substances added to foods in order to improve their taste or make them last longer

antibiotic /ˌæntɪˈbɪɒtɪk/ (n) = a medicine given to sb to cure a disease

cage /keɪdʒ/ (n) = a container with metal bars to stop sb/sth leaving it

content /ˈkɒntent/ (n) = the amount of a substance in a product

convenient /kənˈviːniənt/ (adj) = easy and fast

cruel /kruːəl/ (adj) = extremely mean or unkind

fat /fæt/ (n) = (of foods) a substance inside the body that in large amounts can be harmful

harmful /ˈhɑːmfəl/ (adj) = dangerous

heart disease /ˈhɑːt reɪt dɪˈziːz/ (n) = a medical problem affecting the heart

home-cooked /həʊm ˈkʊkt/ (adj) = (of foods) made and cooked at home

hormone /ˈhɔːmɒn/ (n) = any of several chemicals made by animals which help them grow or their body change

method /ˈmeθəd/ (n) = a way of doing sth

natural light (phr) = light from the sun

organic /ɔːˈgænɪk/ (adj) = not made using chemicals

vegetarian /ˌvedʒɪˈteəriən/ (adj) = not eating meat

vegetarianism /ˌvedʒɪˈteəriənɪzəm/ (n) = the belief that people should not eat meat

6f (pp. 84-85)

ache /eɪk/ (n) = a dull constant pain in part of the body

allergy /ˈælədʒi/ (n) = a reaction to sth that you eat, touch or breathe in

ancient /ˈeɪnfənt/ (adj) = very old

backache /ˈbækəɪk/ (n) = the condition of having pain in your back

bowl /bɔːl/ (n) = a round container without a lid

breathe /briːð/ (v) = to move air into and out of your lungs

cider vinegar /ˈsaɪdə ˌvɪnɪgə/ (n) = vinegar made from cider (an alcoholic drink made from apples)

cure /kjʊə/ (n) = a medicine or therapy that makes an illness go away

dirt /dɜːt/ (n) = small pieces of mud, soil, etc

discover /dɪsˈkʌvə/ (v) = to find out

disease /dɪˈziːz/ (n) = an illness

drop /drɒp/ (n) = a very small amount of a liquid

effective /ɪˈfektɪv/ (adj) = working well

get sunburnt (phr) = to have a red and sore skin by staying under the sun for too long

GP /dʒiː ˈpiː/ (n) = a general practitioner; a doctor who treats all illnesses

ground cinnamon (phr) = a spice made from the bark of a tree which has been made into a powder

guide /gaɪd/ (n) = basic written information

heal /hiːl/ (v) = (of a wound) to get better

health benefit (phr) = a quality that a food or drink has which is good for your health

herbal /ˈhɜːbəl/ (adj) = made from special plants used for making medicine

import /ɪmˈpɔːt/ (v) = to bring goods into a country from another country

infection /ɪnˈfekʃən/ (n) = a condition in which bacteria grow on a wound

inhale /ɪnˈheɪl/ (v) = to breathe in

injection /ɪnˈdʒekʃən/ (n) = a substance that is put into the body using a needle

injury /ɪnˈdʒəri/ (n) = physical damage to the body

lean /liːn/ (v) = to bend your body forwards, backwards or sideways

liquid /ˈlɪkwɪd/ (n) = a fluid, not a solid or a gas

minor /ˈmaɪnə/ (adj) = not serious

Word List

mixture /mɪkstʃə/ (n) = a substance that consists of two or more ingredients

natural remedies (phr) = treatments for illnesses that are made using things from nature

pain /peɪn/ (n) = a feeling in part of the body that hurts

petal /petl/ (n) = each of the coloured parts that make up a flower

pick /pɪk/ (v) = to take flowers from where they are growing

place /pleɪs/ (v) = to put sth in a certain place

pour /pɔː/ (v) = to cause a liquid to flow from one place to another

preserve /prɪ'zɜːv/ (v) = to keep sth in the same state for a long time

rinse /rɪns/ (v) = to wash sth quickly in water

rough /rʌf/ (adj) = (of skin) dry and not flat

runny nose (phr) = a nose with liquid coming out of it as a result of being sick

sink /sɪŋk/ (n) = a basin with a plug used for washing the face, hands or dishes

soften /sɒfən/ (v) = to make sth softer

spice /speɪs/ (n) = a powder from parts of plants used to give flavour to food

stomach cramp /stʌmək kræmp/ (n) = a sudden severe pain in the body organ that is used for the digestion of food

stuffy /stʌfi/ (adj) = (of the nose) blocked making it difficult to breathe

suffer (from) /sʌfə/ (v) = to experience sth unpleasant

surgeon /sɜːdʒən/ (n) = a doctor who performs operations

swallow /swɒləʊ/ (v) = to move food or drink from your mouth into your stomach through the throat

tablespoon /teɪbəlspuːn/ (n) = an amount that fits in a spoon used to serve food

tablet /tæblət/ (n) = a pill containing medicine

tasty /teɪsti/ (adj) = delicious

temperature /temprətʃə/ (n) = a measurement that shows the heat of a person's body

tincture /tɪŋktʃə/ (n) = a medicine made from a plant extract mixed with alcohol

towel /taʊəl/ (n) = a thick piece of material used to dry the body after a bath or shower

tradition /trə'dɪʃən/ (n) = sth that has been done in the same way for a long time

wound /wʊnd/ (n) = a deep cut in the skin

CLIL 6 (p. 86)

apricot /eɪprɪkɒt/ (n) = a small round fruit with yellowish-orange flesh and a stone inside

bacteria /bæk'tɪəriə/ (pl n) = tiny living things made up of only one cell, which often cause illness and infection

blood vessel /blʌd ,vesəl/ (n) = each of the tubes that carry blood around the body

bone /bəʊn/ (n) = each of the hard parts that make up the skeleton of a creature

cell /sel/ (n) = a tiny structure which makes up all living things

darken /dɑːkən/ (v) = to make sth darker in colour

defence /dɪ'fens/ (n) = protection

depend (on) /dɪ'pend/ (v) = to rely on sth

dermis /dɜːmɪs/ (n) = the middle layer of our skin

elastic /ɪ'læstɪk/ (adj) = able to stretch

epidermis /eprɪ'dɜːmɪs/ (n) = the top layer of our skin

hypodermis /haɪpə'dɜːmɪs/ (n) = the inside layer of our skin

inner /ɪnə/ (adj) = being closest to the centre

internal /ɪn'tɜːnəl/ (adj) = inside

keratin /kerətɪn/ (n) = a protein that occurs in our skin, hair, nails, etc

kiwi /kiːwi/ (n) = a type of fruit with a brown hairy skin and green flesh

layer /leɪə/ (n) = a thin flat area, usually lying above or below another

lettuce /letɪs/ (n) = a plant with green leaves

melanin /melə'nɪn/ (n) = a coloured substance that occurs in our skin, hair and eyes, and gives them their colour

mineral /mɪnərəl/ (n) = a substance that occurs naturally in food

muscle /mʌsəl/ (n) = each of the parts of the body that connect the bones and allow the body to move

nail /neɪl/ (n) = each of the hard parts at the ends of the fingers and toes

on average (phr) = typically

outer /aʊtə/ (adj) = being furthest from the centre

range (of) /reɪndʒ/ (n) = a variety of

regulate /'regjuleɪt/ (v) = to keep sth constant

shield /ʃiːld/ (v) = to protect sth

store /stɔː/ (v) = to keep sth in order to use it later

strengthen /streŋθən/ (v) = to make sth stronger

stretch /stretʃ/ (v) = to extend and become longer

waterproof /'wɔːtəpruːf/ (adj) = not allowing water to pass through it

weigh /weɪ/ (v) = to be a certain weight

well-nourished /wel 'nʌrɪʃt/ (adj) = having been given everything necessary to survive and grow

whole grains /həʊl 'greɪns/ (n) = the seeds of plants such as barley, rye and wheat, including their outer part

Culture Spot (p. 86)

inspire /ɪn'spaɪə/ (v) = to make sb feel that they can do sth

nonprofit /nɒn'prɒfɪt/ (adj) = not wanting to make a profit or keep money

structure /strʌktʃə/ (n) = sth that has been made from different materials

Progress Check (pp. 87-88)

design /dɪ'zɪn/ (n) = a plan of a machine or building

hot air balloon /hɒt 'eəbəl'uːn/ (n) = a large balloon with a basket underneath in which people can travel

intention /ɪn'tenʃ(ə)n/ (n) = sth you want to do

invention /ɪn'venʃ(ə)n/ (n) = sth new made by an inventor

inventor /ɪn'ventə/ (n) = sb who creates sth new

modern /mɒd(ə)n/ (adj) = new

sketch /sketʃ/ (v) = to make a quick drawing

test /test/ (v) = to check whether sth works

Word List

Unit 7 – Global issues

(p. 89)

air pollution /'eə pə.lu:ʃən/ (n) = the process of making the atmosphere dirty and harmful to life

conflict /'kɒnflikt/ (n) = a serious disagreement between two or more groups

cure /kjʊə/ (n) = a medicine or therapy that makes an illness go away

deadly /'dedli/ (adj) = causing death

deal /di:l/ (n) = an agreement

deforestation /di:fɒr'esteɪʃən/ (n) = the cutting down or destruction of the trees in a certain area

destruction /dɪ'strʌkʃən/ (n) = the act of destroying sth

discrimination /dɪ'skrɪmən'eɪʃən/ (n) = unfair treatment of a group of people

disease /dɪ'zi:z/ (n) = an illness or sickness

endangered species (phr) = a type of animals or plants under the threat of extinction

environmental /ɪn,vaiənməntl/ (adj) = related to the natural world

extinction /ɪk'stɪŋkʃən/ (n) = the death of all living members of a species

global warming (phr) = the gradual increase in the Earth's temperature caused by harmful gases in the atmosphere

heavy traffic (phr) = when there are too many vehicles blocking the roads

homelessness /'həʊmləsənəs/ (n) = the situation of having nowhere to live

illiteracy /ɪ'lɪtərəsi/ (n) = the condition of being unable to read or write

landfill site (phr) = a place where rubbish is taken and buried

local /ləʊkəl/ (adj) = existing in the area where you live

poverty /'pɒvəti/ (n) = the condition of being extremely poor

protest /'prəʊtest/ (v) = to object to sth, to complain about sth

racism /'reɪsɪzəm/ (n) = the belief that sb from another race is not as good as you

rubbish /'rʌbɪʃ/ (n) = waste products from human activity

skill /skɪl/ (n) = an ability

smog /smɒg/ (n) = a mixture of dirty smoke and fog

social /'səʊʃəl/ (adj) = related to people and the society

sue /su:/ (v) = to take legal action against sb

temperature /'tempɪrətʃə/ (n) = how hot or cold the weather is

virus /'vaɪərəs/ (n) = a microbe or germ that can cause a disease

war /wɔ:/ (n) = an armed fight between two countries

7a (pp. 90-91)

abandon /ə'bændən/ (v) = to leave a place, thing or person

allow /ə'laʊ/ (v) = to let sb do sth

animal shelter /,æniməl 'ʃeltə/ (n) = a place that provides care and protection to animals in need

attack /ə'tæk/ (n) = the act of hurting sb/sth using violence

awareness /ə'weənəs/ (n) = knowledge and understanding of sth

beast /bi:st/ (n) = an animal, esp. a dangerous one

bulb /bʌlb/ (n) = a glass object that produces light when electricity is passed through it

car battery /kɑ: bæteri/ (n) = the source of electrical power in the engine of a motor vehicle

cattle /'kætl/ (pl n) = cows and bulls kept by people for their milk and meat

charge /tʃɑ:dʒ/ (v) = to put electricity into an electric device, such as a battery

clever /'klevə/ (adj) = smart

community /kə'mju:nəti/ (n) = a group of people living in a specific area

conference /'kɒnfərəns/ (n) = a meeting organised to discuss a particular subject

connect /kə'nekt/ (v) = to join; to link

create /kri'eɪt/ (v) = to bring sth into existence; to cause sth to happen

depend (on) /dɪ'pend/ (v) = to be affected or determined by sth

developing country (phr) = a country with little industry and, usually, low incomes

earn praise (phr) = to do sth that deserves other people's admiration

endangered /ɪn'deɪndʒəd/ (adj) = in danger of not existing any more

enemy /'enəmi/ (n) = an opponent; sb who dislikes another person and tries to harm them

escape /ɪ'skeɪp/ (v) = to get away from a place or situation that you don't want to be in

estimate /'estɪmeɪt/ (v) = to give an approximate calculation of the quantity or value of sth

feed (on) /fi:d/ (v) = to eat

fight /faɪt/ (v) = to use a lot of effort to stop sth happening

flicker /'flɪkə/ (v) = (of a light) to flash on and off

give a speech (phr) = to stand up and talk about a subject in front of people

grow up /grəʊ 'ʌp/ (phr v) = (of a person) to develop from a child into an adult

have a bright future (phr) = to show signs that you will be successful

improve /ɪm'pru:v/ (v) = to make sth better

in fact (phr) = actually, in reality

incredible /ɪn'kredɪbəl/ (adj) = very impressive; extremely good

install /ɪn'stɔ:l/ (v) = to put a piece of equipment somewhere and connect it

invention /ɪn'venʃən/ (n) = sth that has never been made before

it seems like (phr) = it appears that

livestock /'laɪvstɒk/ (n) = the animals, such as cows, chickens, sheep, etc, on a farm

locals /'ləʊkəlz/ (pl n) = the people belonging to a particular place

Maasai tribesman /'mɑ:sai ,traɪbzmə'n/ (n) = a man belonging to the group of Maasai warriors living in East Africa

main reason (phr) = the best or most important explanation for sth

moving /'mu:vɪŋ/ (adj) = not staying still

necessary /'nesəsəri/ (adj) = needed

night falls (phr) = it begins to grow dark

nightly task (phr) = sth that you have to do every night

peace /pi:s/ (n) = freedom from war or quarrelling

pick up /pɪk 'ʌp/ (phr v) = to get, to lift sth with your hands

Word List

plain /pleɪn/ (n) = a large area of flat land

prevent /prɪ'vent/ (v) = to stop sth from happening

protect /prə'tekt/ (v) = to prevent sth or sb from being harmed or damaged

provide /prə'vaɪd/ (v) = to give or supply a person with sth they need

raise /reɪz/ (v) = to increase

refugee /ˌrefjʊ'dʒiː/ (n) = sb who has been forced to leave their country, esp. for political reasons or because of war

scholarship /ˌskɒləʃɪp/ (n) = an award of money given to a very good student for further study

solar panel /ˌsəʊlə 'pænl/ (n) = a device that turns energy from the sun into electricity

spear /spiə/ (n) = a long thin pole with a sharp point, used in hunting and warfare

success /sək'ses/ (n) = sth that gets positive results

survive /sə'vaɪv/ (v) = to continue to exist or live

system /sɪstəm/ (n) = sth consisting of parts which work together to produce a result

take care of /teɪk 'keə əv/ (phr v) = to look after

torch /tɔ:tʃ/ (n) = a small electric light held in the hand

trick /trɪk/ (v) = to deceive

volunteer /ˌvɒləntɪə/ (v) = to work without being paid

7b (pp. 92-93)

be accompanied (by sb)

/bi ə'kæmpənid/ (v) = to go somewhere with sb

break out /breɪk 'aʊt/ (phr v) = to start suddenly

break up /breɪk 'ʌp/ (phr v) = (of a meeting, party, etc) to be over

bring about /brɪŋ ə'baʊt/ (phr v) = to cause sth to happen

carry on /kæri 'ɒn/ (phr v) = to continue doing sth

carry out /kæri 'aʊt/ (phr v) = to perform a task; to do sth in order to achieve a result

donation /dəʊ'neɪʃən/ (n) = money or goods given to a charity or other organisation

hand in /hænd 'ɪn/ (phr v) = to give schoolwork, assignments etc to your teacher, professor, etc

in the wild (phr) = living in nature

litter /lɪtə/ (v) = to drop small pieces of rubbish on the ground

measles /mi:zəlz/ (n) = an infectious disease that produces small red spots over the body, common in children

natural habitat (phr) = the natural environment of an animal or plant in which it normally lives or grows

outskirts /aʊtska:ɪts/ (pl n) = (of a town or city) the areas furthest from the centre

postpone /pəʊs'pəʊn/ (v) = to arrange an event for a future time

put across /pʊt ə'krɒs/ (phr v) = to clearly explain an idea, belief, etc

put forward /pʊt 'fɔ:wəd/ (phr v) = to suggest an idea; to propose

run out of /rʌn 'aʊt əv/ (phr v) = to have no more of sth left

run over /rʌn 'əʊvə/ (phr v) = to say or practise sth quickly

set off /set 'ɒf/ (phr v) = to start a journey

set up /set 'ʌp/ (phr v) = to create; to establish

sturdy /stɜ:di/ (adj) = strong and unlikely to be easily damaged or injured

Vocabulary plus (p. 94)

air pollution /eə pə'lju:ʃən/ (n) = the process of making the atmosphere dirty and harmful to life

graffiti /grə'fi:ti/ (n) = words or pictures that are funny, political, etc drawn in public places

lack of schools (phr) = when there are no schools in an area

lack of hospitals (phr) = when there are no hospitals in an area

traffic congestion /træfɪk kən'dʒestʃən/ (n) = when a road is blocked because there are too many vehicles on it travelling at the same time

rubbish /rʌbɪʃ/ (n) = waste products from human activity

crime /kraɪm/ (n) = illegal activity

car accident /kɑ: 'æksɪdɪnt/ (n) = an incident when a car crashes into sth or into another car

badly lit street (phr) = a street that is rather dark because of poor public lighting

employ /ɪm'plɔɪ/ (v) = to hire

health clinic /helθ 'kɪnɪk/ (n) = a place, usually in a hospital, where people can receive medical treatment

fine /faɪn/ (n) = money paid as punishment for breaking the law

7c (p. 94)

mayor /meə/ (n) = a person who governs a city or a town

town council /,taʊn 'kaʊnsəl/ (n) = a local government body in charge of running a town

ban /bæn/ (v) = to forbid

7d (p. 95)

appalled /ə'pɔ:ld/ (adj) = shocked or disgusted because sth is so unpleasant or bad

public property (phr) = buildings owned by the government

7e (pp. 96-97)

citizen /sɪtɪzən/ (n) = a person of a town, city or country

commute /kə'mju:t/ (v) = to travel regularly by bus, train, car, etc from your home to your place of work

convince /kən'vɪns/ (v) = to persuade sb to do sth

cope (with) /kəʊp/ (v) = to deal with a problem or task successfully

delay /dɪ'leɪ/ (n) = a situation in which you have to wait longer than expected for sth to happen

discount /dɪskaʊnt/ (n) = a reduction in the usual price of sth

donate /dəʊ'neɪt/ (v) = to give money or goods to help a person or organisation

facilities /fə'sɪlɪtɪz/ (pl n) = places that provide services

fare /feə/ (n) = the amount you pay to travel on public transport

obesity /əʊ'bi:stɪ/ (n) = the state of being very overweight

overnight /əʊvənaɪt/ (adv) = suddenly and unexpectedly

recent /ri:sənt/ (adj) = having happened just before the present time, not long ago

separate /sepəreɪt/ (adj) = independent

Word List

CLIL 7 (p. 98)

- access (to sth)** /ækses/ (n) = the ability or permission to use sth
- add (to sth)** /æd/ (v) = to increase sth
- amount** /ə'maʊnt/ (n) = a quantity of sth
- bad habit** (phr) = sth not good that sb does often
- be aware of** (phr) = to know about sth
- billion** /bɪljən/ (n) = a thousand million; 1,000,000,000
- calculate** /kælkjuleɪt/ (v) = to determine a number or an amount from information that you already have
- consume** /kən'sju:m/ (v) = to use
- daily** /deɪli/ (adv) = done every day
- footprint** /fʊtprɪnt/ (n) = a measurement of the size of sth
- growing population** (phr) = an increasing number of people in a place
- products** /prɒdʌkts/ (pl n) = goods
- reduce** /rɪ'dju:s/ (v) = to cut down on
- require** /rɪkwaɪə/ (v) = to need
- scarce** /skeəs/ (adj) = rare; very little
- smart** /smɑ:t/ (adj) = clever
- supply** /sə'plai/ (n) = the amount of sth available to be used
- turn off** /tʊ:n 'ɒf/ (phr v) = to cause sth to stop working
- under pressure** (phr) = being used in greater amounts or quantities than what can be supplied
- waste** /weɪst/ (n) = the act of using sth carelessly and more than you need
- water shortage** (phr) = the situation of not having enough water

Culture Spot (p. 98)

- benefit** /benəfɪt/ (n) = sth that is good and helpful
- conservation** /kɒnsə'veɪʃən/ (n) = the protection of plants, animals and the natural environment
- found** /faʊnd/ (v) = to establish

Progress Check (pp. 99-100)

- contrast** /kən'trɑ:st/ (n) = a great difference
- habitat loss** (phr) = the disappearance of a species' natural home
- settler** /selɪtə/ (n) = a person who goes to live in a new country

Unit 8 – Culture

(p. 101)

- amusing** /ə'mju:zɪŋ/ (adj) = sth that makes you laugh or smile
- art gallery** /ɑ:t ,gæləri/ (n) = a room or building that is used for showing paintings and other works of art to the public
- carving** /kɑ:vɪŋ/ (n) = the activity of creating 3D shapes out of wood
- cinema** /sɪnəmə/ (n) = a theatre where people go to watch films
- concert** /kɒnsət/ (n) = a performance of music and singing given in public
- concert hall** /kɒnsət hɔ:l/ (n) = a large building where music concerts are performed
- conduct** /kən'dʌkt/ (v) = to direct an orchestra
- dance** /dɑ:ns/ (n) = moving your feet and body to music
- drawing** /drɔ:ɪŋ/ (n) = the activity of making a picture using a pencil or a pen
- engraving** /ɪn'greɪvɪŋ/ (n) = a picture made by cutting a design into metal, putting ink on the metal, and then printing it
- enjoyable** /ɪn'dʒɔɪəbəl/ (adj) = pleasant
- entertaining** /entə'teɪnɪŋ/ (adj) = offering fun and amusement
- exhibit** /ɪg'zɪbɪt/ (v) = to display
- fascinating** /fæsɪneɪtɪŋ/ (adj) = extremely interesting
- film** /fɪlm/ (n) = a story shown in moving pictures, usually shown at the cinema or on television
- glamorous** /glæməərəs/ (adj) = attractive in an exciting way
- highlight** /haɪlaɪt/ (n) = the most interesting or memorable part
- interesting** /ɪn'trəstɪŋ/ (adj) = attracting attention
- maestro** /maɪstrəʊ/ (n) = sb who directs the performance of music
- masterpiece** /mæstəpi:s/ (n) = a work of art such as painting, book, film or piece of music that is considered outstanding and done with great skill
- music** /mju:zɪk/ (n) = a pattern of sounds made by playing musical instruments or singing, or a recording of this

- opera house** /'ɒpərə haʊs/ (n) = a theatre specially designed for the performance of operas
- painting** /peɪntɪŋ/ (n) = the activity of making pictures using paint
- performing arts** /pə'fɔ:mɪŋ 'ɑ:ts/ (pl n) = the types of art that are made for an audience to watch, e.g. dance, film, etc
- photography** /fə'tɒgrəfi/ (n) = the activity or job of taking and processing photographs
- play** /pleɪ/ (n) = a story written for actors to perform, usually in a theatre
- pottery** /'pɒtəri/ (n) = the activity of making pots, dishes etc
- runner-up** /'rʌnə 'ʌp/ (n) = a person who comes second in a competition
- sculpture** /skʌlptʃə/ (n) = the activity of creating 3D shapes out of stone, plaster, etc
- selection** /sə'lekʃən/ (n) = a collection of things
- theatre** /θɪətə/ (n) = a building with a stage where people watch plays
- visual arts** /vɪʒuəl 'ɑ:ts/ (pl n) = the types of art that are made for people to look at, e.g. painting, photography, etc
- wealth** /welθ/ (n) = the state of being rich

8a (pp. 102-103)

- accurately** /ækjʊrətli/ (adv) = exactly
- air tank** /eə tæŋk/ (n) = the tank that divers carry on their backs containing air which lets them breathe while they are underwater
- arise** /ə'raɪz/ (v) = (of a problem/difficulty) to develop
- art movement** /ɑ:t ,mu:vmənt/ (n) = a way of producing art followed by a group of artists
- beauty** /'bjʊ:ti/ (n) = the quality of being beautiful
- beneath** /brɪni:θ/ (prep) = under
- canvas** /kænvəs/ (n) = a piece of material stretched over a wooden frame that artists paint on
- capture** /kæptʃə/ (v) = to represent sth from the real world in a painting, sculpture, etc
- carve** /kɑ:v/ (v) = to make shapes in wood with a sharp object

Word List

certain /sɜːtɪn/ (adj) = a few
claim /kleɪm/ (v) = to insist
complete /kəm'pli:t/ (v) = to do; to finish
crayon (n) = a small stick of coloured wax used for drawing
creativity /kri:ɪ'eɪtɪvəti/ (n) = the ability to imagine and make things
decorate /'dekəreɪt/ (v) = to improve the appearance of sth by adding things to it
design /dɪ'zain/ (v) = to plan what sth will look like and how it will be made
different /dɪfə'rent/ (adj) = not the same
draw /drɔː/ (v) = to produce a picture using a pen or a pencil to make lines or marks
earn sb a place (phr) = sb does sth that makes them deserve to be mentioned somewhere
easel /i:zəl/ (n) = an object like a frame with legs that the artists use to support their painting while they paint it
experience /ɪk'spɪəriəns/ (v) = to feel sth, to have sth happen to you
fascinated /fæs'meɪntɪd/ (adj) = extremely interested in sth
fully-trained /fʊli 'treɪnd/ (adj) = having received all the training about how to do a certain activity
go to such lengths (phr) = to make a great effort in order to do sth
hold my breath (phr) = to not breathe in or out for a while
illustrate /ɪ'ləstreɪt/ (v) = to draw pictures in a book that help to tell the story
imagine /ɪ'mædʒən/ (v) = to think of
impressive /ɪm'presɪv/ (adj) = so good that you admire it
leading /li:dn/ (adj) = best
lengthy /lenʒθi/ (adj) = taking a long time
let /let/ (v) = to allow
limited /lɪmɪtɪd/ (adj) = restricted
necessary /nesəsəri/ (adj) = essential
no doubt (phr) = surely
oil paint /ɔɪl peɪnt/ (n) = a type of paint containing oil, used for painting pictures
oil-based /ɔɪl beɪst/ (adj) = (of paints) made with oil
paint /peɪnt/ (v) = to make a picture of sth or sb using paint

paintbrush /peɪntbrʌʃ/ (n) = a brush used for painting pictures or surfaces
palette /'pælət/ (n) = a thin board on which an artist lays and mixes paints
patience /peɪʃəns/ (n) = the quality of being able to wait for sth without getting angry or upset
plunge (into) /plʌndʒ/ (v) = to dive into water
portray /pɔː'treɪ/ (v) = to represent sb/sth in a picture
process /'prəʊses/ (n) = a procedure
regular /'regjʊlə/ (adj) = ordinary
scenery /'si:nəri/ (n) = the appearance of the natural environment
scuba diver /'sku:bə ,daɪvɪŋ/ (n) = sb who participates in a sport of swimming underwater with special breathing equipment
sculpt /skʌlpt/ (v) = to create solid objects in the shape of things, people, made of wood, clay, metal, etc
sensitive /sensətɪv/ (adj) = easily affected, changed, etc by sth
sharpener /ʃɑ:pəneɪ/ (n) = a tool that is used to make objects such as pencils or knives sharper
sketch /sketʃ/ (v) = to make a quick drawing
surface /sɜ:ʃəs/ (v) = to come up from under the water
thankfully /θæŋkfəli/ (adv) = luckily
underwater /'ʌndəwɔ:tə/ (adj) = being beneath the surface of the water
unique /ju:'ni:k/ (adj) = being the only one of its type
waterproof /'wɔ:təpru:f/ (adj) = not allowing water to pass through it

8b (pp. 104-105)

afford /ə'fɔ:d/ (v) = when sb has enough money to buy sth
bother /'bɒðə/ (v) = to make sb worried or upset
bring out (phr v) = to publish
come out (phr v) = (of a newspaper/magazine) to become available to the public
pull in (phr v) = to attract people, money, business, etc
sign up (phr v) = to agree to do sth by putting your name on a list

take on (phr v) = to accept a specific responsibility, task, job, etc
take out (phr v) = to obtain sth by applying for it, e.g. a magazine subscription, insurance, etc

Vocabulary plus (p. 106)

advice column /əd'vaɪs ,kɒləm/ (n) = the section in a newspaper or magazine that gives suggestions on how to solve everyday problems
aisle /aɪl/ (n) = the space between two blocks of seats in a theatre or cinema
appeal (to) /ə'pi:l/ (v) = to be attractive to sb
applause /ə'plɔ:z/ (n) = the act of clapping your hands together to show that you enjoyed sth
article /'ɑ:tɪkəl/ (n) = a piece of writing in a newspaper or magazine with a particular topic
audience /'ɔ:diəns/ (n) = the people who watch a play, film, etc
boost /bu:st/ (v) = to increase
broadsheet /brɔ:dʃi:t/ (n) = the largest type of newspaper that contains serious news stories
cast /kɑ:st/ (n) = all the actors in a play or film
circulation /sɜ:kjʊ'leɪʃən/ (n) = the fact that a newspaper or magazine is out and available to the public
classified ad /'klæsəfaɪd 'æd/ (n) = an advertisement in a newspaper that is written by one of the readers
corridor /'kɒrɪdɔ:/ (n) = a passage that connects different rooms in a building
curator /kju'reɪtə/ (n) = sb who takes care of the objects in a museum
daily /'deɪli/ (adj) = happening every day
director /dɪ'rektə/ (n) = sb who tells the actors and technical staff what to do while making a film, theatrical play or TV show
finance /fə'mæns/ (n) = the section in a newspaper or magazine that deals with the management of money
front page /'fɛlənt 'peɪdʒ/ (n) = the first page of a newspaper
glossy /'glɒsi/ (adj) = (of paper) with a shiny surface

Word List

gossip /ˈɡɒsɪp/ (n) = unkind or untrue stories about other people

headline /ˈhedlɑːn/ (n) = the title of a story in a newspaper

health /helθ/ (n) = the section in a newspaper or magazine that deals with medical problems, diet and exercise

interest rate /ˈɪntrəst reɪt/ (n) = the percentage of an amount of money charged by a bank when sb borrows money or keeps money in an account

obituary /əˈbɪtʃuəri/ (n) = a short piece of writing in a newspaper about the life of sb who has recently died

online /ɒnlaɪn/ (adv) = on the Internet

playwright /ˈpleɪraɪt/ (n) = sb who writes plays for the theatre

producer /prəˈdjuːsə/ (n) = sb who provides the money for a film, play or TV show

publication /ˌpʌblɪˈkeɪʃən/ (n) = information or stories made available in a printed or electronic form

review /rɪˈvjuː/ (n) = a piece of writing giving an opinion on a TV show, a play, a film, etc

screenwriter /skriːnˈraɪtə/ (n) = sb who writes scripts for films and TV shows

section /sekʃən/ (n) = one of the parts that sth is divided into

soundtrack /ˈsaʊndtræk/ (n) = the music that is played during a TV show or film

spectacular /spekˈtækjələ/ (adj) = extremely impressive

sports /spɔːts/ (n) = the section in a newspaper or magazine that has stories about games and sports events

stage /steɪdʒ/ (n) = the raised platform at the front of a theatre where a play is performed

stalls (pl n) = the seats on the ground level in a theatre or cinema

tabloid /ˈtæblɔɪd/ (n) = a smaller type of newspaper that contains gossip and stories about celebrities

TV guide /tiː ˈviː gɑːd/ (n) = the section in a newspaper or magazine that says what is going to be on TV

usher /ʌʃə/ (n) = sb who shows members of the audience to their seats in a theatre or cinema

weather /ˈweðə/ (n) = the section in a newspaper or magazine that deals with predictions about the weather

weekly /ˈwiːkli/ (adj) = happening once a week or every week

8c (p. 106)

autograph /ˈɔːtəɡrɑːf/ (n) = a famous person's signature

complaint /kəmˈpleɪnt/ (n) = sth to be unhappy about

sculpture /ˈskʌlptʃə/ (n) = the activity of creating 3D shapes out of stone, plaster, etc

8d (p. 107)

availability /əˌveɪləˈbɪləti/ (n) = the quality of sth being able to be used or bought

book /bʊk/ (v) = to buy a ticket in advance

auditorium /ˌɔːdɪˈtɔːrɪəm/ (n) = the area in a theatre where the audience sits

reserve a seat (phr) = to arrange for a seat to be kept for you at a play, lecture, etc

8e (pp. 108-109)

commence /kəˈmens/ (v) = to start

horrified /hɒrɪfaɪd/ (adj) = shocked

insist (on) /ɪnˈsɪst/ (v) = to demand

I would appreciate it if ... (phr) = I would be grateful if ...

prompt reply (phr) = a fast response

refund /rɪˈfʌnd/ (n) = the act of giving money back to a customer because the goods or services you sold them had problems

register online (phr) = to sign up for sth using an Internet site

response /rɪˈspɒns/ (n) = a reply

rudeness /ruːdnəs/ (n) = a way of acting that is not polite

ventilation /ˌventrɪˈleɪʃən/ (n) = the act of letting fresh air move around a building

8f (pp. 110-111)

basic /beɪsɪk/ (adj) = simple

beat /bi:t/ (n) = rhythm

buffalo /ˈbʌfələʊ/ (n) = a large animal that belongs to the cattle family

coconut /ˈkəʊkənʌt/ (n) = a very large fruit that has a hard, hairy shell, white flesh and clear juice inside it

covered mallet (phr) = a stick with a large wooden end that has been covered with soft material

deer /dɪə/ (n) = a large forest animal that eats grasses and leaves

feathered /ˈfeðəd/ (adj) = covered in feathers (the light things on a bird's body)

fit sth with sth else (phr) = to fix sth onto another object

folk music /fəʊk ˈmjuːzɪk/ (n) = music passed down from generation to generation

form a circle (phr) = to stand or sit in a completely round arrangement

gatherings (pl n) = meetings of large groups of people

gracefully /ɡreɪsfəli/ (adv) = gently and elegantly

handle /ˈhændl/ (n) = the longer part of an object that you use to hold this object

hip /hɪp/ (n) = each of the two parts on either side of the body, below the waist and above the legs

hula dancing /huːlə ˈdɑːnsɪŋ/ (n) = a traditional form of dance from the Hawaiian Islands

influence /ˈɪnfluəns/ (v) = to have an effect on sb/sth

long /lɒŋ/ (adj) = not short

metal string /ˈmetl strɪŋ/ (n) = a wire made of metal

oldest /əʊldəst/ (adj) = having existed for the longest time of all

popular /ˈpɒpjələ/ (adj) = liked and used by many people

rattle /rætl/ (n) = an instrument that makes a noise when it is shaken

rattling /rætlɪŋ/ (adj) = making a series of short loud sounds

reflect /rɪˈflekt/ (v) = to show the nature of sth

round /raʊnd/ (adj) = circular in shape

seed /siːd/ (n) = each of the small hard parts inside a fruit from which new plants can grow

shake /ʃeɪk/ (v) = to move sth up and down very quickly

skin /skɪn/ (n) = the covering of the body

Word List

spiritual meaning (phr) = religious importance

stretch /stretʃ/ (v) = to pull sth to make it larger

strike /straɪk/ (v) = to hit

sway /sweɪ/ (v) = to move slowly from side to side

traditional /trə'dɪʃənəl/ (adj) = existing for a long time in a society

CLIL 8 (p. 112)

bring about (phr v) = to cause sth to happen

common /kɒmən/ (adj) = ordinary, usual

critic /kɪtɪk/ (n) = a person whose job is to give their professional opinion on pieces of art, books, films, etc

detailed /di:teɪld/ (adj) = showing many different elements or parts

dramatic /drə'mætɪk/ (adj) = expressive

everyday /'evrɪdeɪ/ (adj) = ordinary

gather /gæðə/ (v) = to collect

harvest /hɑ:vɪst/ (n) = the time when crops are cut and gathered from the fields

historical /hɪ'stɔ:rɪkəl/ (adj) = relating to people or events in the past

imply /ɪm'plaɪ/ (v) = to suggest sth not directly

influence /ɪnfluəns/ (v) = to affect

shock /ʃɒk/ (n) = an unpleasant surprise

steadily /stedɪli/ (adv) = gradually

true to /tru: tə/ (adj) = accurate

wealthy /welθi/ (adj) = rich

wheat /wi:t/ (n) = a plant that is used to make flour

Culture Spot (p. 108)

admission /əd'mɪʃən/ (n) = the price you pay to enter a place

costume /kɒstjəm/ (n) = a set of clothes that actors wear in a play

Progress Check (pp. 113-114)

airbrushed /eəbrʌʃt/ (adj) = having its appearance changed using special digital tools

lab /læb/ (n) = a room used for scientific work

medium /mi:diəm/ (n) = means, instrument

Unit 9 – Teen Spotlight

(p. 115)

avoid peer pressure (phr) = to not give in to the pressure from people of your own age to fit in and be liked

be bullied (phr) = to be hurt or frightened by others at school

be healthy (phr) = to not suffer from any illnesses

depression /dɪ'preʃən/ (n) = the state of feeling extremely unhappy and hopeless

do well at school (phr) = to be a good student

embarrassed /ɪm'bærəst/ (adj) = shy and ashamed, awkward

exercise /'eksəsaɪz/ (v) = to do physical activity which makes you strong and healthy

fit in /fɪt ɪn/ (phr v) = to feel that you are accepted by a certain group of people

grades /greɪds/ (pl n) = school marks

graduation /grædʒu'eɪʃən/ (n) = the completion of school, college, etc

have a hobby (phr) = to do an activity that gives you pleasure regularly

respect teachers/parents (phr) = to treat your parents/teachers with politeness and kindness

stressed /strest/ (adj) = feeling pressure

survey /sɜ:vɪ/ (n) = an examination of people's opinions made by asking questions about a certain subject

volunteer in the community (phr) = to work towards helping the people in your area without being paid

9a (pp. 116-117)

abroad /ə'brɔ:d/ (adv) = in or to a different country

annual /'ænjʊəl/ (adj) = yearly

attraction /ə'trækʃən/ (n) = an interesting sight

award /ə'wɔ:d/ (n) = money or a prize sb receives in return for doing sth well

businessman /'bɪznɪsmən/ (n) = a man who works in a company and usually has a high position

campaign /kæm'peɪn/ (n) = a planned group of activities done in order to achieve a particular goal

catch sb's attention (phr) = to make sb notice sth

charity /tʃærɪti/ (n) = a group that helps people in need

coal mine /kəʊl maɪn/ (n) = a deep network of holes in the ground where people remove a hard black substance (coal) from the earth

conditions /kən'dɪʃənz/ (pl n) = everything that influences a person's living or working environment

distribute /dɪ'strɪbjʊt/ (v) = to hand out

educate /'edʒukeɪt/ (n) = to teach

exotic /ɪg'zɒtɪk/ (adj) = unusual and interesting

fundraise /fʌndreɪz/ (v) = to collect money for a specific purpose, especially a charity

gather /gæðə/ (v) = to come together in a group

hazardous /hæzədəs/ (adj) = dangerous

inspirational /ɪnspə'reɪʃənəl/ (adj) = causing you to feel hope and encouragement

international /ɪntə'næʃənəl/ (adj) = worldwide

manufacture /mænʃə'fæktʃəd/ (v) = to produce sth in a factory

nominate (sb for sth) /nɒmɪneɪt/ (v) = to officially suggest sb for a position, an award, etc

poverty /'pɒvəti/ (n) the condition of being extremely

raise /reɪz/ (v) = to collect money etc for a cause; to increase

repair kit /rɪ'peə kɪt/ (n) = a set of tools and materials needed to fix sth

rural /rʊərəl/ (adj) = being in the countryside

set up /set 'ʌp/ (phr v) = to establish

sights and sounds (phr) = what you can see and hear in the area around you

suitable /su:təbəl/ (adj) = right, appropriate

terrain /tə'reɪn/ (n) = ground

villager /vɪlɪdʒər/ (n) = sb who lives in a very small town in the countryside

9b (pp. 118-119)

borrow (from) /'bɒrəʊ/ (v) = to get sth from sb and return it after a short time

contest /kɒntest/ (n) = a competition

Word List

contract /kən'trækt/ (n) = a formal, written agreement on sth

describe (sth to sb) /dr'skraɪb/ (v) = say what sb or sth is like

give out /gɪv 'aʊt/ (phr v) = to give sth to each person in a group separately

give up /gɪv 'ʌp/ (phr v) = to stop doing sth

host /həʊst/ (v) = to provide the space where an event to take place

inspire /ɪn'spaɪə/ (v) = to make sb feel that they want to do sth

involve /ɪn'vɒlv/ (v) = to have sb/sth as a participant or part

keen on /'ki:n ɒn/ (adj) = very interested in sth

occasion /ə'keɪʒən/ (n) = a time when sth happens

practice /præktɪs/ (n) = a training session

spend money on sth (phr) = to pay for sth

stay out /steɪ 'aʊt/ (phr v) = to go home late at night, or not go home at all

stay up /steɪ 'ʌp/ (phr v) = to go to bed later than you usually do

suitable for /su:təbəl fɔ:/ (adj) = right, appropriate for

sustain /sə'steɪn/ (v) = to cause sth to continue over a period of time

take out /teɪk 'aʊt/ (phr v) = to remove

take up /teɪk 'ʌp/ (phr v) = to begin doing an activity regularly

there's no comparison between (phr) = two things are completely different

try on /traɪ 'ɒn/ (phr v) = to wear sth to see if its fits or suits you

try out /traɪ 'aʊt/ (phr v) = to test sth so as to find out if you like it or if it works

work on /wɜ:k ɒn/ (phr v) = to spend time trying to improve or repair sth

work out /wɜ:k 'aʊt/ (phr v) = to exercise

Vocabulary plus (p. 120)

accessories /ək'sesəɪz/ (pl n) = useful or decorative things added to clothing

bullying /'bʊlɪŋ/ (n) = hurting or frightening others at school

disloyal friends (phr) = friends that disappoint and do not support you

dress /dres/ (n) = an item of clothing for women or girls which covers the top part of the body and hangs down over the legs

high expectations (phr) = hoping that sb will do sth very good for you

ladieswear /leɪdɪzweə/ (n) = clothes for women

menswear /menzweə/ (n) = clothes for men

overprotective parents (phr) = a father and mother trying too hard to protect their children and interfering with their life

peer pressure /piə ,preʃə/ (n) = the pressure from people of your own age to fit in and be liked

scarf /skɑ:f/ (n) = a piece of cloth you wear around your neck to keep warm or look nice

sports clothes (phr) = clothes you wear when you exercise or do sports

suit /su:t/ (n) = an outfit consisting of a jacket and trousers or a jacket and a skirt

tracksuit /træksu:t/ (n) = a loose top and trousers you wear when you exercise or do sports

9c (p. 120)

fundraising event (phr) = an occasion when people collect money for a charity

9e (pp. 122-123)

apologise /ə'pɒlədʒaɪz/ (v) = to say sorry

argue /ɑ:gju:/ (v) = to fight with sb and shout at them

back down /bæk 'daʊn/ (phr v) = to admit you've lost

concentrate /'kɒnsəntreɪt/ (v) = to focus on sth

confident /'kɒnfədənt/ (adj) = sure of yourself

earn sb's trust (phr) = to make people believe in you and think that you are a good person

in the comfort of (phr) = feeling relaxed in

introduce yourself (phr) = to tell sb your name for the first time

keep sb posted (phr) = to keep telling sb the latest news

prove /pru:v/ (v) = to show sb that sth is true

stand up to /stænd 'ʌp tə/ (phr v) = to defend yourself against sb

CLIL 9 (p. 124)

add up /æd 'ʌp/ (phr v) = to gradually become a particular amount

budgeting /'bʌdʒɪt/ (n) = the act of deciding how much money you are going to spend on sth

chain store /tʃeɪn stɔ:/ (n) = a store owned by a company that has many other shops of the same kind

craft item /kra:ft ,aɪtəm/ (n) = sth artistic made by hand

do errands (phr) = to do little jobs for sb

earner /ɜ:nə/ (n) = sb who earns money

face /feɪs/ (v) = to accept the fact that a situation exists

fee /fi:/ (n) = the money that sb is paid for a service

income /ɪŋkəm/ (n) = the money that sb gets from their work

issue /ɪʃju:/ (n) = a problem

outlet /aʊtlət/ (n) = a shop where things are sold at a cheaper price than usual

sale /seɪl/ (n) = when a shop sells sth at a lower price than normal

savings account /seɪvɪŋz əkaʊnt/ (n) = a bank account where you leave money that you have been putting aside

spender /spendə/ (n) = sb who spends money

stick to /stɪk tə/ (phr v) = to carry on doing sth without changing it

team up /ti:m 'ʌp/ (phr v) = to work together with sb else

Culture Spot (p. 124)

generation /dʒɛnə'reɪʃən/ (n) = all the people of about the same age in a society or family

Progress Check (pp. 125-126)

be the founder of (phr) = to be the one who starts a business or sets a trend

concern /kən'sɜ:n/ (v) = a worry, a problem

swap /swɒp/ (v) = to exchange sth with sb

swish /swɪʃ/ (v) = to move sth through the air quickly in order to make a sound

blend with /blend ɪn wɪð/ (phr v) = to appear similar to the people or things around you



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



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Unit 1 – Just the Job

1c – Exercise 2a (p. 16)

Mark: Hi Carla. How is your summer job at the clothes shop going?

Carla: Oh, hi Mark. Actually, I don't work there anymore. I tried it for a few weeks, but I found it a bit boring to be honest. Now, I'm doing something much more interesting. I'm a face painter at children's parties.

Mark: Really? That sounds like a fun job. And it's perfect for you since you're so good at art. But how did you find the job? It's not something you see advertised in the newspaper every week.

Carla: That's for sure! Actually, I'm working with my cousin, Karen. Believe it or not, she's a magician, and regularly works at children's parties. She suggested that I should come along with her and paint the children's faces.

Mark: So, do you get paid for it?

Carla: Karen gives me a part of what she is paid and some parents give me a little extra. For example, I earned £25 from a party I worked at yesterday.

Mark: Wow, that's not bad at all! But isn't it difficult to work with children sometimes? My sister is a primary school teacher and she gets very stressed at times.

Carla: Well, I love working with children, so I never have problems. Once or twice, a child was disappointed by the way I painted their face, but most of the time they are very happy.

Mark: And what kind of things do you paint? I suppose most kids want to look like animals.

Carla: Sometimes, but mostly they want to look like their favourite cartoon characters. That was difficult at first, because I didn't know any of the shows that kids watch these days. So, I had to borrow a few of my little niece's DVDs to get up to date.

Mark: It sounds like you're having a very enjoyable summer. Well, I'd better get back to my job in the bakery. Bye, Carla.

Carla: Bye, Mark.

Progress Check 1 – Exercise 3 (p. 22)

Rita: Hello, Brian. I didn't see you at Steve's birthday party last weekend. Did you go on holiday or something?

Brian: No, I didn't, Rita. Last weekend, I was at the tennis club.

Rita: Really? I didn't know you played tennis. When did you start?

Brian: No, I don't play. This summer, I've got a part-time job as a ballboy there.

Rita: Oh, yes. I saw the advert for that job in the paper a few weeks ago. A lot of people must have applied for it.

Brian: Yes, at my interview, they told me that 100 people wanted the job, but they could only choose five. I was very lucky.

Rita: So, do you work there every day?

Brian: No, I only work at the weekends when the club has competitions. They don't need ballboys when the players are just practising.

Rita: I see. So, what are your responsibilities exactly?

Brian: Well, basically I have to collect the ball whenever the players hit it into the net or outside the court. It sounds simple, but you always have to be focused and run fast to get the ball.

Rita: Hmm, it sounds a bit dull to me.

Brian: Well, that's because you don't like watching sports, Rita! I really enjoy it because I get the chance to see some great matches.

Rita: OK. And what's the pay like?

Brian: That's a downside, I suppose. I only get £20 a week, but the club gives all ballboys a 50% discount when we become members at the club. I'm seriously thinking about it.

Rita: Hmm, maybe I'll join you. I really need to get some exercise, and I find going to the gym really boring.

Brian: That sounds great! We can practise together. And maybe you can get the discount, too.

Rita: Well, I don't mind paying the full amount. Anyway, let's talk later about it. See you, Brian.

Brian: OK, bye, Rita.

Unit 2 – Nature's Fury

Vocabulary Plus – Exercise 3 (p. 28)

Hello and welcome. Well, it's bad news I'm afraid because we are looking at even colder and wetter weather on the way thanks to a cold front coming in across the British Isles from Russia. The morning will start out bright and sunny but very cold with temperatures at around 2°C and then by midday there will be cold winds moving in and the afternoon looks to be very cloudy. By the evening the temperatures will drop even further to around freezing and there will be some frost overnight so wrap up warm if you're going out. That's all for now. The next forecast will be at 6 pm this evening.

2c – Exercise 2a (p. 28)

Louise: Hi, Jodie, I'm so happy that you are OK.

Jodie: Yes, me too!

Louise: Where were you when the earthquake hit?

Jodie: Well, I came in after playing outside. I ran up the stairs to my bedroom to watch TV. You know that music show that's on at five thirty?

Louise: Yes, I know the one.

Jodie: Well, I was watching that when I heard a strange noise.

Louise: Were you frightened?

Jodie: Not at first.

Louise: You are really brave. Luckily, I was on holiday. So, I missed the earthquake.

Jodie: Well, I was watching TV when the whole room shook. I really panicked. I thought it would collapse on my head.

Louise: That's scary. I'm so glad I wasn't there. What did you do next?

Jodie: I shouted for my mum. Then I ran downstairs to the living room.

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Louise: Well, at least you're OK now, I suppose. I hope there are no more earthquakes for a while.

Jodie: True. All's well that ends well.

2e – Exercises 7b & 7c (p. 31)

The Rescue

I was sleeping in my bed when I heard the fire alarm. I got up quickly trying to understand what was going on. There was a strong smell of smoke and when I grabbed my bedroom door handle, it was hot. I pushed my wardrobe in front of it as I was sure there were flames on the other side.

I started shouting frantically for help. Immediately I heard my dad's voice. "Ben! Don't worry. We will get you out."

I tried to keep calm and wait for help. I went to the window and opened it for some fresh air.

A few minutes later I heard a siren. It was the fire brigade. They told me that they would get me out of the room from the window. A firefighter put a ladder and climbed up to the window of my room. He got me in his arms and took me down. I was so glad to see my parents. It was the scariest day in my life.

Progress Check 2 – Exercise 3 (p. 35)

Hi, I'm Annie. I'm from Melbourne, Australia. We have had quite a few wildfires since I was young. But the worst one was two years ago.

I was shocked when I looked out of the window. The trees across the field from our house were blazing. The flames were red and orange. They seemed to fly up into the sky. At first I was just curious, but then I saw the old barn catch fire. That was where Katie and I usually played. It flared up straight away because there was so much hay in there. The next thing I knew, the whole building was like a giant ball of fire. That was the moment I felt worried. The wind was blowing towards our house.

I realized that the flames were coming my way, so I was scared. I felt sick for a minute, but I managed to call for my mum. I turned round to run down the stairs. I was actually terrified. Then, my dad picked me up and carried me from the house.

Unit 3 – Reflections

Vocabulary Plus – Exercise 3 (p. 42)

I've always been a fitness fanatic. For as long as I remember, I've been playing sports and three or four times a week I go jogging in the park after school. So, when I heard about the Empire State Building Run-Up, I signed up straight away! I had no idea how difficult it would be though! I had to run from the lobby up to the 86th floor – that's 1,576 steps! When I reached the end, I felt absolutely exhausted! Over 600 people finished the race and although I didn't come first, I felt really proud of myself. It was a great experience and, thanks to my sponsors, I raised over \$1,000 for a food bank in my town!

3c – Exercise 1a (p. 42)

Claire: Hello, Sam. I haven't seen you all summer. Where have you been?

Sam: Hi, Claire. I was in Spain for the last four weeks. I arrived back in England yesterday.

Claire: I had no idea you were abroad. Did you go there on holiday?

Sam: No, I went there as part of a language exchange programme. I stayed with my pen-friend Miguel and his family.

Claire: Oh, I remember Miguel. He stayed in your home last summer, didn't he?

Sam: Yes, that's right. And this summer, it was my turn to go to his country.

Claire: So, how was it?

Sam: Great! Miguel's family usually lives in an apartment in Madrid, but his aunt let us stay in her villa in Malaga by the sea.

Claire: That was kind of her.

Sam: Yes, but I still haven't met her because she was on holiday in Barcelona when I was there.

Claire: What did you do while you were there?

Sam: It was hot, so we went to the beach nearly every day. I went swimming many times and I even tried scuba diving.

Claire: I've never done that – was it fun?

Sam: Yes! But I didn't try windsurfing – it looked too hard!

Claire: What was it like speaking Spanish all the time?

Sam: Well, to be honest, it was really difficult. I've been learning the language in school for four years now, but I was still not able to communicate with the locals.

Claire: So you don't think you've improved your Spanish at all during the trip?

Sam: No, I wouldn't say that. I learned a lot and I'm really glad I went. But I also realised that I have to study a lot more before I can speak the language fluently.

Exercise 2 (p. 42)

Are you interested in doing volunteer work this summer? Do you want to help the environment in an exotic location on the other side of the world? Then, we've got the job for you! Phuket Sea Turtle Project or PSTP has been running for the past twenty years. As our name suggests, we aim to protect various species of sea turtles that inhabit the east coast of Thailand. We only have enough money to employ four full-time staff, so to do our work we rely on the help of volunteers from around the world.

Volunteers stay for a period of two months, from June to August, and sleep in rooms in the project's headquarters in Phuket City. Volunteers help full-time staff with a variety of conservation and education based projects. For example, volunteers regularly take part in beach clean-up days. This is necessary because sea turtles lay their eggs on the beaches that many tourists visit. Also, we ask volunteers to visit tourist resorts in the area to inform tourists about our work. For example, volunteers give short talks about the illegal trade of turtle shells in Thailand, and inform tourists about which beaches to avoid so that turtles can lay their eggs.

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Volunteers must be over 18 years old and must be in good physical condition. No work experience is necessary, though you should be comfortable working with animals. You will need to pay for your own flights, but we provide accommodation and two meals a day. If you're interested in applying for a position, please fill out the online application on our website. We will then conduct interviews in London in late March.

Progress Check 3 – Exercise 2 (p. 47)

Amy: Hi, Kevin! Where have you been all summer?

Kevin: Hi, Amy! I was in Africa. Have you been there?

Amy: Yes, I've visited Egypt and South Africa. Where did you go?

Kevin: To Kenya. I was a volunteer at a wildlife reserve there.

Amy: Really? That sounds fantastic!

Kevin: It was. I looked after tiny lion cubs – they were so cute! I loved playing with them, even though I got a few scratches. And feeding them was amazing. Bath time was the hardest part – not many of the cubs enjoyed it!

Amy: Did you have any free time?

Kevin: Of course! I worked from 7 am until 4 pm, Monday to Friday, but the weekends were free. My favourite days were Wednesdays, though, because I got to go out on the reserve and explore.

Amy: What for?

Kevin: Well, every animal on the reserve has got its own profile with its name, photograph and how it spends its days. I had to choose one of the big cats – a lion, cheetah or leopard – and follow it around all day, recording what it was doing. It was fascinating. But enough about me! Did you enjoy your trip to Italy?

Amy: Not really. We almost didn't go because my dad was so busy at work, but in the end he managed to get some time off. My whole family was sick, though. It was such a shame because the weather was lovely!

Kevin: Oh no! I'm sorry to hear that!

Unit 4 – Law & Order

Vocabulary Plus – Exercises 4a & 4b (p. 54)

News report 1

A twenty-one-year-old woman was arrested yesterday after police received reports of multiple thefts on Charles Street. Witnesses claimed the woman would choose small stores, walk in and tell the assistant she wanted to see the manager. While the assistant went to fetch the manager and the shop was empty, the woman would quickly steal several items and leave.

News report 2

A man in his thirties was pulled over between East and West Street earlier this evening for exceeding the speed limit. Police first assumed he had been drinking, but he tested negative for alcohol. Instead, he claimed he was late for a doctor's appointment, but this was unconfirmed. He was given a \$500 speeding ticket.

4c – Exercise 1 (p. 54)

Interviewer: With me in the studio today is Danny Williams, a fifteen-year-old who has started a campaign to stop vandalism. Danny, can you tell us what made you start the campaign?

Danny: It began when some of my friends from another town came to visit. I was showing them around the centre and I was shocked. Seeing all the damage made me really miserable. There were broken windows, graffiti on the walls and even some smashed statues. That's when I knew I had to do something.

Interviewer: Good for you!

Danny: Thanks, but I realised that I couldn't do a lot by myself. That's when I decided to get my friends involved. I was amazed really because lots of them wanted to help. It seems that it wasn't just me who hated all the vandalism. It just goes to show that you never know how people are going to react.

Interviewer: So what are you doing to stop vandalism?

Danny: At this moment, the only practical thing we can do is paint over graffiti. It's a good start, but we'd like to do a lot more. We've started a poster campaign and we're doing TV, web and radio interviews like this one. What we really need are experts who can do the things that we can't, things like fixing windows, mending doors and roofs, etc.

Interviewer: How can people with those skills contact you?

Danny: Anyone that wants to help should go to the website that I've set up. They can leave their name and contact details as well as what they can do. Also on the website, I'd like people to give us details about acts of vandalism. You know - where it happened and what was damaged, that kind of information.

Interviewer: Is there anything else we can try to stop vandalism?

Danny: Well, a lot of people think better street lighting or cameras all over the town will help, but I'm not too sure about that. I know that some places even have security guards. That works, but it costs a lot of money. I think we need to deal with the problem in a different way and that's by getting people to respect their towns more.

Interviewer: So what are your immediate plans?

Danny: I want to do something about vandalism in schools. I know teachers try hard to prevent it but they're not really succeeding. Research suggests that most of the damage done at school is because of peer pressure. We need all school kids to realise that doing graffiti and breaking things doesn't impress anyone.

Interviewer: OK. I think you're doing a great job and I wish you all the best in the future. Thank you, Danny.

4f – Exercise 5 (p. 59)

Radio announcer: If you're a true fan of James Bond, then this tour is definitely for you! On the tour you will have your own driver who is an expert on the most famous spy in the world.

Student's Book Audioscripts

There are two exciting parts to the tour. In the first part, you will have the chance to see many of the central London locations where they filmed the James Bond films. These include locations from *Skyfall*, *Die Another Day* and *Tomorrow Never Dies* such as The Bank of England, Harrods, Tower Bridge, The British Museum and much more. As you go, you'll see film clips showing the actual locations and get a chance to talk about Ian Fleming's books.

During the second part of the tour, you'll visit Heatherden Hall, where the Bond films have been filmed since Dr. No in 1962. You'll stop here for lunch – or if you're on the later tour, afternoon tea – and get the chance to see the inside of the house and the gardens.

You will have plenty of opportunities to get out of the car and look around on the tour, so make sure your clothes and shoes are comfortable

So what are you waiting for? Tours depart 7 days a week at 10 am and again at 3 pm, so find the best day and time for you and give us a call.

Prices are very reasonable and tours can be arranged for groups of 2 to 10 people. If there are more people in your group, though, give us a call and we'll arrange for a special group.

You can book online at www.london-bond-tours.com, but if you have any questions at all you can also contact us by phone on 020-9263511. Don't miss this one-of-a-kind opportunity!

Exercise 8b (p. 59)

James was going to swim to the surface of the sea when suddenly he saw a big space in the rocks in front of him. His shoulder was now surrounded with blood. He was worried that in seconds the other fish would smell it and attack him. Then he saw that the big space was a cave. It was really almost a door into Mr. Big's island. He dived straight through it and stood in the cave.

Then he heard some drums and suddenly, two of Mr. Big's men jumped into the water from above with glass masks on their faces. They were carrying big knives. Before James could reach his own knife on his belt the men caught his arms and pulled him up to the surface and onto some sand. James was captured. He looked up and there, sitting at a table, was Mr. Big. "Good morning, Mr. James Bond," he said.

CLIL 4 (Literature) – Exercise 3 (p. 60)

The huge black creature went leaping down the track, following hard upon the footsteps of Sir Henry. Holmes and I fired our pistols, and the creature gave a hideous howl. He did not pause, however, but bounded onward.

In front of us as we flew up the path, we heard the screams of Sir Henry and the deep roar of the hound. The beast sprang upon its victim and pushed him to the ground. Just then, Holmes fired at the creature. With a last howl of agony, it rolled upon its back, and then fell limp upon its side. The giant hound was dead.

Progress Check 4 – Exercise 2 (p. 61)

Jenny: Hi Beth! Have you just finished basketball practice?

Beth: Hello Jenny! Yes – I'm just going home for a shower. I didn't expect to see you coming out of the police station, though. What were you doing in there?

Jenny: I was reporting a crime.

Beth: Really? What happened?

Jenny: Well, I was at Oakdale Shopping Centre with my sister. She went to see her friend who works in the sports shop, and I went to the department store to look for a birthday present for my mum.

Beth: Did you find anything?

Jenny: No. First I looked at the clothes, but I couldn't find anything nice in Mum's size. Then I looked at jewellery, but it was all so expensive. Finally, I decided to get her a purse – she needs a new one. Well, while I was choosing a purse, another girl came in. She was about our age and I was looking at her because I thought maybe she went to our college. Suddenly, she reached over to a display of scarves and started stuffing them into her handbag!

Beth: What did you do?

Jenny: I went straight to the security guard at the front entrance and told him what I'd seen. Of course, by the time we went back the girl had gone. The security guard took me to see the manager of the department store and she asked me to report the incident to a police officer. She even paid for a taxi to bring me to the police station!

Beth: What an exciting shopping trip!

Jenny: I know, but I still haven't got mum a birthday present!

Unit 5 – High Tech

5c – Exercise 1 (p. 68)

Brian: Hi Susan. Sorry I'm so late but I missed the bus and had to wait 15 minutes for the next one. I tried to call you, but your phone seems to be off.

Susan: It's not off, Brian, it's broken. I dropped it in the kitchen sink while I was doing the washing up last night.

Brian: Oh no! When are you going to buy a new one?

Susan: I'm not sure. To be honest, I'm kind of enjoying life without a phone for now.

Brian: What do you mean? I wouldn't be able to survive without my phone. I use it all the time to keep in touch with my friends. Plus, since it's a smartphone, I use it to surf the Net on the go.

Susan: But don't you sometimes get annoyed by all the texts and calls you receive? After all, most of the time, they're not about anything important. Plus, it's quite expensive if you aren't careful.

Brian: But what about when someone needs to contact you, or when you need to contact them? For example, how could you arrange to meet someone for a coffee without a phone?

Susan: Well, you could use email or your house phone, couldn't you? If you plan things a few days in advance, it's possible.

Student's Book Audioscripts

Brian: Still, you've got to say that mobile phones are useful in emergencies. When I sprained my ankle jogging in the park last month, there was no one around, so I used my phone to call my dad. Without it, I would have been in terrible trouble.

Susan: Yes, you've got a point. Anyway, have you bought the tickets for the film yet?

Brian: Yes, I did. It's an action film starring Colin Farrell.

Susan: Oh no! That's a reason I should get a new mobile phone – to stop you from buying tickets for bad films!

Progress Check 5 – Exercise 3 (p. 74)

Liam: Did you watch the film on Channel 6 last night, Zoe?

Zoe: I only caught a few minutes of it because I had to do an essay for History class. It looked like a sci-fi film about robots. Was it any good?

Liam: It was brilliant! It's set in 2100. Humans have developed robots which help us in our daily lives, but then, one day, the robots decide to rise up and fight humans for the control of the planet. I won't give the rest of the plot away, but I'd really recommend it.

Zoe: Wow! Well, I don't think that will ever happen. Robots might become dangerous, but I'm quite sure that they will never have the intelligence to control the planet.

Liam: Really? My uncle Frank is a scientist in the USA who is developing robots for the military there. He says that the robots that they're creating are becoming more and more intelligent.

Zoe: OK, but I think robot technology can only go so far. Actually, I think that there are a lot of disadvantages to using robots. For one thing, using robots to manufacture goods causes a huge loss of jobs for people. You can already see this in the car industry, for example.

Liam: You're right, but robots have their advantages, too. My uncle is developing robots that can do work that would be dangerous for humans, like working in mines or disarming bombs.

Zoe: I see your point, but those robots, like most others, can only do one or a small number of tasks. I still think that they're not worth the money governments spend on developing them.

Liam: I have an idea. I'm going to video-chat with my uncle later today. Would you like to come over to my house and chat to him about robots? I think he would change your mind about a few things.

Zoe: OK, then.

Unit 6 – Healthy Mind, Healthy Body

6c – Exercise 1b (p. 80)

Good morning, listeners, and welcome to the Food Show on FM 406. This is Bob Bernard and today, I'd like to talk about the topic of ready-made meals. They're also called TV dinners and can mostly be found in the frozen food section in supermarkets. Basically, they usually contain a frozen meal of meat and vegetables on a plastic tray with a plastic knife and fork. All you have to do is bring it home

and heat it in a microwave or oven. For one, these meals are very convenient – people with busy lifestyles who don't have the time to cook can have a full meal ready to eat in minutes! But nowadays, more and more people buy ready-to-eat food and fewer cook their own meals. But are TV dinners just another form of unhealthy fast food? When food is frozen it loses a lot of its taste. For this reason, TV dinners usually have lots of extra salt – and this is very bad for the health. Is it worth the convenience? Not to mention the fact that this 'convenience' wipes out family meals. The lines are open now, so call in or text your views to 14655. We'll be back after this short commercial break.

6f – Exercise 10 (p. 85)

You can do more with chamomile tea than just drink it – it's also great for your hair! Chamomile adds softness and moisture to hair. You can make it yourself very cheaply and it is quite effective. Firstly, boil half a cup of water. Once it's boiled, drop in a chamomile tea bag. After the bag has been allowed to steep, add ¼ of a cup of olive oil. Then – making sure the water is not too hot – pour the mixture over your hair. Let it soak for 20 minutes, then simply rinse it away!

Progress Check 6 – Exercise 2 (p. 87)

Mike: Hi Julie! Guess what my parents have given me for my 17th birthday?

Julie: I don't know, Mike. What?

Mike: A skydiving lesson! I've wanted to try it for years, but I wasn't old enough.

Julie: Skydiving? That sounds dangerous!

Mike: It's not really. The most common skydiving injury is a broken ankle from a bad landing, but that happens very rarely. Also, I'm having 8 hours of training before my first jump. And I'm doing what's called a 'tandem jump' to start with, where I'm attached to an experienced instructor.

Julie: But what if your parachute doesn't open?

Mike: That hardly ever happens. All the equipment is checked carefully before each jump. And skydivers always have two parachutes – just in case something goes wrong with the first one.

Julie: That's good, I guess, but I still don't want you to go. I'm just worried about how safe skydiving is.

Mike: Oh, cheer up, Julie! It's exciting! I can't wait for my first jump!

Julie: Well, I wouldn't try it myself, but I hope you have fun!

Unit 7 – Global Issues

7c – Exercise 1 (p. 94)

Victor: Welcome back to the show. I'm joined in the studio now by Mayor Tracy Potts who is here to talk to us about graffiti in Hereford. Mayor Potts, how big a problem is graffiti in Hereford today?

Student's Book Audioscripts

Tracy: Well, Victor, nowadays, you can see graffiti throughout the town, especially on public buildings. But there is also graffiti on house walls and recently, the police even caught someone painting graffiti on a public work of art. The problem is getting out of control.

Victor: But is this problem any worse than in other towns in England?

Tracy: If you look at the figures, it seems so. Hereford town council spends around £100,000 to clean up graffiti each year, which is twice the amount that neighbouring towns spend. And these towns are just as concerned with their appearance as we are.

Victor: I see. But surely there's something that can be done about this problem.

Tracy: That's what I'd like to talk about today. Last month, I asked residents to email me with suggestions about how to solve this problem and last night we held a meeting with the town council to look over them all.

Victor: So what suggestions do you plan to follow?

Tracy: Well, firstly, we are going to ask shops in the town to stop supplying spray paints. Naturally, we are not able to ban shops from selling them, but hopefully shopkeepers will understand the problem and do what's best for the community.

Victor: That sounds like a good idea. But what about introducing heavy fines for people who are caught painting graffiti?

Tracy: That was one suggestion, but since most of these people are teenagers, it's pointless to ask them to pay huge fines. People in Hereford just don't have that kind of cash! So, instead, we decided to build some walls near the community centre that teens will be allowed to paint graffiti on.

Victor: OK, but surely these walls will be covered with graffiti very quickly – maybe even within a week.

Tracy: Well, our plan is to repaint these walls white every so often so that new graffiti can be added. We could repaint them every month or so – basically whenever the teens who use the walls decide. We're going to work closely with the community centre to make sure we find the best solution.

Victor: OK. We'll have a short break now, and when we return, we'll continue speaking to Mayor Potts.

Progress Check 7 – Exercise 3 (p. 100)

Suzanne: Hi, Henry. Where are you taking those bags of rubbish? I thought there was a bin outside your house.

Henry: Yes, there is Suzanne, but it's a bit full. So, I'm going to see if they will fit in the bin on the corner over there.

Suzanne: What happened? Didn't the rubbish men collect the rubbish this morning?

Henry: Yes, they woke me up as usual at 8 am, but somehow the bin outside my house is already full. I suppose it shows how much household waste people produce these days. It's unbelievable.

Suzanne: Yes, you're right. The bins outside my house are always full, too. And imagine what it's like at the town's rubbish tip, too! My dad says that the area is packed and that soon there won't be any more room for the town's rubbish.

Henry: But there are some things that can be done about this problem. For example, my family tries to buy products that don't have a lot of packaging.

Suzanne: That's a good idea. Plus, my mum has a compost heap in the back garden. She puts food waste there and then uses it as fertilizer for her flower garden.

Henry: That's great! And, of course, we're forgetting about the best way to solve the problem: recycling. We spend a lot of time recycling in my house, and then twice a month we go to the recycling centre.

Suzanne: We go there too, but it's a pity there aren't bins for recyclable rubbish in our streets instead. I imagine that a lot of people didn't recycle because they have to pack their car with rubbish bags and travel two miles outside the town.

Henry: You're right, but it's the only option we have at the moment. Anyway, I'm getting a bit tired holding these bags. See you later, Suzanne.

Suzanne: OK, Henry. Have a good afternoon.

Unit 8 – Creative Minds

8c – Exercise 1 (p. 106)

A: Hello, is there anything I can help you with?

B: Yes, I've got a complaint and I'd like to speak to the manager.

A: I'm the manager. What seems to be the problem?

B: I came to the bookshop here on Saturday morning for the book signing ...

A: Oh, yes, the children's author Jessie Harrington was signing her latest book *Battle of the Worlds*.

B: That's right. Well, she was supposed to be signing copies from 10:30 to 11:30. The shop was full of people and I had to wait in a huge queue. By the time it was my turn at last, she had gone – and it was only 11.15! My copy was never signed!

A: That's very unfortunate, sir.

B: Yes, but the main point is that I'd already bought the book for my nephew Tom's birthday. He's a huge fan of Jessie Harrington and I'd promised him I'd ask her to write a special dedication for him. Now he'll be very disappointed.

A: I see ... I'm afraid we have no further signed copies in the store, or I would gladly let you have one. I'll tell you what I can do, though ...

B: What's that?

A: Since it's your nephew's birthday, please tell him to accept this audio CD of the book with the store's compliments.

B: That's extremely kind of you!

A: You're most welcome!

Student's Book Audioscripts

8d – Exercise 6 (p. 107)

- A:** Well, how about a CD? I know he likes rock music.
B: Yes, but I'm not sure what artists he likes. We don't want to buy him a CD which he'll never play.
A: That's true although he can always exchange it for another one he likes.
B: You're right, I suppose. What about buying him a cinema ticket? He can choose what film he sees.
A: It's not really a good birthday present, is it? We could get him a football shirt.
B: I guess we could, but they are very expensive. How about a skateboard?
A: I don't think that's a good idea at all. I've never heard him mention skateboarding.
B: You're right. Then, why don't we get him a book? He loves reading fantasy and sci-fi.
A: That sounds good. OK, we'll buy him a book. I know he wanted to get *It* by Stephen King.
B: Let's get that.
A: Yeah, I think that's the best choice.

8e – Exercise 8b (p. 109)

- Ben:** Hi Peter! Where were you last night? I phoned a couple of times but couldn't get through.
Peter: Hi Ben. Sorry about that. I was at the theatre seeing the latest version of a Shakespeare play with my class.
Ben: Didn't know you liked Shakespeare. Which one?
Peter: *Hamlet*. It's been on at the Apollo theatre since last month.
Ben: So ... did you enjoy it?
Peter: The acting was pretty good, I have to say, but technically, the production was a disaster!
Ben: How do you mean?
Peter: The acoustics were terrible and we could hardly hear the actors.
Ben: Weren't they wearing microphones?
Peter: Yes, but they weren't working properly. The lighting was hopeless, too.
Ben: You mean it was too dark?
Peter: Just the opposite! It was far too bright and it gave me a headache. I'm sure it was done by amateurs not professionals! I've a good mind to ask for tickets to see something else!
Ben: I think you should. I was thinking of going to see *Hamlet* myself, but I don't think I will now!

8f – Exercise 10 (p. 111)

Don't forget that Hill High School is having its Annual Student Concert at the Town Hall this Saturday, the 14th June. It all starts at 7:30 pm so don't be late! It'll be a great night for both students and their parents. All the music is written by Hill High students. They'll be something for everyone including contemporary music, classical, jazz and pop. If you want a bite to eat, make sure you head to the cafeteria for snacks and drinks. Don't miss the musical night of the year!

Progress check 8 – Exercise 2 (p. 113)

- Girl:** Hi, Tom! Did you have fun at the concert last night?
Boy: Not really. The band, Black Metal, were brilliant when we finally saw them, but we had a few problems at the venue.
Girl: What happened?
Boy: First of all, the queues were terrible! There were probably about 1,000 people trying to get in and only three people checking the tickets!
Girl: Did it take a long time, then?
Boy: Ages! And when we got to the front of the queue, the woman who checked our tickets was very rude.
Girl: But you didn't miss any of the concert?
Boy: No. We were inside by 7.30, when it was supposed to start, but the band didn't come on stage until 8.15!
Girl: The whole concert sounds very badly organised.
Boy: It was. I'm definitely going to complain. And the worst part was that, when the concert was over, it took us nearly two hours to get out of the car park! There were so many cars and, for some reason, the organisers had closed all the exits except one!
Girl: What a nightmare!

Unit 9 – Teen Spotlight

9c – Exercise 1 (p. 120)

Good afternoon. I'm here to tell you about the upcoming fundraising event for the charity Feed the World. It's taking place at Brooke College on Sherwood Lane – that's S-H-E-R-W-O-O-D Lane – this Saturday 15th of June. The event starts at 11 o'clock and goes on until 4:30. There will be craft stalls, refreshments, games and live entertainment. Entrance is £1 for adults and 50 pence for children under 12. Please come along and support this cause. Thank you.

Exercise 2 (p. 120)

- Karl:** Hello, Becky! I wasn't expecting to see you here today. How have you been?
Becky: Hi, Karl. Yes, I'm just here for the afternoon. We recently sold our old house, so my parents are here to take care of some final paperwork.
Karl: So, are you enjoying London? It must be very different to life here in Bridgetown.
Becky: Well, I've been in London three weeks now, and I'm still getting used to it. On the one hand, it's really enjoyable living in a place where there are so many things to see and do. For example, there's a cinema across the road from my flat, and a shopping centre just a short walk away. But, sometimes, I really miss my friends here in Bridgetown.
Karl: Really? Haven't you made any friends in your new school yet?
Becky: Not, really. As you know, I'm quite shy, so I haven't found the courage to introduce myself to anyone yet.
Karl: I see. Why don't you join a school sports club, then? It's a great way to meet people outside the classroom.

Student's Book Audioscripts

Becky: Well, I'd really like to play table tennis there, like I used to do in the school club here, but my new school doesn't have any tables. I suppose I could start a new sport, though.

Karl: Yes, you really should. And isn't your birthday coming up next week? Why don't you buy some chocolates and give them out to your classmates? It'll be a good way to introduce yourself to everyone.

Becky: Yes, it's next Wednesday. That's a great idea, Karl. Anyway, I've arranged to meet Sarah in Café Ultra in 15 minutes. I'm really looking forward to seeing her again. Would you like to come along?

Karl: Sorry, Becky, I can't. I've recently started part-time work at a different café near the town square and my shift starts in half an hour. But it was nice seeing you again. I hope my advice helps.

Becky: Thanks, Karl. See you soon.

Progress Check 9 – Exercise 3 (p. 125)

Do you suffer from bullying? Well, you're not alone. According to a recent survey, around 70 percent of American high school students suffer from bullying at some stage. And that number could be higher, because many students are too ashamed to report it. But there are steps you can take to avoid being the victim of bullying. The trick is to get inside the mind of a bully. And according to experts, what a bully wants more than anything else is attention. Sometimes this is because the bully is not getting enough attention in his home environment. But whatever the reason, the result is that bullies often pick on students who seem to be stealing the attention away from them. Therefore, victims of bullying are often students who are a little different – for example, students who act or speak differently from others. So, one piece of advice for victims of bullying is to blend in with the crowd. Having an individual personality is important, but acting normally could help you avoid being the victim of a bully.

Exam Practice 1

Exercise 2 (p. EP1)

- A:** Is Harry working at the supermarket today?
B: No, he quit that job last week. He found it boring just stacking shelves all day.
A: So is he looking for a new job now?
B: Actually, he's having an interview today at a take away.
A: You mean as a delivery boy? But he doesn't ride a motorbike.
B: No, they're looking for someone to answer the phones and take orders.
- A:** Hi, Jane, it's Sally. What time do you want to meet at the shopping centre today?
B: Well, your last class is at 3 o'clock, isn't it? Why don't we meet at around 4?

A: Erm ... can we meet a little earlier, around 3:30? I have to go to the dentist's at 6.

B: OK, no problem. I'll meet you outside the department store.

- Good morning, students. My name is John Curran. Your teacher asked me to talk to you about my job. Well, let me begin by saying that it's not as glamorous as some people think. I might travel around the world, but most of time I rarely get to leave the airports I arrive at. And it's much more complicated than driving a car – you need to know about engineering, physics and even meteorology, which is the study of weather. But it's a job I really love.

- A:** What are you having, Andrea?

B: A large hot chocolate. It's really good here – much better than the stuff you get from the supermarket.

A: OK, I'll have the same. Let's call the waiter now. I don't have a lot of time. I'm meeting Sophie in the library at 5 o'clock.

B: OK. Don't worry. You have about forty-five minutes and I doubt she'll mind if you're a little late.

- A:** Good afternoon. Can I help you with anything?

B: Yes, I'm looking for something to go with a light green dress. I'm going to a wedding tomorrow, so I need something to carry my purse and sunglasses in.

A: Let me have a look. Here, I think this one would go very well with that colour. You can carry it over your shoulder or hold it by the handle.

B: Oh, that looks perfect. I'll take it, please.

- Man:** Good morning, Ann. It's Eric. You're probably getting ready for work now and can't answer the phone. Anyway, I hope you get this message before you leave the house. I wanted to tell you that the buses are not running today. I'm not sure why, but maybe it's because of a strike. And the same goes for the underground train. So, unfortunately, you'll need to pay for a taxi if you manage to find one. See you later ...

- A:** Hello. I'm calling about the printer you're selling on special offer.

B: Yes, the Print Master Z7000. We're running the offer until this Friday.

A: Great. Well, I have a similar printer, the X7000 model, but it's not working. So, I was wondering whether your printer uses the same ink cartridges. That would save me buying new ones.

B: I'm afraid that won't work. The Z6000 takes the same cartridges, but older models like the X7000 don't, I'm afraid.

Student's Book Audioscripts

Exam Practice 4

Exercise 2 (p. EP4)

Man: I'm joined in the studio now by Priscilla Upton. Priscilla is a seismologist who used to work as a lecturer in the University of Manchester. Now, though, she's a nature documentary maker for Channel 6. Seismologists, of course, study earthquakes and today Priscilla is going to give us some earthquake safety tips.

Woman: That's right, Jake. I realise that we don't get earthquakes in England, but these days, we travel overseas far more often than we used to, so we should all know how to stay safe when earthquakes strike.

Man: Yes, I suppose you're right. So, what's the main tip you can give us?

Woman: Well, firstly, many people seem to forget that earthquakes are over in a matter of seconds. So, that means that if you're inside a building, you usually don't have time to run outside to safety. In fact, people that try and run outside during earthquakes often injure themselves from broken glass or falling rubble.

Man: So, do you advise people to stay where they are and wait for the earthquake to end?

Woman: Not exactly. You shouldn't run outside or from room to room, but you should still try to find some protection near to you. For example, it's a good idea to dive under the nearest desk or table.

Man: And what if an earthquake strikes at night when you're in bed?

Woman: In that case, you should stay under the sheets and simply protect your head with your pillow. You definitely shouldn't stand up and try to leave your bedroom.

Man: I see. And what about when an earthquake strikes when you're outside - for example, when you're driving?

Woman: Well, more often than not, unless it's a big one, people don't feel earthquakes when they're driving. But if it is a noticeable quake, the first thing you should do is stop at the roadside in a safe place that's as far as possible from tall buildings, trees or power lines. Then, don't leave your vehicle and don't remove your seat belt.

Man: That sounds like good advice. And before you go, Priscilla, can I ask you whether you've ever had to put these tips into practice?

Woman: Well, even though I'm a seismologist, believe it or not, I've only experienced an earthquake twice. The first time was a very minor tremor while I was on holiday in Greece which was over before I even realised what was happening. The second time was in Japan. That was much stronger, so I crept under a table in the hotel room where I was staying. Thankfully, I wasn't hurt in that one either.

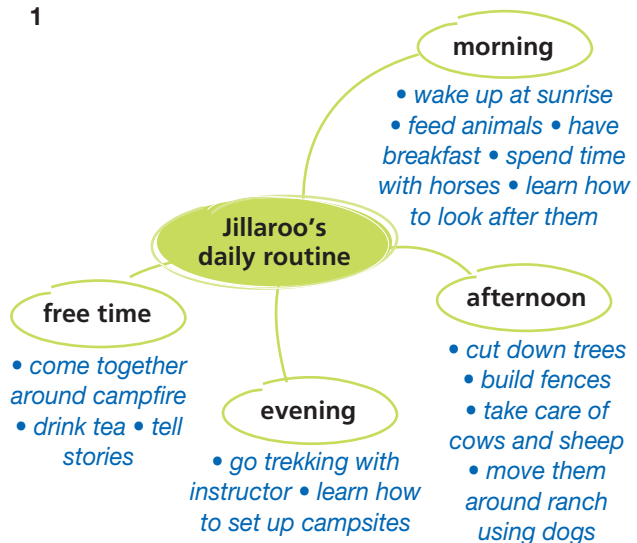
Man: Priscilla, thanks a lot for coming in.

Woman: It was my pleasure, Jake.

Presentation Skills Key

Presentation Skills 1 (Unit 1a, Ex. 10, p. 13)

1



2 (S's own answers)

3 A – Narrating a personal story
B – Setting the scene

4 A – A quotation
B – A rhetorical question

5 Open discussion

6 Suggested Answer

Hello everyone, I'm Erin Milton. I wake up early in the morning, get up and leave my tent. I stand and look up at the sky. I love watching the sun rise. This is how every morning begins for me. I'm a Jillaroo – that's an Australian word for a girl who wants to learn how to herd cattle and for me, this is my dream...

Jillaroes wake up at sunrise every day. So, I get up very early and feed the ranch animals before I have breakfast. Then, I spend time with my horse, Sheila. I have to learn how to look after horses, because they are a Jillaroo's best friend. Here, you can see a picture of us together.

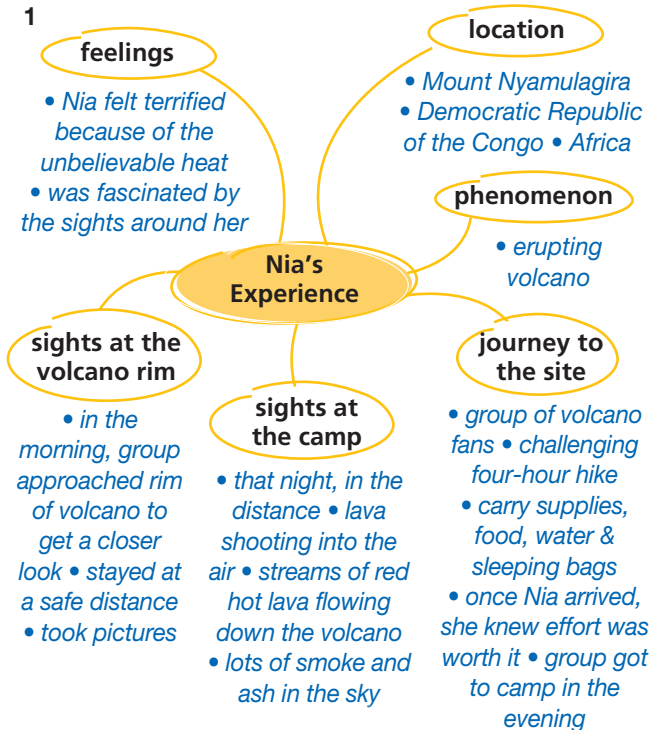
In the afternoon, I am very busy. I cut down trees to build fences, take care of the cows and sheep and move them around the ranch using dogs.

I usually go trekking in the evening with my instructor, Bill, and learn how to set up campsites. After that, we all come together around a campfire, drink tea and tell stories.

All in all, being a Jillaroo is hard work. I have to wake up early and spend the day taking care of animals, riding horses, moving the cattle around the ranch and building fences. But I enjoy it so much that it's well worth it! After all, life is full of challenges, isn't it? Now I'd like to hear from you: What do you think? Do you like my daily routine? How is it different to yours? Are there any more questions? ... Thank you for your time.

Presentation Skills 2 (Unit 2a, Ex. 8b, p. 25)

1



2 A – Addressing the audience
B – A rhetorical question

3 A – A quotation
B – stimulating emotion

4 a) A pop quiz in teams

b) Suggested Answer

Hello everyone! My name is Fiona Thornley. How far would you go to experience the power of nature? Well, Nia Davies went all the way to the Democratic Republic of the Congo in Africa to see Mount Nyamulagira erupting.

Mount Nyamulagira, the volcano that Nia visited, is spectacular. But to reach it, Nia and a group of volcano fans had to go on a challenging four-hour hike and each of them had to carry their supplies, food, water and sleeping bags. But when Nia arrived, she knew that all that effort was worth it!

The group got to the camp in the evening. That night, in the distance, Nia could see lava shooting into the air and streams of red hot lava flowing down the volcano. There was lots of smoke and ash in the sky. In the morning, the group approached the rim of the volcano to get a closer look, but stayed at a safe distance. Nia felt terrified because of the unbelievable heat, but she was fascinated by the magnificent sight around her and took lots of pictures.

All in all, Nia had a thrilling experience climbing the mountain and seeing the volcano erupting. In fact, Nia's experience inspires me to seek out similar ones in the future! After all, as the famous author Hans Christian Andersen said, "To travel is to live."

Presentation Skills Key

Now, let's have a pop quiz in teams, shall we?

Team A: At what time of day did Nia and her group arrive at camp? In the evening. Yes, team A!

Team B: What did Nia see at night? Lava shooting into the air. Correct, team B!

Now, team A: What made Nia feel afraid? The heat. You're right, team A!

Final question for team B: What was unforgettable for Nia? The volcanic eruption. Correct, Team B. It's a draw!

Now, does anyone have any questions? ... Thank you for listening.

Earth's surface. It is a hot and wet area where certain plants and animals live.

So, where can you find the tropical rainforest biome? If you look on this map, it is located in areas close to the Equator in Australia, Southeast Asia, Southern India and South America.

In the tropical rainforest biome, the climate is hot, humid and wet all year. In fact, it rains almost every day.

Many ethnic tribes live in the tropical rainforest biome, such as the Pygmies of Central Africa, the Yanomami of South America and the Dayak people of Borneo. They depend on the rainforest's wildlife and plants for food, shelter and even medicine.

What's more - over two thirds of the world's plants species are found in the tropical rainforest biome! Unique plants, such as the rubber tree, banana tree, and cathedral tree bloom in these areas.

The tropical rainforest biome has a huge variety of organisms including insects, such as butterflies, ants and mosquitoes. Also, animals like monkeys, birds, snakes, rodents and lizards are common here.

But, as most of you are probably aware of, rainforests are under threat. Deforestation has resulted in a loss of wildlife and higher levels of global warming. But there are steps that can be taken to protect it. For one, we should reduce development in areas around rainforests, and we should stop logging companies cutting down trees there. It would also be a good idea for governments to turn rainforests into national conservation areas.

To sum up, the tropical rainforest biome is one of nature's wonders. It is home to unique plants, animals and insects as well as a number of different ethnic tribes. It is certainly a region of the world that deserves all our efforts to protect it as it is under threat from deforestation, wildlife loss and global warming. Who wouldn't want to help protect it?

Now, shall we play a game? On this flipchart, we'll make lists with important information we've learnt today.

So, what are the main problems the tropical rainforest biome faces?

D – deforestation

L – loss of wildlife

G – global warming.

These live in the tropical rainforest biome.

I – insects

B – butterflies

A – ants

M – mosquitos

M – monkeys

B – birds

S – snakes

R – rodents

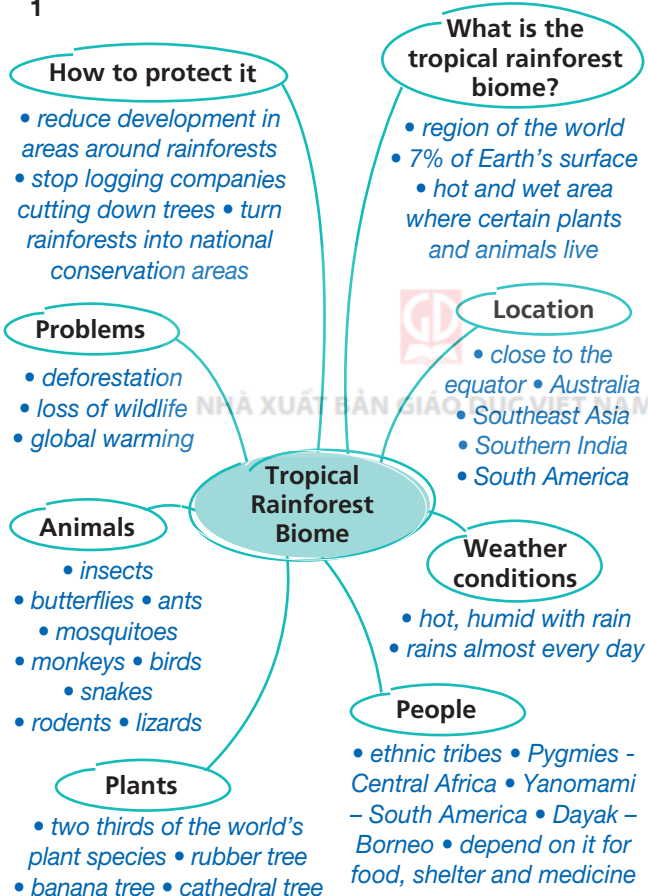
L – lizards

Great work, everyone! Our lists are complete.

Please let me know if you have any questions. ... OK, thank you for listening.

Presentation Skills 3 (Unit 3 CLIL, Ex. 5, p. 46)

1



2 A – Setting the scene

B – A rhetorical question

3 a) Making a list

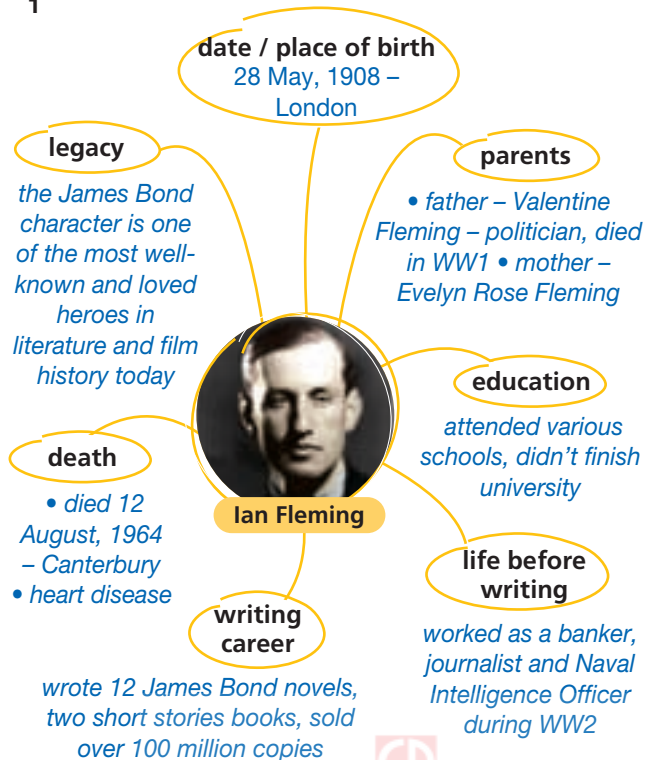
b) Suggested Answer

Good afternoon. I'm Justin Thomas. Close your eyes and imagine you are surrounded by exotic plants with huge green leaves. There are colourful birds singing, monkeys swinging from the branches of trees and strange looking insects crawling on the floor. Where are you? You're deep in the tropical rainforest biome, a region which covers 7% of the

Presentation Skills Key

Presentation Skills 4 (Unit 4f, Ex. 9, p. 59)

1



- 2 A – Addressing the audience
B – Using music
- 3 A – A quotation
B – Narrate a personal story / stimulate emotion
- 4 a) A pop quiz in teams

b) Suggested Answer

Hello, my name's Debby Scott. He is one Britain's most famous writers. His books are blockbuster films. He is the creator of 007... Can you guess who he is? ...Ian Fleming! Today, I'm going to present to you this exceptional writer.

Ian Fleming was born on 28 May, 1908, in London. His father was the politician Valentine Fleming, who died during WW1. His mother, Evelyn Rose Fleming, was the beautiful daughter of a London lawyer. Fleming attended various schools as a child but he didn't finish university. This didn't stop him from entering various careers though. In his life, Fleming was a banker, a journalist and also a Naval Intelligence Officer during WW2. This is when he got the idea to write spy novels. Fleming wrote 12 James Bond novels, as well as two short stories books that were also about Bond's adventures. All in all, he sold over 100 million copies of his work. After a long career, he died in Canterbury, UK, on 12 August 1964 from heart disease.

Today, Fleming's legacy, the James Bond character, continues to be one of the most well-known and loved heroes in literature and film history. I'm sure Ian Fleming's work will keep us feeling 'shaken, not stirred' for many years to come.

Now, it's pop quiz time!

Team A: Where was Ian Fleming born? London, that's right!

Team B: What did Fleming do before he started writing? Yes, he was a banker, a journalist, and a Naval Intelligence Officer.

Next question for team A: How many James Bond novels did he write? 12! Great!

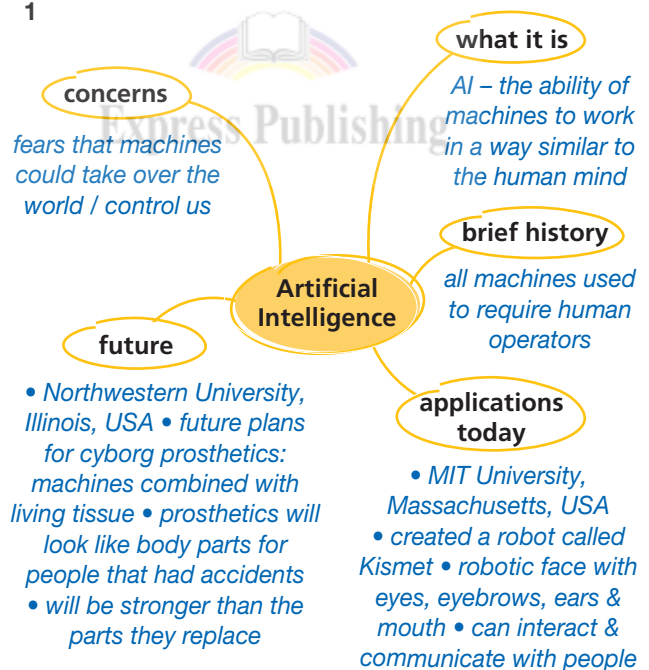
Final question for Team B: How many copies of Fleming's work have been sold? Over 100 million copies, that is correct.

It's a draw!

Now, are there any questions? Thank you all for your time.

Presentation Skills 5 (Unit 5a, Ex. 8, p. 65)

1



2 (S's own answers)

3 A – Addressing the audience
B – A rhetorical question

4 A – A "What if" question
B – A quotation

5 Open discussion

Presentation Skills Key

6 Suggested Answer

Good morning. I'm Alicia Roberts. Have a look at this picture of a robot. Can robots think? Do they have a brain? Can they solve problems? Do they have feelings? Can a robot or a machine really think for itself? Are they intelligent? These are all interesting questions, aren't they?

Artificial Intelligence or AI is the ability of machines to work in a way similar to the human mind. In the past machines were very basic and required humans to operate and control them. But now, many machines are programmed to perform tasks without operators. AI certainly has come a long way!

Today, researchers at MIT University in Massachusetts, USA, have developed a robot called Kismet. Look at this picture of Kismet. As you can see, it has a robotic face with eyes, eyebrows, ears and a mouth. Amazingly, Kismet can interact and communicate with people!

The plans for the future of AI are even more exciting. At Northwestern University in Illinois, USA, scientists are trying to create cyborgs, which are machines combined with living tissue. They hope to make prosthetics for people who have had accidents. These prosthetics with living tissue will look like real human body parts. This picture is only an illustration, but someday cyborg prosthetics will be real. They will be even stronger than the parts they replace!

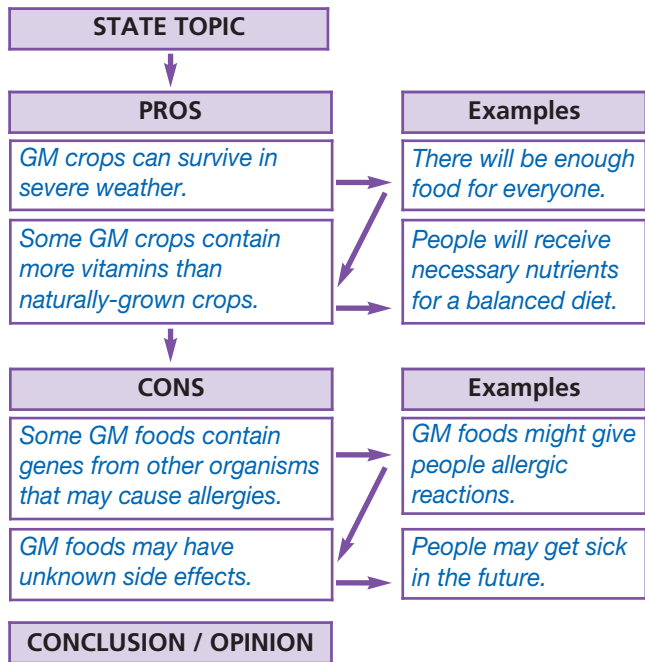
But, is all of this progress a good thing? Some people fear that intelligent robots will cause problems in the future. They believe that if robots become smarter than humans, they will rule over us! To sum up, there have been lots of advances in AI, such as Kismet the robot, and there are more plans for the future, including cyborg prosthetics. However, there are concerns about where the future of AI will lead us, and whether we should rely on robots and machines. What if, in the not so distant future, robots cook for us, clean our houses and even maybe become our friends?

Let's talk about these concerns together. Are people clever enough to control artificial intelligence?... Will robots and machines eventually take over people's jobs?... Can machines really become more intelligent than their creators?... What do you think?...

Are there any questions? Thank you all for listening.

Presentation Skills 6 (Unit 6a, Ex. 9, p. 77)

1



2 (S's own answers)

3 A – Using visuals
B – Making a statement

4 a) Focus groups

b) Suggested Answer

Good morning everyone! I'm Maria Brown. I want you to look closely at the two tomatoes on the screen. Can you see any differences? No? Well, what if I told you there is one very big difference? One of the tomatoes is genetically modified, it's a GM tomato and the other one is naturally-grown. So what are GM foods? They are made from plants with some changes to their DNA. So, obviously, there are both advantages and disadvantages to producing and eating GM foods.

Let's start with the advantages. Firstly, GM crops can survive in severe weather conditions. This means that there will always be high-quality crops available for harvest all year, especially in poorer countries. Secondly, some GM crops contain more vitamins than naturally-grown crops. This means people can get the nutrients they need to have a balanced diet. However, there are a number of arguments against GM foods. To start with, some contain genes from other organisms that can cause allergies. Therefore, some people that consume GM foods might have an allergic reaction. Furthermore, the side effects of GM products are still unknown. Perhaps people will get sick from them in the future.

To conclude, there are clear advantages and disadvantages of GM foods. Even though GM foods

Presentation Skills Key

can survive in severe weather and they contain a lot of vitamins, they can also cause allergies and their effects are still unknown. Therefore, it is an individual choice whether you consume these types of foods or not.

So let's discuss this topic in groups of four. Talk to the people sitting near you: what do you think about GM foods? Do you think it's necessary to label genetically-modified products? ... Are there any questions? Thank you for listening!

Presentation Skills 7 (Unit 7a, Ex. 10, p. 91)

1



- 2 a) A Quotation
B Rhetorical question

- b) A narrating a personal story / experience
B statement

3 Suggested Answer

Good evening and welcome to the annual 'Save the World' Awards ceremony. I'm Juliet Thompson. Ralph Marston, the American writer, once said "What you do today can improve all your tomorrows," and that certainly is true when speaking about Richard Turere. He has improved the future for himself and for many of the Maasai tribes in Kenya.

In Nairobi, Kenya, lions can be a huge problem for the Maasai who rely on their livestock for meat and milk. The lions often attack the livestock during the night, causing people to kill the lions. However, lions are an endangered species and the locals want to protect them, as well as their livestock.

Richard Turere has been watching over his family's cattle since he was 9 years old. One night as he was walking around with a torch, he noticed that the moving light scared the lions away.

This led Richard to develop 'lion lights', which are flickering lights that keep the lions away at night. They are perfect for protecting livestock and are powered by solar energy, which makes them environmentally friendly, too. He has since installed 'lion lights' in various locations around Kenya.

Richard is an extremely talented young boy and his ingenious invention has helped the Maasai people and the lions live in peace. The lion lights protect the endangered species while at the same time ensuring that the tribe has something to eat. Amazingly, he did this without being taught anything about electronics. Richard's actions are an inspiration for all of us. He has shown us that we shouldn't just be taking care of ourselves, but also of the environment and the creatures that we share it with.

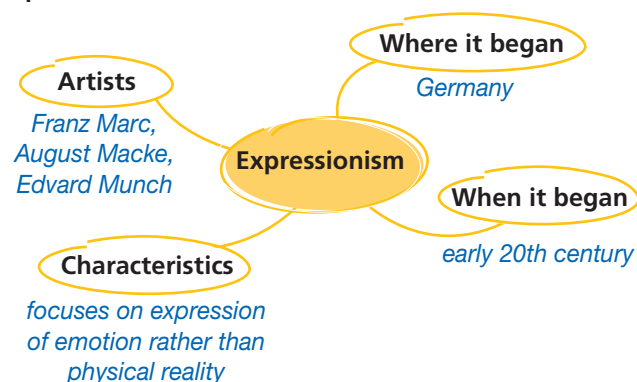
It is an honour to present the 'Person of the Year' award to such an amazing young man.

Richard is here with us tonight. Let's welcome him to the stage to say a few words.

RICHARD: Thank you so much everyone. I'd like to say a big thank you to my family, my friends and everyone else who helped me. It is an honour to receive this award, and to help protect the endangered lions in Kenya, as well as my fellow Maasai people.

Presentation Skills 8 (Unit 8, CLIL, Ex. 5, p. 112)

1



- 2 (S's own answers)

- 3 A – A quotation
B – A rhetorical question

- 4 Pop quiz in teams

Alternative – True / False game: Let's play a game. Listen to the questions. If you think they are true, stand up, if you think they are false, remain seated. Expressionism started in France...That's right, it's False. Expressionism began in the early 20th century... Correct, it's True. Well done!

Presentation Skills Key

5 Suggested Answer

Hello, I'm Sophia Harris. The famous writer Franz Kafka once said, "Anyone who keeps the ability to see beauty never grows old". This is why Expressionism is so important; it gives us the ability to see and appreciate beauty.

Let's go back to the early 20th century in Germany. Artists were starting to develop a new style of art: Expressionism. Rather than physical reality, this new art movement focused on the expression of emotion in a painting. This famous painting by the Norwegian painter Edvard Munch, for instance, is entitled *The Scream*. It shows a person screaming and as you can see the picture does not look realistic at all. Instead, it displays feelings of pain or anxiety. How does it make you feel?

Successful artists that developed this particular art movement include Edvard Munch along with Franz Marc and August Macke. Let's have a look at some of their paintings. This is *Fighting Forms* by Franz Marc. It expresses the struggle between good and evil. This painting is called *Lady in a Green Jacket* and it was painted by August Macke. It expresses a feeling of loneliness. How do you feel when you look at these paintings?

To sum up, Expressionism originated in Germany in the early 20th century and was characterised by paintings that showed emotion rather than physical reality. Art would not be the same without Expressionism. After all, the whole point of art is to express emotion, isn't it?

Now, let's play a game.

Team A: Where did the Expressionist movement begin? In Germany, yes!

Team B: When did Expressionism start developing? In the early 1900s. Correct!

Now, a question for team A: What is the title of this painting by Edvard Munch? That's right, it's *The Scream*.

Final question for team B: Can you name another Expressionist painter? Franz Marc! Good! It's a draw! Are there any questions? Thank you for listening.

Presentation Skills 9 (Unit 9a, Ex. 6, p. 117)

1



2 A – Narrating a personal story / stimulating emotion
B – Making a statement

3 A – A quotation
B – Addressing the audience

4 Suggested Answer

Good evening everyone. It all started in 2008 when I travelled to India for the first time. I was shocked to see so many young children living in poverty. Many of them walked for miles without shoes, just to get to school. I knew I had to help. In fact, according to statistics, only 20% of the teenagers in the area went to school. Many of them lived so far away from the nearest school that they just couldn't walk there. I realised that bicycles would really help these children get to school.

After my trip, I set up my charity, *Access to Education*. The target was to buy bicycles for the Indian children. I started by raising money at school with my friends, and until now, we have raised enough money to buy 500 bicycles and we even teach the children how to ride them. This means that more children can get to school and that fewer of them have to work on farms or in mines.

All in all, there are many children living in poverty in India and we can help them by providing a simple bicycle. As Albert Einstein said "Education is the door to success" and with your kindness and generosity, *Access to Education* is able to provide these children with the key to that door. I am very grateful for this award! Thank you to everyone here, my family, my friends, my classmates and everyone else that has helped me along the way.

Exam Practice Key

Exam Practice 1

- 1 A answer the phone / take orders
B supermarket / stack shelves
C delivery boy
- 2 1 A 3 C 5 C 7 A
2 A 4 A 6 B
- 3 b

4 Suggested Answers

- 1 I started learning English when I was six. I learnt it at school and I also like listening to English and American music and watching films with English dialogue.
- 2 My favourite sport is tennis. There's a court near my house. I like it because it's a fast and exciting sport. My favourite player is Andy Murray. One day, I hope to play at Wimbledon!
- 3 Yes, I wash up after meals and I help my mum put the laundry out to dry. I also help my dad in the garden. I don't cook but I would like to learn.
- 4 No, this year I think we'll go to a beach resort in our own country. It's fine, though; I know I'll enjoy it!

Exam Practice 2

- 1 1 c ability / skill
2 b suits / is for
3 d urban area / big city
4 a teaching / education
- 2 1 E 2 B 3 A 4 D 5 C

Exam Practice 3

- 1 a) It's an SMS text message or email from a father to a son, asking him to help with a job.
- b) C
- 2 1 B 2 A 3 B 4 C 5 A
- 3 **Appearance:** small, light, black, blue case, red cover, touchscreen
Functions: text messages, Internet, photos, calls, games

4 Suggested Answer

Hi Emma,
I've just got a new smartphone! It's great! It's small, light and black, and comes in a blue case with a red cover to protect the touchscreen. I use it to make calls and send text messages, take photos, access the Internet and play games. Do you have a smartphone? What's it like?
Yours,

Exam Practice 4

- 1 Professor, television, lecturer, channel, out of work, programme
- 2 1 B 3 B 5 A
2 B 4 B 6 A
- 3 A homelessness D poverty
B unemployment E endangered species
C disability F environment

4 Suggested Answer

- A: Okay, let's look at these pictures. In the first one is a homeless man. He's holding a cup, probably for money. Can we raise money for a homeless charity?
- B: Yes, I think we can. But let's look at the others first. The second picture shows an unemployed man. That's unfortunate for him, but this is a problem that the government needs to solve, not charities.
- A: In the third picture is a woman in a wheelchair. However, she doesn't look like she needs anything that a charity can provide.
- B: The fourth picture shows children in a third-world country living in poverty. There are lots of charities that help people like that. We can add that to the list of deserving causes.
- A: The turtle in the fifth picture is an endangered species. We could raise money to help such animals.
- B: The same goes for the sixth picture, with the man cutting down the tree. Deforestation harms the environment. Some charities exist to raise awareness of that.
- A: Personally, I think we should raise money for a problem close to home. Poverty, the environment and endangered species are all serious problems, but they aren't ones we have in our town.
- B: Which leaves homelessness, which is a problem we have. It's hard for homeless people, because to get a job, you need an address ... so they're trapped where they are: on the street.
- A: Right. So I think that our school can help by raising money for a homeless charity. They help people get back on their feet again and reenter society.

Exam Practice 5

- 1 1 F 3 T 5 F 7 F 9 T
2 T 4 F 6 F 8 F 10 T

Exam Practice Key

2 Suggested Answer

People

Young teen girls, young teen boys

Location

A shopping mall, a football pitch

Clothes

Fashionable jeans and tops, colorful jumpers, team strip / kit, boots

Activities

Shopping, playing sport (football)

Feelings

Excited by purchases, having fun spending time together, competitive, determined

3 Suggested Answer

Student A

In my picture, I can see three *young teen girls*. They are sitting on a bench, probably in a *shopping mall*. They are dressed in *fashionable jeans and tops and colorful jumpers*. They have paper bags with them and are looking at items that are in the bags. I think they are shopping and are taking a rest. They might be *excited by their purchases* and also *having fun spending time together*.

Student B

In my picture, I can see *three young teen boys*. They are at a football pitch, probably quite a big one, because I can see seats in the background. The boys are dressed in *team kit and football boots*. One boy is wearing red and white, and the other two boys have yellow and black kit. It looks like they are playing a match because they are tackling and chasing the ball. They are probably feeling *competitive and determined*.

4 Suggested Answer

When I was young, I used to enjoy spending time with my friends at the mall. Sometimes we would go shopping but a lot of the time we didn't really do anything. It was a bit of a waste of time. Soon I got bored and wanted to do something else. So I took up a sport: cross-country running with a local club. It takes up quite a lot of time, but I love doing it. The people in the club are very nice and we travel to competitions all over the country. One day, I hope to represent my country!



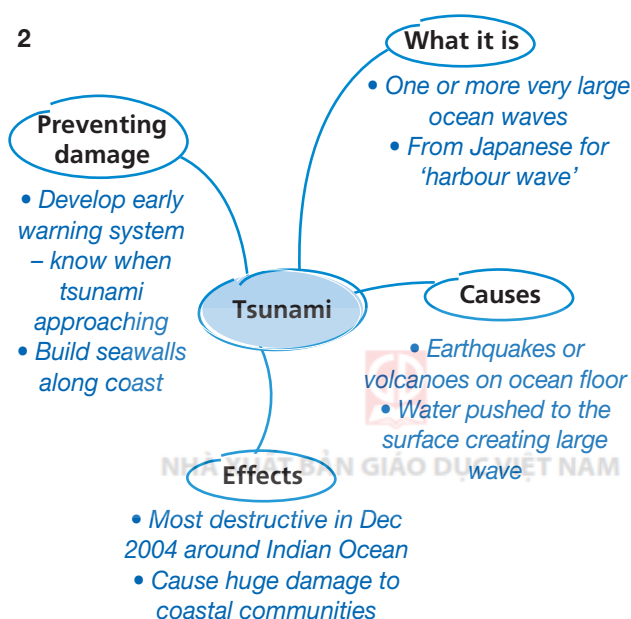
Learning to Learn Key

Learning to Learn A

1 Suggested Answer

Only one of the sources is reliable. (C)
 Greg has heard and read some information about tsunamis, but we don't know if these sources are correct. He says 'it seems' to show he isn't sure. He also admits he doesn't understand some things and asks for others to help.
 The second extract is a personal account, not scientific. We don't know if Andy is correct about volcanoes. The writer has done no research.
 The third source is reliable. It is a scientific, formal publication.

2



3 Suggested Answer

The tsunami

What it is

A tsunami is one or more very large waves. The name comes from the Japanese for 'harbour wave'.

Causes

Tsunamis are caused by earthquakes or volcanoes on the ocean floor. Water is pushed to the surface, creating the large wave.

Effects

Tsunamis can cause huge damage to coastal communities. The most destructive occurred in December 2004. Powerful waves hit coastlines all around the Indian Ocean.

Preventing damage

We can prevent some of the damage from tsunamis, however. One solution is to develop an early warning system, so we can know when a tsunami is approaching and get people out of the way. We can also build seawalls along the coast to protect people that live there.

Learning to Learn B

1 Suggested Answer

Slide A is better because it has a much simpler font. The text is large and contrasts well with the background. It is laid out as a table and fills the screen. Slide B is almost unreadable.

2 Suggested Answer

Slide D is better. The picture is relevant and on the left, leading the eye to the text. In Slide C the picture is on the right. It is also a picture of one of Depp's roles, with nothing to do with the subject of the text (his personal life). In Slide D, the text is large and easily readable. In Slide C, the text is small with a lot of empty space.


3 Suggested Answer

1 **Royal Navy Commander James Bond, CMG, RNVR**

- British secret agent '007'
- Battles criminals and enemy spies
- One of the most recognised fictional characters
- Films and books hugely popular, best-selling



2 **His creator: Ian Fleming (1908-1964)**



- Rich family
- Educated at Eton and Sandhurst
- Father killed in WW1
- Trouble at school and work
- Naval intelligence officer in WW2
- Planned Operation 'Golden Eye' in Spain
- Lived in Jamaica


3 **Inspirations for Bond?**



- Commander Fleming himself
 - Friends
- Spies he met during the war
 - Popular singers


4 **First appearance**

- First Bond novel Casino Royale (1952)
- Immediate success
- 13 more followed
- Bond character is developed



5 **Bond's early life**

- Scottish father, Swiss mother
- Parents killed aged 11
- Expelled from school (Eton, Fettes)
- Speaks German and French
- Studied at Geneva University
- Secret wartime service



Learning to Learn Key

6

Cars & Lifestyle

- Smart suits
- Bentley (novels) / Aston Martin (films)
- Good food and drink
- Lives in a flat in London



7



Character

- Tough • Resourceful
- Charming • Unhealthy
- Sometimes cruel
- Gambler

8

Bond on film

First 'proper' Bond film Dr No (1962). Over time, he became:

- Not as cruel
- Healthier
- More like an action hero
- More humorous



9

Different actors

Each interpreted character in different ways

- | | |
|------------------|------------------|
| • Sean Connery | • Timothy Dalton |
| • George Lazenby | • Pierce Brosnan |
| • Roger Moore | • Daniel Craig |



10

Future

Extra Bond novels by Kingsley Amis, Sebastian Faulks and William Boyd.
New Bond film 'Spectre' (2015)
Idris Elba: the next Bond?

Learning to Learn C

- 1 more studies need to be carried out** = more scientific research needs to be done

a great source of nutrition = the most nutritious food on Earth

as a daily snack = as part of a balanced diet

are packed with vitamins, minerals and proteins = contain large quantities of Vitamin C, calcium and zinc, and unlike most fruits are also very high in protein

have various medical properties = have anti-bacterial and anti-inflammatory properties

as a treatment for various health problems = to treat a number of illnesses and ailments

comes from a small plant = grows on small shrubs

people eat them dry or in teas = they are eaten in their dried form

can help people with liver, back and eye problems = are believed to help people with liver problems, back pain and poor eyesight

2 Suggested Answer

Summary A is much better. It contains all of the main ideas in the text and doesn't contain extra information. However, Summary B includes opinions and personal comments and is written in a different style. Summary A paraphrases the information in the text. Summary B also contains extra information.

3 Suggested Answer

Our Skin

The skin is the largest organ in the body. It is composed of three layers. Together, they protect the body from sunlight, water and bacteria. Our skin lets us feel things and also transports and stores other substances round the body. We can protect our skin by sleeping well, drinking water, and eating a diet with plenty of vitamins and minerals. Most of these come in vegetables and nuts.

Learning to Learn D

1 Suggested Answers

Text A

- 1 The style and tone of the text is formal, positive and enthusiastic.
- 2 The purpose of the text is to inform readers about a film, and share the writer's response to it.
- 3 Rachael has a high opinion of the film. She uses the words 'pleasure', 'interesting', 'great performance', 'wonderful', and 'magical'.

Text B

- 1 The style and tone of the text is informal and slightly angry.
- 2 The purpose of the text is to criticise high cinema ticket prices and snacks, and to argue that there are better ways to enjoy a film.

Learning to Learn Key

- 3 Kate has a low opinion of British cinemas, believing both the tickets and the food to be overpriced. She uses the phrases 'he only has himself to blame' and 'don't get me started' to show that she is unsympathetic and angry.
- 4 Kate supports some of her viewpoints. She says that tickets are expensive, but does not compare them to cinemas in other countries. She says that 3D films are even more expensive, which is probably true, but she doesn't say if she likes 3D films (if she doesn't, then the price is irrelevant). She criticises the drinks and snacks, but she does not have to buy these. However, she shows that she can still enjoy films without paying the high cinema prices, so proves her point.

2 Suggested Answer

- 1 The style and tone of the text is formal and informative.
- 2 The purpose of the text is to introduce the reader to the idea of underwater painting, its history and techniques.
- 3 The writer is interested and impressed with the activity. The word 'thankfully' shows that he understands the difficulties the artists face. He thinks that the reader will find the ideas strange, so he says 'although hard to believe'. He likes the result, describing it as 'impressive'.
- 4 The writer supports his viewpoints. He gives useful general information to explain the differences between normal painting and underwater painting. He also uses explanations given by the artists themselves, and by other authoritative organisations such as the Guinness Book of World Records.

Learning to Learn E

- | | | |
|---|------------------------|--------------------|
| 1 | 1 hyperbole | 7 simile |
| 2 | 2 personification | 8 metaphor |
| 3 | 3 simile | 9 personification |
| 4 | 4 hyperbole / metaphor | 10 hyperbole |
| 5 | 5 hyperbole | 11 personification |
| 6 | 6 simile | 12 metaphor |

2 Suggested Answers

Extract A is written in the third person. It uses metaphor to describe the park as 'a sea of light green'. The sun is personified as 'smiling down on her' and her phone is 'dancing in her pocket'. Similes describe her as being 'as free as a bird' and skipping 'like a lamb'. When Veronica thinks that there are 'a million things I want to do', she is using hyperbole.

Extract B is written in the first person. The sun is personified as having 'hid behind dark clouds' and the rain as 'spitting'. One simile compares the roads as being 'like a car park' and another says the author's legs are 'like rubber'. When his brother says that a box 'weighs a ton', he is using hyperbole.



Express Publishing

Culture Key

1 Transportation

- 1 I see cyclos quite often. Lots of tourists usually go on a ride on cyclos.
- 2 1 transportation in Viet Nam
2 like a normal bicycle
3 that the ride is slower and so passengers can see the sights and take photographs
4 they are a bit more expensive than a taxi
5 enjoy their tour of the city and take lots of great pictures
- 3 *Ss' own answers*

2 Agriculture

- 1 Rice terraces are built into hills because it allows farmers to use land that wouldn't be suitable otherwise. They also prevent erosion.
- 2 1 A 2 C 3 A 4 B
- 3 *Ss' own answers*

3 A Natural Wonderland

- 1 The rare mammal that lives in Phong Nha-Ke Bang National Park is the Saola, which is a kind of antelope.
- 2 1 F 2 F 3 NM 4 T 5 T 6 NM
- 3 *Ss' own answers*

4 Entertainment

- 1 I think the text must be about a kind of theatre that involves puppets and water.
- 2 1 It started a long time ago when villagers discovered they could entertain each other by using the water in flooded rice fields as a stage for puppet shows.
2 The water is important because it hides the rods that are used to move the puppets.
3 The puppeteers are behind a screen during the performance.
4 The stories are usually folktales about village life in the past, or mythical creatures.
- 3 *Ss' own answers*

5 Traditional Clothing

- 1 Ao Dai – a traditional outfit, with trousers and a tunic.
Guoc Moc – traditional wooden clogs – worn on special occasions.
Non La – a conical hat made of leaves or straw, part of the national costume, and worn as protection from sun and rain
- 2 1 (wonderful) traditional dress
2 long flowing trousers and a beautiful tunic
3 special occasions
4 Viet Nam's national costume
5 beautiful conical hats decorated with poems or proverbs
- 3 *Ss' own answers*

Formative Evaluation Chart

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
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8		
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11		
12		
13		
14		
15		
16		
17		
18		
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20		
21		
22		
23		
24		
25		

Cumulative Evaluation

Student's Self Assessment Forms

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Unit 1

Go through Unit 1 and find examples of the following. Use the code to evaluate yourself.	
• talk about jobs & places of work	
• read for key information	
• talk about an unusual job	
• talk about work	
• describe people's character & appearance	
• listen for key information	
• practise stress in compound nouns	
• read for cohesion & coherence	
• talk about jobs	
• listen for specific information	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write about an outdoor job	
• write comparisons of people	
• write a blog entry about a job	
• write about a military school of music	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Unit 2

Go through Unit 2 and find examples of the following. Use the code to evaluate yourself.

• talk about natural disasters	
• read for key information	
• order events	
• summarise a text	
• present an experience	
• talk about the weather	
• listen for key information	
• narrate experiences	
• describe a picture	
• read for specific information	
• present an event from another point of view	
• listen for specific information	
• practise using descriptive language (adjectives / adverbs)	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an email narrating an experience	
• write a short story	
• write a short paragraph about a storm	
• write about disasters in your country	
• compare two disasters	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Unit 3

Go through Unit 3 and find examples of the following. Use the code to evaluate yourself.

<ul style="list-style-type: none"> • talk about experiences 	
<ul style="list-style-type: none"> • present tourist attractions 	
<ul style="list-style-type: none"> • predict the content of a text 	
<ul style="list-style-type: none"> • read for cohesion & coherence 	
<ul style="list-style-type: none"> • present an expedition from another point of view 	
<ul style="list-style-type: none"> • describe an experience & your feelings 	
<ul style="list-style-type: none"> • listen for specific information 	
<ul style="list-style-type: none"> • listen for key information 	
<ul style="list-style-type: none"> • talk about charity events 	
<ul style="list-style-type: none"> • ask about / describe an experience 	
<ul style="list-style-type: none"> • match exchanges 	
<ul style="list-style-type: none"> • practise error correction 	
<ul style="list-style-type: none"> • practise semi-formal style in letters 	
<ul style="list-style-type: none"> • prepare a presentation on the tropical rainforest biome 	
<ul style="list-style-type: none"> • compare fundraising events 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> • write a short blog post about an expedition 	
<ul style="list-style-type: none"> • write an email to a friend from holiday 	
<ul style="list-style-type: none"> • write a semi-formal letter 	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form **Unit 4**

Go through Unit 4 and find examples of the following. Use the code to evaluate yourself.	
• talk about crimes	
• read for key information	
• read for comprehension	
• talk about law & order	
• describe a crime in the news	
• listen for specific information	
• learn intonation in exclamations	
• describe a picture	
• read for cohesion & coherence	
• make a witness statement	
• put events in order	
• present an author	
• present a famous fictional character	
• identify stylistic devices	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write about a funny crime story	
• write an informal email	
• write about a famous author	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Unit 5

Go through Unit 5 and find examples of the following. Use the code to evaluate yourself.

• talk about electrical devices	
• read for cohesion & coherence	
• read for detail	
• read for specific information	
• talk about a robot	
• present AI	
• identify Internet emoticons	
• listen for specific information	
• give a presentation on the pros & cons of mobile phones	
• read for cohesion & coherence	
• express annoyance	
• describe a picture	
• listen for specific information	
• identify topic / supporting sentences	
• give a presentation on early computers	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about AI	
• write about the Earth in 50 years' time	
• write a for-and-against essay	
• write a short article	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Unit 6

Go through Unit 6 and find examples of the following. Use the code to evaluate yourself.

• talk about food & drinks and supermarket sections	
• read for specific information	
• read for detail	
• talk about plants	
• present pros & cons of GM food	
• talk about extreme sports & injuries	
• listen for specific information	
• read for key information	
• talk about natural remedies	
• listen for key information	
• discuss the pros & cons of ready-made meals	
• describe / treat an injury	
• talk about health problems	
• describe a picture	
• express an opinion	
• give a presentation on how to protect our skin from the sun	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about poisonous plants	
• write about a charity in your country	
• write about natural treatments used in your country or in others	
• write an opinion essay	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Unit 7

Go through Unit 7 and find examples of the following. Use the code to evaluate yourself.	
• talk about global issues	
• read for specific information / detail	
• act out an interview	
• summarise a text	
• present an award speech	
• talk about problems in towns / cities	
• make deductions	
• listen for key information	
• learn pronunciation of interjections	
• present problems & suggest solutions	
• describe pictures	
• read for key information	
• listen for specific information	
• make suggestions	
• practise topic / supporting sentences	
• talk about your water footprint	
• give a presentation about an environmental charity	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a summary of a text	
• write about what to do to help our planet	
• write an essay suggesting solutions to problems	
• write about an environmental charity in your country	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form	Unit 8
Go through Unit 8 and find examples of the following. Use the code to evaluate yourself.	
• predict the content of a text	
• read for specific information	
• talk about underwater art	
• present an artist	
• talk about newspaper sections	
• listen for key information	
• practise intonation in question tags	
• make decisions	
• book tickets for an event	
• read for key information	
• present musical instruments	
• listen for specific information	
• learn to use linkers of concession	
• practise formal style	
• talk about an art form	
• give a presentation on Expressionism	
Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a short paragraph expressing your opinion	
• write a short biography	
• present a famous gallery	
• write a short text about musical instruments in your country	
• write a formal email of complaint	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Unit 9

Go through Unit 9 and find examples of the following. Use the code to evaluate yourself.

• talk about a balanced teen life	
• predict the content of a text	
• read for key information	
• read for specific information	
• listen and read for gist	
• give an acceptance speech	
• talk about clothes & footwear	
• listen for key information	
• listen for specific information	
• pronounce so / such	
• ask for / give advice	
• describe a picture	
• practise opening / closing remarks	
• giving advice and expressing possible results	
• give a presentation on how to be a responsible earner and spender	
• learn to use linkers of concession	
• practise formal style	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an email nominating someone for an award	
• write an informal email giving advice	
• write a short text about popular surnames	

Progress Report Cards

Progress Report Card			
..... (name) can:	Unit 1		
	very well	OK	not very well
talk about jobs & places of work			
read for key information			
talk about an unusual job			
talk about work			
describe people's character & appearance			
listen for key information			
practise stress in compound nouns			
read for cohesion & coherence			
talk about jobs			
listen for specific information			
write about an outdoor job			
write comparisons of people			
write a blog entry about a job			
write about a military school of music			



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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Progress Report Card			
..... (name) can:	Unit 2		
	very well	OK	not very well
talk about natural disasters			
read for key information			
order events			
summarise a text			
present an experience			
talk about the weather			
listen for key information			
narrate experiences			
describe a picture			
read for specific information			
present an event from another point of view			
listen for specific information			
practise using descriptive language (adjectives / adverbs)			
write an email narrating an experience			
write a short story			
write a short paragraph about a storm			
write about disasters in your country			
compare two disasters			



Progress Report Card

..... (name) can:	Unit 3		
	very well	OK	not very well
talk about experiences			
present tourist attractions			
predict the content of a text			
read for cohesion & coherence			
present an expedition from another point of view			
describe an experience & your feelings			
listen for specific information			
listen for key information			
talk about charity events			
ask about / describe an experience			
match exchanges			
practise error correction			
practise semi-formal style in letters			
prepare a presentation on the tropical rainforest biome			
compare fundraising events			
write a short blog post about an expedition			
write an email to a friend from holiday			
write a semi-formal letter			

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Express Publishing

Progress Report Card

..... (name) can:	Unit 4		
	very well	OK	not very well
talk about crimes			
read for key information			
read for comprehension			
talk about law & order			
describe a crime in the news			
listen for specific information			
learn intonation in exclamations			
describe a picture			
read for cohesion & coherence			
make a witness statement			
put events in order			
present an author			
present a famous fictional character			
identify stylistic devices			
write about a funny crime story			
write an informal email			
write about a famous author			

Progress Report Card

..... (name) can:	Unit 5		
	very well	OK	not very well
talk about electrical devices			
read for cohesion & coherence			
read for detail			
read for specific information			
talk about a robot			
present AI			
identify Internet emoticons			
listen for specific information			
give a presentation on the pros & cons of mobile phones			
read for cohesion & coherence			
express annoyance			
describe a picture			
listen for specific information			
identify topic / supporting sentences			
give a presentation on early computers			
write about AI			
write about the Earth in 50 years' time			
write a for-and-against essay			
write a short article			

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM


Express Publishing

Progress Report Card

..... (name) can:

Unit 6

	very well	OK	not very well
talk about food & drinks and supermarket sections			
read for specific information			
read for detail			
talk about plants			
present pros & cons of GM food			
talk about extreme sports & injuries			
listen for specific information			
read for key information			
talk about natural remedies			
listen for key information			
discuss the pros & cons of ready-made meals			
describe / treat an injury			
talk about health problems			
describe a picture			
express an opinion			
give a presentation on how to protect our skin from the sun			
write about poisonous plants			
write about a charity in your country			
write about natural treatments used in your country or in others			
write an opinion essay			

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Express Publishing

Progress Report Card

..... (name) can:	Unit 7		
	very well	OK	not very well
talk about global issues			
read for specific information / detail			
act out an interview			
summarise a text			
present an award speech			
talk about problems in towns / cities			
make deductions			
listen for key information			
learn pronunciation of interjections			
present problems & suggest solutions			
describe pictures			
read for key information			
listen for specific information			
make suggestions			
practise topic / supporting sentences			
talk about your water footprint			
give a presentation about an environmental charity			
write a summary of a text			
write about what to do to help our planet			
write an essay suggesting solutions to problems			
write about an environmental charity in your country			



Express Publishing

Progress Report Card

..... (name) can:

Unit 8

	very well	OK	not very well
predict the content of a text			
read for specific information			
talk about underwater art			
present an artist			
talk about newspaper sections			
listen for key information			
practise intonation in question tags			
make decisions			
book tickets for an event			
read for key information			
present musical instruments			
listen for specific information			
learn to use linkers of concession			
practise formal style			
talk about an art form			
give a presentation on Expressionism			
write a short paragraph expressing your opinion			
write a short biography			
present a famous gallery			
write a short text about musical instruments in your country			
write a formal email of complaint			



HỌC VIỆN GIÁO DỤC VIỆT NAM

Express Publishing

Progress Report Card

..... (name) can:	Unit 9		
	very well	OK	not very well
talk about a balanced teen life			
predict the content of a text			
read for key information			
read for specific information			
listen and read for gist			
give an acceptance speech			
talk about clothes & footwear			
listen for key information			
listen for specific information			
pronounce so / such			
ask for / give advice			
describe a picture			
practise opening / closing remarks			
giving advice and expressing possible results			
give a presentation on how to be a responsible earner and spender			
learn to use linkers of concession			
practise formal style			
write an email nominating someone for an award			
write an informal email giving advice			
write a short text about popular surnames			



Express Publishing

Workbook Key

Unit 1

Reading (p. 4)

- 1 1 B 2 D 3 A
- 2 1 He offers traditional grooming services such as brushing, washing and trimming a dog.
2 He loves it and feels very glad that he can do it.
3 He specialises in dying and sculpting a dog's fur into works of art and pet tattoos.
- 3 **Para 1:** expert = professional, well-known = distinguished, spoilt = pampered
Para 2: cherished = beloved, devotion = dedication
Para 3: normal = conventional, artistic = creative, popular = trendy
- 4 1 actor 3 salon 5 pet
2 top 4 beauty 6 groomer
- 5 1 after 3 in 5 by
2 off 4 back 6 into

Vocabulary (p. 5)

- 6 1 the media 4 business 7 technology
2 the arts 5 law
3 education 6 health
- 7 1 b 2 a 3 a 4 c 5 d
- 8 1 work 3 salary 5 shifts
2 wage 4 job 6 uniform

Vocabulary plus (p. 5)

- 1 2 responsible 5 fair 8 honest
3 helpful 6 loyal
4 imaginative 7 hard-working
- 2 1 early thirties 4 wrinkles 7 medium
2 straight 5 short
3 old 6 curly

Grammar in use (pp. 6-7)

- 1 2 e present continuous 5 f present simple
3 a present simple 6 b present
4 c present continuous continuous
- 2 2 are you looking 4 don't know
3 see 5 is having
- 3 2 don't like 5 present 8 Do you want
3 get up 6 'm appearing
4 starts 7 is going
- 4 2 Helen often works overtime during the week.
3 We usually have tough deadlines in my office.
4 Paul never works well under pressure.
5 Janet is always polite to the customers.

- 5 1 as 2 best 3 less 4 than 5 in

- 6 2 Martha is highly-trained but Anna is not as highly-trained as Martha. However, Laura is the most highly-trained of the three women.
3 Martha is well-paid but Laura is not as well-paid as Martha. However, Anna is the best-paid of the three women.

- 7 1 with 3 down 5 up 7 of
2 in 4 with 6 for 8 for

- 8 1 banker 3 artist 5 composer
2 electrician 4 translator

Grammar Focus (Unit 1) (p. 7)

- 9 1 often walks to 4 the most helpful
2 is never late 5 more stressful than
3 are you doing
- 10 1 is looking for 4 works faster
2 has the nicest desk 5 likes his new boss
3 usually goes to work

- 11 1 Do you take 3 doesn't work 5 is thinking
2 is sitting 4 is

Listening skills (p. 8)

- 1 1 B 2 C 3 A 4 B 5 C
- 2 1 NO 3 NO 5 YES
2 NO 4 YES 6 YES
- 3 1 the tallest boy in class 5 a strong swimmer
2 with curly black hair 6 as fast as me
3 brave and energetic
4 we go swimming together

Speaking skills (p. 9)

- 1 1 G 3 A 5 E
2 F 4 B 6 D
- 2 1 C 2 A 3 C 4 A
- 3 1 B 2 C 3 B 4 C
- 4 1 experience 3 pay 5 time
2 behave 4 earn 6 shift

Writing skills (p. 10)

- 1 **NAME:** uncle Leonard
DUTIES / RESPONSIBILITIES: perform dangerous stunts in films, fall from great heights, drive a car very fast
PROS / CONS: work on films sets, work with famous directors, meet films stars, dangerous

Workbook Key

- 2 *really* cool – adjective *quite* dangerous – adjective
very fast – adverb *extremely* proud – adjective

Intensifiers affect the meaning of the sentence by placing emphasis on the adjective / adverb they come before.

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

4 **NAME:** aunt Claire

DUTIES / RESPONSIBILITIES: travel to work in countries with shortage of nurses, often work in emergency situations

PROS / CONS: travel to exotic destinations around world, away from home for long periods

5 **Suggested answer**

Hi everyone! Today, I want to write about my aunt Claire. She works as a travel nurse.

Claire has to travel around the world to work in countries with a shortage of nurses. Her duties include helping doctors in emergency situations.

Working as a travel nurse has pros and cons. What she loves about her job is that she travels to exotic destinations around the world. One con, though, is that she is away from home for long periods.

All in all, I feel really proud of my aunt Claire. Please leave comments below.

CLIL Science (p. 11)

- 1 1 Bees collect pollen and nectar during the summer so that they can make honey to survive during the winter.
 2 The nurses take care of the queen, feed the larvae and clean the hive to make sure there is room to store nectar and pollen.
 3 Foragers don't usually travel more than 3 miles from the hive.
 4 Guards don't allow bees from other hives into their hive.

2 **Suggested answer**

Like bees, ants are social insects. They live and work together in communities called colonies. Each member of the colony has a job to do. There are three types of ants in a colony: queen ants, workers ants and male ants. Each colony has one or more queen ants which lay eggs. Worker ants build the nest, take care of the queen, collect food and fight off enemies. Male ants don't do any work. They die shortly after mating with the queen. Ant colonies are very organised and each worker has a specific job.

Culture Spot (p. 11)

- 1 1 NM 2 T 3 F 4 F
 2 (Ss' own answers)

Unit 2

Reading (p. 12)

- 1 1 C 2 A 3 E 4 D

- 2 1 They were sent because it was on fire and the fire was in an area that couldn't be reached by ground.
 2 A smokejumper wears a fireproof suit, a helmet and gloves.
 3 They jumped from a plane and glided to the fire using a parachute.
 4 It is a narrative text. The writer mostly uses past tenses to narrate a person's experience.

- 3 tough = difficult icy = cold
 dangerous = risky filthy = dirty
 high-speed = swift exhausted = tired
 fearless = courageous

- 4 1 dropped 3 spread 5 cut
 2 glided 4 died 6 boarded

Vocabulary (p. 13)

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

- 6 1 hit 3 collapsed 5 warned
 2 destroyed 4 rescued 6 recover

- 7 1 magma 3 evacuated 5 admitted
 2 hit 4 shook 6 survived

Vocabulary plus (p. 13)

- 1 1 dry 3 light 5 freezing 7 bitterly
 2 heavy 4 dense 6 chilly

- 2 1 torrential 3 frost 5 evacuate
 2 thick 4 thunderstorms 6 erupted

Grammar in use (pp. 14-15)

- 1 2 At 8:15, Nia was packing for the trip.
 3 At 9:25, Nia was driving to the National Park.
 4 At 12:10, Nia was hiking to the campsite.
 5 At 14:20, Nia was watching the volcano erupt.
 6 At 16:45, Nia was setting up camp for the night.

- 2 2 Was Mary having dinner?
 No, she wasn't. She was sleeping.
 3 Was Jack cleaning his room?
 No, he wasn't. He was watching TV.
 4 Was Jane reading a book?
 No, she wasn't. She was playing a computer game.
 5 Was Mike doing the washing-up?
 No, he wasn't. He was talking on the phone.

- 3 2 were looking, 5 asked
 were helping 6 were going, started
 3 crashed, destroyed 7 burst, flooded
 4 went

Workbook Key

- 4 2 was watching, a 5 struck, fell, b
3 was lying, started, f 6 caused, e
4 worked, d 7 were driving, g

- 5 2 was visiting 8 said 13 ran
3 was having 9 was burning 14 escaped
4 started 10 was 15 destroyed
5 were sitting spreading 16 spent
6 interrupted 11 advised
7 were watching 12 grabbed

- 6 1 on 3 out 5 at
2 out 4 in 6 up

- 7 1 belief 3 scenery 5 protection
2 performance 4 statement 6 darkness

Grammar Focus (Units 1-2) (p. 15)

- 8 1 often plays 3 did you do 5 never goes
2 were watching TV 4 Do you like
- 9 1 usually does 2 doesn't like 4 you fond of
her homework 3 never goes 5 you studying
- 10 1 goes 3 went 5 was surfing
2 doesn't like 4 was having

Listening skills (p. 16)

- 1 1 B 2 C 3 A 4 A 5 A
- 2 1 C 2 B 3 A 4 B 6 C
- 3 1 when the earthquake hit
2 while my parents were cooking
3 started shaking
4 the ceiling collapsed
5 was hurt
6 a terrifying experience

Speaking skills (p. 17)

- 1 1 C 2 E 3 D 4 G 5 A 6 B
- 2 1 C 2 C 3 B 4 C
- 3 1 B 2 A 3 C 4 B
- 4 1 terrible 3 Poor 5 know
2 smashed 4 escape 6 experience

Writing skills (p. 18)

- 1 1 C 2 A 3 B
- 2 1 A 2 C 3 B
- 3 1 excited 3 confused 5 relieved
2 tired 4 scared
- 4 1 slowly 3 hard 5 carefully

- 2 patiently 4 happily

- 5 1 B I heard a loud noise and saw an avalanche falling towards me.
2 A I was skiing down a mountain.
3 D A rescue team found me and dug me out of the snow.
4 C I was buried in the snow.

6 Suggested answer

Last winter, I went on a skiing holiday in Switzerland. One morning, I decided to try a steep slope. I was wearing my new ski jacket and pants and a warm woolly hat.

I was skiing down the mountain when I heard a loud noise. I turned around and saw an avalanche falling towards me. I felt terrified but there was no time to do anything.

Suddenly, I was buried in the snow.

Several hours later, a rescue team found me and dug me out of the snow. Thank goodness I was wearing something warm. I felt very relieved that I was safe.

CLIL – Geography (p. 19)

- 1 1 T 2 F 3 F

2 Suggested answer

V-shaped valleys are usually near the source of a river. Here the river is quite steep and the force of the water is eroding the rock more downward than sideways. This is called vertical erosion and it cuts down the river bed creating steep V-shaped valleys. As the river flows towards the sea, its slopes become less steep.

Culture Spot (p. 19)

- 1 1 a wall of ice approaching them
2 quickly abandoned their homes taking whatever they could with them
3 for 15 minutes
4 very strong winds blow heavy chunks of ice out of a thawing lake toward the shoreline

- 2 (Ss' own answers)

Unit 3

Reading (p. 20)

- 1 1 B 2 D 3 E 4 A
- 2 1 Coober Pedy is famous for its unique underground houses, hotels and shops.
2 She expected them to be hot, dark and cramped.
3 45 different nationalities make up Coober Pedy's residents.
4 It was a dangerous activity because there are thousands of mineshafts in the ground that treasure hunters could have fallen into.
- 3 unique ≠ common friendly ≠ mean

Workbook Key

cramped ≠ spacious
comfortable ≠ awkward
fresh ≠ stale

- 4 1 precious 3 games 5 natural
2 health 4 treasure 6 fresh
- 5 1 nationality 3 gemstone 5 miners
2 rich 4 shaft

Vocabulary (p. 21)

- 6 1 freezing 3 trip 5 borrow
2 journeys 4 conditions 6 arrived
- 7 1 travel 3 climb 5 stay
2 explore 4 fly 6 book

Vocabulary plus (p. 21)

- 1 1 Join 3 raise 5 participated
2 volunteering 4 managed
- 2 1 proud 3 enthusiastic 5 inspired
2 satisfied 4 amazed

Grammar in use (pp. 22-23)

- 1 2 have you been 7 've already taken
3 flew 8 Have you made
4 've just got back 9 've just booked
5 did you go 10 've never tried
6 had
- 2 2 ago 4 yet 6 since
3 already 5 yesterday
- 3 2 has gone 4 have gone to
3 have been to 5 have been to
- 4 2 c 3 a 4 d 5 e 6 b
- 5 2 's just arrived 6 hasn't visited
3 've been waiting 7 have you been
4 Have you ever been living
5 's been lying 8 've been walking
- 6 2 hasn't always been 6 have started
3 arrived 7 have already had
4 disappeared 8 has been trying
5 became
- 7 1 for 2 in 3 in 4 off 5 of
- 8 1 challenging 3 satisfying 5 inspired
2 depressing 4 worried

precious ≠ worthless
local ≠ foreign
massive ≠ tiny

Grammar Focus (Units 1-3) (p. 23)

- 9 1 usually go to France 4 ago did she
2 haven't visited America 5 were having dinner
3 are flying
- 10 1 bigger than 3 has got a
2 returned / got back / 4 went out while she was
come back from 5 have / 've been driving
- 11 1 doesn't 3 written 5 for
2 than 4 How

Listening skills (p.24)

- 1 1 C 2 B 3 B 4 C 5 C
- 2 1 A 2 C 3 B 4 A 5 A
- 3 1 passed all his exams 5 have inspired me
2 has gone to university 6 I also excel
3 are so proud of him in my studies
4 have bought him a new car

Speaking skills (p. 25)

- 1 1 C 2 D 3 B 4 A 5 F 6 E
- 2 1 B 2 B 3 A 4 B
- 3 1 C 2 A 3 F 4 B 5 E
- 4 1 like 3 moment 5 impressed
2 time 4 sounds 6 regret

Writing skills (p. 26)

- 1 A 5 C 8 E 4 G 3
B 2 D 1 F 7 H 6
- 2 1 E 2 A 3 C 4 D 5 B
- 3 Grammar mistakes:
1 arrive – arrives 2 bringing – to bring
- Punctuation mistakes:
1 Could you please give me directions to your house. – ... your house?
2 flowers chocolate – flowers, chocolate
- Spelling mistakes:
1 diner – dinner 2 their – there
- 4 1 I feel more comfortable meeting new people now.
2 I especially enjoyed going sailing.
3 My mother has invited you for lunch next Saturday.
- Para 2: 2 Para 3: 1 Para 4: 3

Workbook Key

5 Suggested answer

Dear Mr Evans,

I am writing to thank you for offering me a pleasant experience at the youth summer camp.

I am so grateful for your efforts as a camp leader and for making my stay enjoyable. You organised some very interesting and fun activities. I especially enjoyed going sailing. It was excellent exercise and I feel a lot fitter now!

Overall, the camp also improved my confidence. I feel more comfortable meeting new people now. I also had the chance to make some new friends there.

I told my parents about your efforts and they send their regards. They have invited you for lunch next Saturday.

Please write back and inform me if you can join us.

Thank you.

Best wishes,

Richard Maine

CLIL - Science (p. 27)

- | | | |
|---|-----------------------------|---------------------------------------|
| 1 | 1 can't see them | 5 warm and damp places |
| | 2 outside a living organism | |
| | 3 bad / good | 6 microbes from one person to another |
| | 4 on their own | |

2 Suggested answers

A: What can scientists make from some bacteria?

B: They can make antibiotics and vaccines to fight diseases.

A: What do fungi do?

B: Fungi feed off living organisms. etc

Culture Spot (p. 27)

- 1 1 C 2 A 3 D
- 2 (Ss' own answers)

Unit 4

Reading (p. 28)

- 1 1 E 2 D 3 B 4 C
- 2 1 He rented an office in the Diamond Centre.
2 There were a lot of people and celebrities in the Diamond Centre causing a distraction.
3 They stuck a strip of aluminium on the magnetic plates that trigger the alarm when separated.
4 It contained a half-eaten sandwich with Notarbartolo's DNA.
5 To narrate an event; to inform people of an event.
- 3 celebrities = stars separated = split up
distracted = preoccupied mistake = error
vault = safe evidence = clues
trigger = set off fine = penalty

- 4 1 system 4 sentence 7 plate
2 vault 5 camera 8 key
3 area 6 tournament

- 5 1 to 3 of 5 away
2 in 4 through 6 off

Vocabulary (p. 29)

- 6 1 C 2 A 3 B 4 D
- 7 1 commit 3 steal 5 charged
2 robbed 4 arrest 6 is going
- 8 1 law 2 accuse 3 robbery 4 denies

Vocabulary plus (p. 29)

- 1 1 victim 3 jury 5 clue
2 witness 4 judge 6 criminal
- 2 1 relieved 3 worried 5 disappointed
2 surprised 4 annoyed 6 frightened

Grammar in use (pp. 30-31)

- 1 2 heard 6 had installed 10 hadn't managed
3 had gone out 7 turned on
4 had taken 8 climbed
5 went 9 ran off
- 2 2 The vandals had broken the office window before Mike got to work.
3 The house had burnt to the ground by the time the firefighters arrived. / By the time the firefighters arrived, the house had burnt to the ground.
4 I had already gone to bed when I heard someone outside.
5 They tried to rob the bank after they had burgled three houses. / After they had burgled three houses, they tried to rob the bank.
- 3 2 did you feel 4 hadn't left 6 had never given
3 burgled 5 found
- 4 1 had just stolen
2 Did they find, hadn't collected
3 Did you watch, had already finished
4 Did the police arrive, had been
- 5 2 to be 4 investing
3 identify 5 remembering
- 6 2 looking 4 to reveal 6 reading
3 solve 5 to publish
- 7 1 with 2 for 3 in 4 into 5 By

Workbook Key

- 8 1 arsonist 3 forgery 5 burglar
2 vandalism 4 robbers

Grammar Focus (Units 1-4) (p. 31)

- 9 1 has been looking for 4 likes his job
2 he was watching TV 5 to call me
3 haven't seen Bill

- 10 1 didn't like 3 have never been 5 regrets
2 have been 4 more stressful than causing

- 11 1 had finished 3 was jogging 5 the biggest
2 to thank 4 has taken

Listening skills (p. 32)

- 1 1 A 2 C 3 A 4 C 5 A

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

- 3 1 has witnessed an accident
2 have been questioning her all morning
3 had just left work
4 car speeding down the road
5 was driving too fast
6 crashed into a tree
7 ran over to help
8 the driver wasn't injured

Speaking skills (p. 33)

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

- 2 1 B 2 B 3 A 4 A

- 3 1 C 2 D 3 F 4 B 5 E

- 4 1 notice 3 seemed 5 call
2 look 4 time

Writing skills (p. 34)

- 1 1 D 2 C 3 A 4 B

- 2 1 local 3 teenage 5 clean
2 soft 4 black

- 3 1 a cheap, little, plastic toy
2 a pretty, short, pink, silk dress
3 a handsome, young, English man
4 a dangerous, long, steel sword
5 an expensive, round, Persian rug

- 4 1 surprised 3 worrying
2 terrifying 4 shocking

- 5 1 The police haven't arrived yet. (time)
2 I always lock my doors at night. (frequency)
3 The detective examined the clue carefully. (manner)
4 The thief almost got away! (degree)
5 Investigators couldn't find the stolen diamonds anywhere. (place)

- 6 1 Last Friday, I went to a restaurant to meet a friend for lunch.
2 We were sitting in a restaurant across from a jewellery shop.
3 We saw a man leaving the shop, holding a bag.
4 The man ran away down the street.
5 The police arrived within minutes and chased the man.
6 The policemen eventually caught the man.
7 We felt relieved.

7 Suggested answer

Hi Gordon,

How are things? You'll never guess what I witnessed last week.

Last Friday, I went to a restaurant to meet a friend for lunch. We were sitting in a restaurant across from a jewellery shop when we saw a man leaving the shop holding a bag. He ran away down the street.

The police arrived within minutes and chased the man. They eventually caught him.

It all happened very quickly. We felt relieved.

Write soon,

Richard

CLIL – History (p. 35)

- 1 1 of the California gold rush of 1848
2 enforcing laws in the towns
3 to carry guns
4 carrying guns into a town

Culture Spot (p. 35)

- 1 1 F 2 T 3 T 4 T

- 2 (Ss' own answers)

Unit 5

Reading (p. 36)

- 1 1 B 2 B 3 A

- 2 1 An airport is a stressful place because there are queues, crowds and complicated security rules.
2 AVA is a video tape of a real person speaking that the manufacturers project onto a plastic screen.
3 AVA will have voice recognition and will be able to answer travellers' questions directly. It will also be multilingual.
4 It frees up real-life staff to do more varied and interesting jobs.

Workbook Key

3 stressful ≠ relaxing
 complicated ≠ simple
 real ≠ fake
 moving ≠ still

4 1 general 3 voice 5 image
 2 virtual 4 fiction 6 advice

5 1 hologram 3 advanced 5 multilingual
 2 assistant 4 manufacturers 6 interact

Vocabulary (p. 37)

6 1 tablet 4 digital 7 smartphone
 2 console 5 helicopter
 3 laptop 6 screen

7 1 update 2 download 3 holds 4 rule

8 1 self-driving 3 best-selling 5 personal
 2 human 4 artificial 6 common

Vocabulary plus (p. 37)

1 1 home 3 social 5 create 7 attach
 2 chat 4 search 6 save 8 click

2 1 :-D 3 :-o 5 :-(
 2 %-) 4 \$-) 6 l-o

Grammar in use (pp. 38-39)

1 2 opens 6 will tell
 3 am going to install 7 is going to run out
 4 will buy 8 is going to study
 5 is presenting

2 2 are they going to discuss 6 'll be
 3 are going to talk about 7 starts
 4 is going to show 8 'll try
 5 will have 9 'll see

3 2 would upgrade 6 would you do
 3 wouldn't have seen 7 doesn't work
 4 won't be 8 can call
 5 had put

4 2 If she passes her exams, her parents will buy her a new laptop.
 3 If my computer hadn't crashed, I wouldn't have lost all my work.
 4 If you had an MP3 player, you could listen to music.
 5 If you had told me your email address, I could have sent you the pictures.
 6 If you had installed antivirus software, your laptop wouldn't have got a virus.
 7 I'll lend you my smartphone, if you promise to take care of it.
 8 If you join a social network, you will be able to keep in touch with all your friends.

5 2 get 4 arrive / have arrived
 3 will they release 5 look / have looked

6 1 up 3 to 5 in 7 with
 2 from 4 in 6 for 8 off

7 1 impossible 4 extraordinary
 2 international 5 inappropriate
 3 prehistoric

Grammar Focus (Units 1-5) (p. 39)

8 1 has just bought 4 had already put
 2 the most expensive 5 will live
 3 Were you watching

9 1 if we don't 4 have been playing
 2 have never been 5 by the time
 3 ago did he see

10 1 attached 3 hasn't called 5 built
 2 will do 4 study

Listening skills (p. 40)

1 1 C 2 A 3 C 4 B 5 A

2 1 YES 3 YES 5 YES
 2 NO 4 NO 6 NO

3 1 am going to go shopping
 2 will buy a new mobile phone
 3 am meeting my friend
 4 are going to the cinema
 5 the latest science-fiction film
 6 will watch a comedy instead

Speaking Skills (p. 41)

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

2 1 B 2 C 3 A 4 B

3 1 B 2 A 3 B 4 C

4 1 finding 3 shame 5 getting
 2 pleased 4 annoyed 6 refund

Writing skills (p. 42)

1 1 In the first place 6 Firstly
 2 As a result 7 For this reason
 3 Secondly 8 In addition
 4 For example 9 For instance
 5 On the other hand 10 All in all

2 1 B 2 D 3 C 4 A

Workbook Key

3	Arguments for	Examples / Justifications
	<ul style="list-style-type: none"> It allows teens to find people with similar interests. It saves money. 	<ul style="list-style-type: none"> They can make good friends. Chat rooms replace the need to call friends on the phone.
	Arguments against	Examples / Justifications
	<ul style="list-style-type: none"> They take up too much time. It can be dangerous. 	<ul style="list-style-type: none"> Teenagers may neglect their friends or schoolwork. Strangers may try to harm teenagers.

4 **Writer's opinion:** I believe they are a helpful way for teens to communicate as long as they are aware of the dangers.

Topic sentences: Using Internet chatrooms has some obvious benefits.

On the other hand, Internet chat rooms have disadvantages.

5 1 T 2 S 3 S 4 T

6 a) 1 A 2 F 3 A 4 F

b) A 1 B 2 C 4 D 3

7 Suggested answer

Nowadays, many people play computer games. While such games have their advantages, they also have their drawbacks.

There are some benefits to computer games. Firstly, they are inexpensive. As a result, you spend little money to entertain yourself. Also, some games are educational. For example, some games could improve problem solving skills.

On the other hand, computer games have some disadvantages. The main argument against them is that they contain violence. For this reason, they can encourage aggression. Furthermore, they can distract teenagers. For instance, teenagers may fall behind with homework.

All things considered, computer games have both pros and cons. In my opinion, they are a great way to entertain and educate yourself as long as they are non-violent and users do not play too long.

CLIL – Science (p. 43)

- 1 NASA launched Kepler in order to search outside our solar system for planets that may be capable of supporting life.
- 2 Kepler cost six hundred million dollars.
- 3 It discovered a planetary system with two suns and a mysterious dark planet with a red glow of light.
- 4 The spacecraft's data will help experts make new discoveries.

2 Suggested answer

I learnt that Kepler is searching for planets that can support life outside our solar system. I also learnt that Kepler has already spotted over 3,000 planets. It discovered a planetary system with two suns and a mysterious dark red glowing planet. Finally, I learnt that NASA may have to stop the Kepler mission due to technical malfunctions but that they already have a lot of data from the mission to look through.

3 Suggested answer

The Kepler Spacecraft has one instrument for searching new planets. It is called a photometer and it measures the brightness of more than 100,000 stars at the same time for several years. The photometer is able to spot a planet by detecting a change in the brightness of a star when a planet passes in front of it. Other interesting Kepler discoveries include: the smallest new planet, which is one third the size of Earth, and another planet that appears to have land and water on it.

Culture Spot (p. 43)

- 1 science, engineering and technology.
- 2 a different city in the UK.
- 3 lectures, workshops, hands-on exhibitions, and science shows.
- 4 different scientific phenomena.

2 (Ss' own answers)

Unit 6

Reading (p. 44)

- 1 1 C 2 D 3 B
- 1 It contains lots of sugar which is made up of empty calories (calories which contain no nutrients).
- 2 When they eat too much fat and too many calories.
- 3 Being overweight can cause high blood pressure, heart attacks and strokes.
- 4 They provide proper nutrition and contain fewer calories than fast food.
- 5 The text informs readers of the dangers of eating junk food and tries to persuade us to eat home-cooked meals.

- | | |
|----------------------|--------------------|
| 3 amount = quantity | order = portion |
| nutritious = healthy | daily = everyday |
| entire = whole | overweight = obese |
| suggest = advise | condition = shape |

- | | | |
|-------------------|-----------|------------|
| 4 1 concentration | 3 regular | 5 blood |
| 2 junk | 4 table | 6 heart |
| 5 1 developed | 3 serves | 5 contains |
| 2 recommended | 4 lead to | 6 provides |

Workbook Key

Vocabulary (p. 45)

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

7 1 tin 3 packet 5 bars
2 jar 4 box

8 1 boiled 3 mashed 5 steamed
2 fried 4 Grilled

Vocabulary plus (p. 45)

1 1 tooth 3 eye 5 skin
2 eye 4 tooth 6 ear

2 1 cream 3 ray 5 Rest
2 ice pack 4 plaster cast

3 1 ice climbing 3 snowboarding
2 bungee jumping 4 skydiving

Grammar in use (pp. 46-47)

1 2 All the food was cooked by a top chef.
3 Everything was supplied by the caterers.
4 They are made by a famous baker.

2 2 When will her cookery programme be shown on TV?
3 Tom is being examined by the doctor.
4 A new medicine has been discovered.
5 Who was the ice cream made by?

3 2 are picked 5 are removed 9 is heated
3 are roasted 6 are broken 10 is poured
4 have been 7 are crushed
dried 8 is added

A 3 B 1 C 2

4 2 ourselves 3 themselves 4 himself 5 itself

5 2 was advised to rest 4 will be published by
3 were invited to 5 is spent on fast food

6 1 with 2 in 3 down 4 on 5 after

7 1 painful 3 additives 5 muscular
2 salty 4 infectious

Grammar Focus (Units 1-6) (p. 47)

8 1 the best restaurant 4 have you had
2 while he was 5 after the shop had
3 he doesn't exercise

9 1 have never tried 4 were having dinner
2 the cake will be 5 is usually made
3 more dangerous

10 1 himself 3 be used 5 to order
2 ever 4 am doing

Listening Skills (p. 48)

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

2 1 NO 3 NO 5 NO
2 YES 4 YES

3 1 injured myself playing football
2 and sprained my wrist
3 put a bandage on it
4 to rest my arm
5 couldn't play any sports
6 the bandage was removed at last
7 my team is playing an important match

Speaking Skills (p. 49)

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

2 1 young 4 mouth 7 worried
2 holding 5 medicine
3 thermometer 6 fever

3 1 C 2 F 3 A 4 D 5 E

4 1 seems 3 swollen 5 sure
2 think 4 pain 6 afraid

Writing skills (p. 50)

1 1 For instance 3 In addition 5 As far as I'm
2 To begin with 4 To sum up concerned

2 1 D 2 A 3 B 4 C

	Viewpoints	Reasons / Examples
1	Playing sports improves health and fitness.	<ul style="list-style-type: none"> People who participate in sports have fewer weight problems and illnesses. They also suffer less from stress and have higher concentration levels.
2	Sport helps people to develop social skills.	<ul style="list-style-type: none"> Getting involved in sport encourages people to make new friends. Sport teaches people to cooperate and learn a sense of responsibility.

4 **Para B topic sentence:** playing sports improves health and fitness.

Replace with: Most people exercise because it is good for the body and mind.

Para C topic sentence: Sports help people to develop social skills.

Replace with: Sports teach people how to interact positively with their peers.

Workbook Key

5 a) 1 b) 2 a) 3 d) 4 c)

b) **agree:** viewpoints 1, 3
disagree: viewpoints 2, 4

6 Suggested answers

Opinion agreeing with the topic:

These days, many children play team sports. In my opinion, this is good for children, since it offers many benefits.

First of all, playing team sports develops team spirit. In particular, playing in a team means children learn how to cooperate with others and help each other during play. Moreover, they develop a sense of loyalty to their team.

Secondly, team sports encourage interaction between schoolmates. For instance, there is a chance to socialise outside school hours. In addition, this offers the opportunity to make new friends when playing against other schools.

To sum up, I believe playing team sports is good for children. Team sports develop a team spirit and, at the same time, encourage positive interaction with peers.

Opinion disagreeing with the topic:

These days, many children play team sports. In my opinion, this is not always good for children, since there are some disadvantages to team sports.

First of all, playing team sports takes up too much time. In particular, the programme is less flexible than it is for individual sports. Moreover, having training and games at fixed times may mean some players have to miss them sometimes.

Secondly, team sports are often too competitive. For instance, players can become obsessed with beating the other team. In addition, the only reason for playing may be just to win a trophy.

To sum up, I believe playing team sports is not always good for children. Team sports take up too much time and, at the same time, are too competitive.

CLIL - Geography (p. 51)

- 1 The water circulates underground and is heated naturally by the earth.
- 2 The hot spring helps treat skin conditions, muscular pain and arthritis. It also helps treat bronchial and circulatory problems.
- 3 You can view the amazing Northern Lights.
- 4 To inform us.

2 Suggested answer

The Dead Sea is in a valley between Jordan and Israel. It is the lowest point on Earth, at 423 metres below sea level. The Dead Sea is also the saltiest place on Earth. Water evaporates from the sea leaving large amounts of salt. The shores of the sea are covered in white salt crystals that look like snow. Every year, thousands of people come to the sea to bathe in its waters. The high salt concentration in the sea gives the water special healing properties. People believe the sea helps treat allergies, arthritis, circulatory problems and especially various skin conditions. Cosmetics are made from the salt and minerals of the Dead Sea.

Culture Spot (p. 51)

- 1 healing power of plants. 4 relief from aches and pains.
 - 2 wise men of the tribe. 5 stop bleeding.
 - 3 dandelion roots.
- 2 (Ss' own answers)

Unit 7

Reading (p. 52)

1 1 B 2 C 3 A 4 B

- 1 Visitors can get up close to the wildlife.
- 2 Its dark water blocks out sunlight creating a unique ecosystem normally found at much greater depths.
- 3 We should protect Everglades National Park because it contains 800 species of animals, including 14 endangered species, and 200 archaeological sites.

3 wild ≠ tame rich ≠ lacking
popular ≠ undesirable fascinating ≠ dull
vast ≠ tiny ideal ≠ unsuitable
rare ≠ common

4 1 sanctuary 3 substance 5 rock
2 outback 4 archaeological 6 aquatic

5 1 tribe 3 reserve
2 suitable 4 extinction

Vocabulary (p. 53)

6 1 war 5 racism 9 warming
2 species 6 deforestation 10 disease
3 Homelessness 7 pollution
4 illiteracy 8 poverty

7 1 create 4 improve 7 fighting
2 raise 5 volunteer 8 provides
3 prevent 6 abandoned

Vocabulary plus (p. 53)

Workbook Key

- 1 1 congestion 5 lack of hospitals
2 rubbish 6 badly lit streets
3 crime 7 car accidents
4 graffiti
- 2 1 install 4 patrol 6 spraying
2 clinic 5 recycle 7 introduce
3 use

Grammar in use (pp. 54-55)

- 1 2 Can 4 ought to
3 don't have to 5 should
- 2 2 c 4 h 6 a 8 f
3 g 5 b 7 e
- 3 2 need to / have to 4 should 6 could
3 mustn't 5 might / may 7 must
- 4 2 The students had to take exams in June.
3 They might / may / could cancel the test.
4 He couldn't come to the meeting.
5 Shall I help you?
- 5 2 didn't have to 4 may be
3 must be a youth club 5 might be at
- 6 2 is 3 are 4 is 5 are
- 7 1 At 3 out 5 about 7 out
2 out 4 in 6 from 8 from
- 8 1 protection 4 environmental 7 ability
2 creativity 5 brightness 8 heaviness
3 destruction 6 natural

Grammar Focus (Units 1-7) (p. 55)

- 9 1 often walks to 4 the most helpful
2 is never late 5 am going to volunteer
3 would give some / it
- 10 1 is the best fundraiser 4 is volunteering
2 has been cycling 5 should try to recycle
3 is the news
- 11 1 would be 4 has just donated
2 are delivered 5 've been cleaning
3 had worked

Listening skills (p. 56)

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

- 3 1 is going to the zoo
2 is leaving at 8 am
3 says we mustn't be late
4 everybody turns up on time
5 they may get left behind

Speaking Skills (p. 57)

- 1 1 G 2 E 3 F 4 A 5 C 6 B
- 2 1 shows 4 purple 7 holding
2 school 5 long 8 serious
3 because 6 trainers
- 3 1 C 2 C 3 B 4 C
- 4 1 appalled 3 problem 5 idea
2 public 4 spraying 6 vandalising

Writing skills (p. 58)

- 1 1 B 2 C 3 D 4 A

2	Suggestions	Expected results
	There should be more bins in areas surrounding shops and the park.	This would encourage people to dispose of litter properly.
	We could form a street clean-up team.	It would ensure the neighbourhood was kept tidy and strengthen community spirit.

- 3 **Para 2 topic sentence:** The situation could be improved by providing additional waste disposal facilities.
Replace with: The neighbourhood litter problem can be solved by installing more bins.
Para 3 topic sentence: Another useful suggestion would be to urge members of the community to become more active.
Replace with: A good idea would be to get members of the community involved in cleaning up litter.
- 4 1 In particular / For instance / For example, we could stop cutting down the rainforests. By doing this / As a result / Then, animals would not lose their homes.
2 In particular, physical activity would improve concentration. As a result, you would study more efficiently and feel less stressed.

- 5 1 B 2 A

Workbook Key

6 Suggested answer

These days, there is a lot of rubbish on the beach. So what can be done about this problem?

One suggestion would be to organise clean-up days. For example, people could meet up one Sunday a month. By doing this, we would keep the beach tidy and build community spirit.

The situation could also be improved by making it easier for visitors to throw rubbish away. For instance, we could install more bins. As a result, people would properly dispose of their rubbish.

The rubbish problem on the beach cannot be solved alone. If we all work together, we can clean up the beach and improve our community spirit.

CLIL – Design & Technology (p. 59)

- 1 taking 3 its 5 batteries
2 led 4 are fuelled
- 1 functional
2 to inform
3 It's about a special aircraft which is fuelled by solar power and how it works.

3 Suggested answer

Access to clean water is a major problem today in developing countries. Solar power is one promising solution to the problem. Solar water purifiers of various designs use the power of the sun to change dirty water into clean, drinkable water. The most inexpensive and simplest design is a solar box that has a cardboard frame and a transparent lid. The box is painted black and has reflectors to concentrate the solar energy. A water pot is placed inside. The sun heats the water to 65 degrees Celsius. After a few minutes, the water is purified. A solar box can purify about 4 litres of water in 3 hours.

Culture Spot (p. 59)

- 1 reading with American football
2 increase literacy in children
3 reading drills
4 fellow players and coaches
5 academic subjects, teamwork, commitment and family
- (Ss' own answers)

Unit 8

Reading (p. 60)

- 1 C 2 B 3 B 4 A
- 1 Its colour and texture reminded him of Mars.
2 Research the subject, experiment with materials and construct the model

- spinning = turning
fake = artificial
passing = brief
blend = mixture

- glowing = bright
intricate = detailed
spectacular = impressive

- 1 construct 3 knocked 5 experiment
2 imagine 4 snap 6 research

Vocabulary (p. 61)

- 1 h 3 g 5 a 7 i 9 b
2 d 4 f 6 e 8 c
- 1 designed 4 illustrated 7 painted
2 sculpted 5 drawn
3 decorated 6 carved

Vocabulary plus (p. 61)

- 1 E 3 D 5 B 7 F
2 A 4 H 6 G 8 C
- 1 comes 4 circulation 7 daily
2 headline 5 tabloids 8 glossy
3 online 6 column

Grammar in use (pp. 62-63)

- 2 said 3 said 4 told 5 told
- 1 the night before 4 he, the day after
2 she 5 I, his
3 the following day
- 2 The museum director said (that) the exhibition was opening that day.
3 Carol said (that) she couldn't see the screen very well.
4 She asked me when the play started.
5 He asked us to lower the curtain.
6 She told them not to touch the exhibits.
- 2 Gail had gone to
3 what time the documentary started
4 whether I had seen
5 she had written
6 told me not to touch
- 2 had hurt 4 was flying 6 would be
3 wanted 5 was raining 7 got
- 2 it was raining, the opening night was a success
3 she isn't good at art, Tina is joining an art class
4 having great reviews, the show was a bit boring / the show being a bit boring, it had great reviews
- 1 in 3 up 5 from 7 In
2 out 4 by 6 out 8 at
- 1 thrilled 3 leading 5 colourful
2 latest 4 difference 6 patience

Workbook Key

Grammar Focus (Units 1-8) (p. 63)

- 9 1 always buys 4 you get / you will get
2 the cinema will open 5 didn't go / did not go
3 hasn't sold / has not sold

- 10 1 if / whether I knew 4 the best film
2 was directed by 5 while I was watching
3 was opened by

- 11 2 was created 4 reads
3 get 5 told

Listening skills (p. 64)

- 1 1 B 2 A 3 A 4 B 5 B
2 1 C 2 B 3 C 4 A 5 B
3 1 called me last night
2 wanted to go to the opera
3 she had front row tickets
4 that I would love to go

Speaking skills (p. 65)

- 1 1 B 2 G 3 A 4 E 5 D 6 F
2 1 C 2 A 3 B 4 B
3 1 D 2 F 3 A 4 B 5 E 6 C
4 1 available 3 reserve 5 fine
2 booked 4 prefer 6 enjoy

Writing skills (p. 66)

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

- 3 1 In spite of the fact that I had a receipt, the cashier refused to exchange the item.
2 Even though I asked him repeatedly, the waiter did not bring a menu.
3 Despite being / the fact that it was new, the item was faulty.
4 Although we had reserved a table, there were none available upon arrival.

- 4 1 B, S 3 E, M 5 E, S
2 E, S 4 B, M

- 5 a) 1 Although I ordered my food immediately, I had to wait a long time for it to arrive.
2 I paid the bill but when I got home I realised that I had been overcharged.

b) Suggested answer

A full refund of the bill.

6 Suggested answer

Dear Sir / Madam,

I am writing to inform you of the poor service I received at your restaurant on Friday 12th June.

To begin with, although I ordered my food immediately, I had to wait a long time for it to arrive. I had to ask about it several times before I was served.

Secondly, after I paid the bill, I left. However, when I got home I realised I had been overcharged. Based on this experience, I must demand a full refund of the bill.

I look forward to hearing from you soon.

Yours faithfully,

Javier Fernandez

CLIL: Art & Design (p. 67)

- 1 1 A solar powered light that you can hold in your hand.
2 The purpose of the exhibition is to spread the word of the Little Sun lamp and the issue of people living without electricity.
3 They make their drawings while standing in front of a camera which is connected to a computer programme that can photograph light in motion.

2 Suggested answer

Plastic bag sculptures are sculptures made of various types of plastic bags. Artists melt, mould and weave the bags to create a variety of shapes and figures. There are various exhibitions and art shows focused on plastic bag sculpture, often with the purpose of highlighting the damage plastic bags do to the environment, and to promote recycling. Plastic bags have been made into sculptures of animals, people, landscapes and even furniture.

Culture Spot (p. 67)

- 1 1 C 2 D 3 A
2 (Ss' own answers)

Unit 9

Reading (p. 68)

- 1 1 A 2 C 3 C 4 A

- 2 1 This phrase means that teenagers don't have much self-control. They aren't able to control their emotions or actions as much as adults can.
2 Parents and schools are using ReThink.

- 3 problems = issues actions = activities
fascinated by = interested in sure = certain
responsible for = in charge of presented = showed
developed = invented

Workbook Key

- 4 1 knowledge 3 hurtful 5 forces
2 self-control 4 reconsider

Vocabulary (p. 69)

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

- 6 1 balanced 3 exercise 5 community
2 well 4 healthy 6 hobby

- 7 1 inspirational 3 manufactured 5 distributed
2 caught 4 terrain 6 fundraise

Vocabulary plus (p. 69)

- 1 **Footwear:** flip-flops, boots, sandals
Menswear: suit, vest, underpants
Ladieswear: miniskirt, dress, gown
Sports clothes: tracksuit, sweatpants, jersey
Accessories: gloves, scarf, belt

- 2 1 shirt 3 shorts 5 jacket 7 socks
2 T-shirt 4 necklace 6 miniskirt 8 shoes

Grammar in use (pp. 70-71)

- 1 2 That's the shop where Lucy works.
3 That's Mike, whose father gave me a job.
4 This is the suit which / that I'm wearing to my interview.
5 That's Gavin, who is in my class at school.
6 That's Mr Jones, who's my Geography teacher.

- 2 1 so 3 so, such an
2 such, so 4 so, such a

- 3 1 - 3 the 5 - 7 -
2 the 4 - 6 The 8 the

- 4 2 Everyone 4 some 6 some / any
3 everything 5 nowhere 7 anything

- 5 1 up 3 on 5 out 7 off
2 from 4 on 6 in 8 on

- 6 1 impressive 5 luxurious 9 washable
2 various 6 sustainable 10 Descriptive
3 expensive 7 active
4 fashionable 8 victorious

Grammar Focus (Units 1-9) (p. 71)

- 7 1 who's 17 years old 4 after the bullies had
2 ago did he 5 can't still be
3 such a beautiful dress

- 8 1 are often encouraged 3 has already finished
2 has been studying 4 wouldn't have seen

- 9 1 for 3 'll close 5 himself
2 is thinking 4 did you decide

Listening skills (p. 72)

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

- 2 1 NO 3 NO 5 YES
2 YES 4 NO 6 NO

- 3 1 who is always stressed
2 something on her mind
3 doing well at school
4 where she wants to study next year
5 loyal friends who she can talk to
6 advised her to make a study plan.

Speaking skills (p. 73)

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

- 2 1 B 2 C 3 A 4 C

- 3 1 B 2 C 3 A 4 C

- 4 1 problem 3 suggest 5 thought
2 supposed 4 sure 6 idea

Writing skills (p. 74)

- 1 A 3 B 1 C 2

Advice	Possible Results
Speak to teachers	They will give you more attention and help.
Get a tutor	You could spend more time studying and get better grades.

- 3 1 I'm, you're, it's, don't
2 First of all, That way, Another idea, Then
3 how it goes, sorry to hear, let them know
4 Sorry to hear, talk to you soon

- 4 1 C 2 C 3 O 4 C 5 O

- 5 1 C 2 A 3 B 4 D

6 Suggested answer

Dear Timothy,

Sorry to hear that you're so stressed about your exams. Having read about your problem, I'd like to give you some advice.

To begin with, you should make a study timetable. That way, you won't forget any revision topics. You can also get some exercise. This would help because being active reduces stress. Also, make sure you don't stay up all night studying. This way, you won't get so exhausted.

I hope things get better soon. Let me know how it goes.

Talk to you soon,

Linda

Workbook Key

CLIL – PSHE (p. 75)

- 1 ruin your friendships
- 2 team up with a friend
- 3 it makes him feel more powerful
- 4 ignore him
- 5 teachers and counsellors

2 Suggested answer

There are lots of reasons why people bully others. If someone has problems with their family and they are not warm and loving, then the person feels rejected. This can sometimes lead to bullying behaviour. Also, when a student doesn't perform well at school and gets poor grades, he develops a negative self-image and thinks the others are better than he is. So he turns to bullying. A third important reason is jealousy. When someone is jealous of someone else and lacks the social skills to deal with these feelings, he might express his jealousy in the form of bullying.

Culture Spot (p. 75)

- 1 1 T 2 F 3 T 4 NM

- 2 (Ss' own answers)



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



Express Publishing

Workbook Audioscripts

Listening skills 1

Exercise 1 (p. 8)

- 1 Ann:** My cousin works as a shop assistant in Dolly's Fashion. Why don't you go there to look for a pair of jeans? She can probably give you a discount.
Sue: That's a good idea! What does your cousin look like?
Ann: She's tall with long red hair, blue eyes and lots of freckles.
Sue: And what's her name?
Ann: Patricia.
- 2 Helen:** Hi, Katie! Are you still working in that shop?
Katie: No. I have a new job now.
Helen: Oh, where are you working?
Katie: At the local theatre.
Helen: Really? Are you an actress now?
Katie: Oh, no! I just wait tables in the café. It's a great job, actually; I really enjoy it!
Helen: That's good to hear!
- 3 Ladies and gentlemen,** this is the pilot speaking. We are making the final preparations for take-off, which should be on time at 11:35. It's a beautiful day, with clear skies and a gentle breeze, which should make the flight very comfortable. Thank you.
- 4 Joey:** What do you think of this outfit, Steve?
Steve: Well, the shirt looks good, but those jeans don't fit you very well.
Joey: Yes, you're right. They don't suit me at all. Maybe I should buy trousers instead.
Steve: Yes, but not from this shop. We should go to Stanley's to have a look.
Joey: OK – just give me a minute to look for a tie first.
Steve: No problem!
- 5 Hi, Linda.** I've just heard from the clothes shop and I got the job! At first, they wanted me to start on Wednesday, but when I told them about my doctor's appointment that day, they didn't mind. So, I'm starting the next day, Thursday, instead. I can't wait. Do you want to go for a coffee on Tuesday to celebrate? Let me know if you can make it.

Exercise 2 (p. 8)

Victor: Hi, Nelly. How's it going? Did you hear that Mrs Rogers, the career guidance teacher, wants to have a meeting with us next week?
Nelly: No, I had no idea, Victor. Do you mean that she wants to talk to each of us one on one?
Victor: Yes, she wants us to come to her office sometime after school to have a chat about what jobs we want to do in the future.
Nelly: I guess that makes sense. Next year's our last year before university, so I suppose we should start thinking about what careers we want to follow now. Do you have any ideas?

Victor: Well, I'm really good at Maths, so I think engineering is the best choice for me. To be honest, I don't find it very interesting, but I think it's best to choose something that you're good at.

Nelly: Really? I want to do a job that I can look forward to every day. My uncle is a sports journalist and he really loves it. I'd like to do the same, though with fashion instead of sports, of course.

Victor: That sounds interesting. I always thought that you wanted to be a fashion designer, though.

Nelly: No, I'm just not artistic enough. I'm terrible at Art, actually! So, I'm thinking about applying for a journalism degree at Manchester University.

Victor: Oh, that's so far away! I'm thinking about studying at the university here in Portsmouth.

Nelly: Well, who knows where we'll end up? I look forward to talking to Mrs Rogers about all this.

Victor: Me, too. Anyway, I'd better go and wait for the school bus outside. You have hockey practice today, don't you, or is it cancelled because of the rain?

Nelly: No, as far as I know, it's still on. See you later, Victor.

Victor: Bye, Nelly.

Listening skills 2

Exercise 1 (p. 16)

- 0 Man:** That was some storm last night, right?
Woman: I know! That heavy rain nearly smashed the windows at my house. Tom, from next door, says he went outside this morning and the dog house was turned upside-down!
Man: Oh no! Luckily, little Spike sleeps inside at night. My brother had a big problem in his front yard.
Woman: Did the rain damage his flower beds?
Man: No, but it knocked down a tree outside his house and it fell on his motorbike, which he parks in the driveway.
Woman: That's terrible!
- 1 Man:** I can't believe how nice the weather is. It's so hot out!
Woman: I know, and to think that the last two days it was raining and cold. It's so nice to see the sun again.
Man: What did you do yesterday?
Woman: Well, we wanted to go sailing but it wasn't windy enough and with the bad weather we decided to go shopping instead.
Man: There should be more wind tomorrow. Perhaps you can go then?
Woman: I hope so.
- 2 Mother:** Oh Nina! How are you? I was so worried.
Nina: I'm OK, Mum. I'm not hurt. Fortunately, everyone I know is fine here.
Mother: Thank goodness! When I heard on the news about the hurricane I just panicked! Where were you when it hit?
Nina: Well, I was driving home after working at the

Workbook Audioscripts

hospital when the heavy rains and wind started. I drove to a nearby police station for help and they told me to wait the storm out there.

Mother: How terrifying! Were many people hurt?

Nina: Yes, hundreds. When it was over I helped a rescue team find injured people.

Mother: That's great. I'm sure, being a nurse, that you helped a lot.

Nina: Well, I tried my best.

3 **Sue:** What a storm!

Ann: It sure was. Look at all the snow! We couldn't get the car out this morning.

Sue: Well, most of the roads are still closed anyways.

Ann: I can't believe we were stuck at school for so long.

Sue: Yes, it was pretty strange. At least they managed to get us home after the storm and we didn't have to stay the night there.

Ann: Oh yes. I was really happy to get home.

Sue: Me too.

4 And in the news, wildfires continue to rage in the mountains northeast of the town of Preston. Firemen worked through the night trying to bring the fires under control. An electrical storm appears to be the cause of the fires. Meanwhile, the people of Preston are still cleaning up the mess left behind by last week's tornado. The mayor estimates the cost of damages to be over a million dollars. In other news ...

5 **Woman:** John, can you close the windows, please? I think it's about to start snowing.

Man: It's only a little chilly, don't worry so much.

Woman: Yes, but I'm really cold. Plus, it's starting to get foggy outside. This means snow!

Man: No, it doesn't!

Woman: I'm sure I read somewhere that it does. When the weather is foggy like this, it means we should expect either snow or hail.

Man: That's just silly!

Exercise 2 (p. 16)

Mark: Hey Paul, how was your holiday?

Paul: Oh it was awful, Mark. Firstly, we had to leave on Saturday instead of Friday because it snowed all Thursday night and the roads were closed.

Mark: But, at least you got there though?

Paul: Yes, but we almost didn't make it.

Mark: Why?

Paul: Well, on the way to the hotel it started snowing again.

Mark: Oh dear, I hope it wasn't too bad.

Paul: At first it was snowing gently but soon it began snowing so heavily that the police closed the motorway.

Mark: What happened next?

Paul: We decided to drive on the smaller roads instead. After an hour, we couldn't see anything so we pulled over to the side of the road. We tried to use our mobiles but they weren't working.

Mark: That sounds really bad. So you couldn't leave, eh?

Paul: No, we couldn't. But Dad decided to find a nearby house to call for help.

Mark: Was he away long?

Paul: Only for about an hour, but he couldn't call anyone for help because the phone lines were down.

Mark: What did you do next?

Paul: We decided to wait in the car till morning. We were there for six hours before somebody found us, and it took us another four hours before we got to the hotel.

Mark: Well, at least you made it there.

Paul: Yeah, but next time, if it's snowing, I'm staying at home!

Listening skills 3

Exercise 1 (p. 24)

Angela: Hi Larry, how was your birthday yesterday? Didn't your uncle and aunt take you out for the day?

Larry: Thank you for asking, Angela. We went to the Natural History Museum. They planned it as a surprise but I've been to the museum quite a few times with my parents, so I was a bit disappointed at first.

Angela: I hope you didn't tell your uncle and aunt. I mean, that would be a shame when they wanted to give you a birthday treat.

Larry: No, I didn't say anything. I just expected it to be a bit boring, that's all. But actually, after a while it got really interesting.

Angela: Why was that?

Larry: Well, there were lots of new things to do. For instance, you can be a dino-scientist for the day!

Angela: Oh, I've heard about that! You dress up in a white lab coat and study dinosaur fossils and models, right? I'm sure that was fun!

Larry: It was! You track the habits and movements of dinosaurs – where they lived, the food they preferred and that kind of thing.

Angela: Wow! And what else was there to see and do?

Larry: There was a butterfly exhibition I really liked. An expert was there to answer your questions. I told him about a butterfly I found in our garden. He said it was a rare Small Tortoiseshell.

Angela: Gosh! And could you handle the exhibits?

Larry: No, but they had some great games and interactive displays.

Angela: Did you see the coral reef exhibition? My friend Julie has been there recently and she said you do a virtual reef dive with underwater photography.

Larry: Unfortunately, we didn't have time to go to that one. But like I said, I really enjoyed myself. It was a lot more interesting than the other times I went.

Angela: I've never been to the Natural History Museum. Maybe we should go together sometime. Then you can see the coral reefs and anything else you've missed.

Larry: Good idea! Actually, I'm planning another visit for a sleepover – you know, you spend the night in the museum sleeping with the dinosaurs.

Angela: Ooh, that sounds like a really exciting evening! Maybe we can do that for my birthday – it's next month!

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Exercise 2 (p. 24)

1 **Tony:** Hi Jane! I hear you're going to Malta again this year.

Jane: That's right. I spend a month there every year as an animal volunteer.

Tony: Really? I'm impressed! Which animals do you help?

Jane: I work for different wildlife organisations. This year I've applied to help rescue injured sea turtles. Last year I worked with a bird charity.

Tony: Are there any organisations that help stray cats and dogs?

Jane: Yes. Why?

Tony: I've always wanted to help animals that don't have a home. Maybe I should come and volunteer in Malta, too!

2 **Perry:** What did you think of France, Martha?

Martha: It was incredible, Perry.

Perry: Did you go to all the museums?

Martha: Most of them. We also went to a great street market. My sister loved shopping there.

Perry: It is an amazing city!

Martha: That's true but the best part for me was when we went cycling in the countryside. It was so beautiful.

Josh: Oh, that does sound nice.

3 Hi, Tina. This is Stella. Call me when you get this message. I've just returned from San Diego. I know you are going there next month so I wanted to tell you not to book the hotel I stayed at. It was terrible. I did, however, find a great restaurant by the water that you must check out. Call me for details. Oh, by the way, the shopping was very expensive.

4 **Man 1:** It's so nice to be outside in the fresh air.

Man 2: I guess so, but I'm a bit afraid, what if we see a bear?

Man 1: Oh, don't be silly. There are no bears here but we may see some interesting birds or a fox.

Man 2: I prefer just lying on the warm sand and relaxing in the sun.

Man 1: Oh, come on! It's great exercise, and look at the view.

Man 2: Yes. It is amazing.

5 A Dutch girl has become the youngest person to sail alone around the world. Laura Dekker began her unforgettable voyage when she was fourteen, and when it ended she was sixteen years old. She travelled around 10,400 kilometres, spending 518 days at sea, most of them completely alone. Laura also spent time scuba diving and surfing and she even learned to play the flute during her trip!

Listening skills 4

Exercise 1 (p. 32)

1 **Man:** Hello, Miss Kingsley. Now, I understand that you witnessed the accident on the corner. Is that correct?

Woman: Yes. A car drove through a red light.

Man: Could you describe the car for me?

Woman: Well, it was small and red with 4 doors.

Man: Is there anything else you remember about it?

Woman: Yes; it had a broken front light!

2 **Charles:** Hi, Emily! Did you hear about Cindy Jones, the girl who lives on the corner of our street?

Emily: No, Charles. What happened?

Charles: Well, she got lost while riding her bike in the park. She didn't have a mobile phone with her and nobody knew where she was.

Emily: That's terrible! Have the police managed to find her?

Charles: Actually, they have! She dropped her watch while riding her bike and the police found it. They searched the area near the watch and found her.

3 Attention all passengers. In the interest of safety, please do not leave your luggage unattended at any time. Do not let a stranger look after your luggage and do not carry another passenger's luggage aboard the flight. Thank you.

4 **Woman:** Officer! I need your help!

Man: Hello, madam. What can I do for you?

Woman: I lost my handbag! I put it down somewhere and I can't remember where.

Man: I'm sorry to hear that, madam. Was there anything valuable inside it?

Woman: Well, luckily, I was holding my purse, so my money and credit cards are safe. However, I had just bought a necklace for my daughter's birthday and that was in the bag!

5 A motorist travelling on the M74 today has been hospitalised after he lost control of his car and crashed. An eyewitness says the motorist was driving dangerously fast when the accident occurred. Police are currently investigating the accident and have yet to give out any information regarding the driver's identity.

Exercise 2 (p. 32)

Man: I have here with me today a young girl called Anne O'Hara, whose quick thinking and sharp eyes helped catch a pair of bank robbers. Hello, Anne. First of all, tell us about you ...

Girl: I'm just an ordinary girl. I'm in Year 9, I like tennis and rock music. I think school is OK, especially French and Geography. I don't know why everyone thinks I'm some kind of superhero. I didn't do anything special.

Man: That's very modest of you, Anne, but even the police are singing your praises.

Girl: Yes, they want to give me a reward. Everyone at school is talking about me too. My parents were just scared. Dad said he had had nightmares until the police caught the robbers. I didn't really enjoy all the attention.

Man: But it was your idea that helped the police find the robbers, wasn't it?

Girl: Yes. You see, I was on my way to school, and I was

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passing the bank when I noticed a man inside. He had a mask on and he was holding a gun. At first I thought it was a joke or a TV show or something. But everyone looked so frightened, so I knew he was a real bank robber.

Man: So what did you do?

Girl: Well, I had passed a car just before the bank with its engine running, but no one inside. Suddenly, I realised that was the car he was planning to escape in! So I went back to it and dropped my mobile phone inside.

Man: Why on earth did you do that?

Girl: I had read that the police can track mobile phones from the signal they send. So I ran across the road and went into a clothes shop. I told the shop assistant what was going on and what I had done. She didn't believe me at first, but when she looked out of the window, she saw the robber coming out of the bank with a bag of money.

Man: And I suppose she called the police then?

Girl: Yes, and I gave them my mobile phone number. They caught the man as he was driving out of town. My phone was under the seat, so they gave it back to me later that day. I was quite relieved, because I have a lot of photos and stuff on it that I didn't want to lose.

Man: And the police are planning to reward Anne with £5,000 for her brave actions... [fade]

Listening skills 5

Exercise 1 (p. 40)

- Boy 1:** What present are we going to get Robert? It's his sixteenth birthday, so it should be something special.

Boy 2: How about a mobile phone?

Boy 1: Well, I was thinking more of an MP3 player or something like that.

Boy 2: He's already got one. What about a digital camera?

Boy 1: That's a great idea. You know how he loves photography!
- Woman:** So, Mr Oliver, your order is for the laptop and wireless printer. Anything else?

Man: No, that's everything.

Woman: And where should we deliver the order to?

Man: I live at 15 Poole Road.

Woman: Could you spell that for me, please?

Man: Sure. It's P-O-O-L-E Road.

Woman: OK, got it. We'll send it out today.
- So this one is the ZR-543. It's got a really responsive touchscreen and slim design that fits in your pocket easily. What's more, it has one of the fastest Internet browsers on the market, which is great with our high-speed mobile Internet package. Another great feature is the camera. It takes very high quality photos! Do you want to give it a try?
- Man:** The screen on my computer just went black!

Woman: Don't panic. Let me have a look at it.

Man: I hadn't saved my work either! This is a disaster! I only came here because my computer at home isn't working.

Woman: Look – it's come on again. Is this your file?

Man: Yes, that's it. What a relief!

Woman: Now save it and move to another computer. And we won't charge you for this hour.

Man: Oh, thank you!

- Hi, Sarah. It's Steve. Something's gone wrong with my laptop and I can't make it work! I'm going to get in big trouble because my homework's on it, and I promised to give it to Mr Jones tomorrow. Can you call me the minute you get in? I really need your computer skills.

Exercise 2 (p. 40)

Lynn: Hi, Jack. What are you doing here? I thought you were going on a camping trip.

Jack: Hi, Lynn. No, the camping trip is off, because of the weather. I'm shopping with my mum.

Lynn: What are you shopping for?

Jack: Well, since I did so well in my exams, my parents have agreed to buy me a new smartphone!

Lynn: Wow! Lucky you!

Jack: Yeah, we're going to the electronics shop just now to have a look. We also need to buy a birthday present for my brother Ryan, too. He wants that new video games console.

Lynn: Oh, my sister Sue wants one of those for her birthday, too! I can't afford it, though, so I'm getting her an MP3 player instead.

Jack: Well, she's always listening to music on her laptop so that would be perfect for her. Didn't you say that you were going to buy an MP3 player for yourself a few weeks ago?

Lynn: I was going to, but I've decided to spend the money on a digital camera instead. I'm going on holiday next month and want to be able to take some nice photos.

Jack: Just use your phone. They're just as good these days.

Lynn: No, no, I love photography. I can't stand those cameras that make all the choices for you, either. I want to be in control of my shots.

Jack: If I had known you were so into photography, I'd have taken you with me to an exhibition I went to yesterday. The artist had only used a smartphone, but the results were amazing.

Lynn: I'm sorry I missed it.

Jack: It's on till next week. If I were you, I'd go and see it tomorrow, when it is quieter.

Listening skills 6

Exercise 1 (p. 48)

Steve: What's that strange-looking drink in your glass, Audrey? Is it some kind of fruit juice?

Audrey: It's a smoothie, actually, Steve. It's made from kiwi fruit, melon, strawberry and banana. You just put all the fruit in an electric blender and blend until everything becomes liquid. Then you serve it in a glass with ice and a straw. It's a much healthier breakfast than eating a bowl of sugary cereal.

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Steve: Since when have you been a health freak? You like junk food! You always eat pizzas and cheeseburgers, as I remember.

Audrey: That was true until recently. Then I started going to yoga classes with a friend. The teacher there persuaded me to try a raw food diet. When you don't cook your food, it loses far fewer vitamins and minerals. Now my mum does the diet with me too! We've been on it for two months.

Steve: And what was the main reason you decided to try it?

Audrey: Like I said, it's got more nutrients so it helps your body fight disease. But also, I was told it could help me to lose weight. I've put on a few kilos lately so it seemed like a good idea. And thirdly, I wanted to get rid of all the additives and preservatives in my body – you know, from eating so much junk food.

Steve: So what do you actually eat?

Audrey: Lots of fresh fruit and vegetables, of course. I have a fruit smoothie for breakfast, a salad for lunch and then in the evening I try out recipes with nuts, seeds and grains. I also allow myself some dairy products like milk and yoghurt.

Steve: What about meat and fish?

Audrey: Well, some people on raw food diets eat them, but I don't. There's a risk of food poisoning when you eat uncooked meat and fish, and the same goes for eggs. I don't really miss them at all.

Steve: So has the raw food diet made you feel better?

Audrey: Oh yes! My body feels lighter and I'm more wide awake. As soon as my alarm goes off at 7 am, I jump straight out of bed ready to face the day! Oh, and I've stopped wanting to eat sugary foods like chocolate bars. Now, if I feel like a snack, I'll eat something healthy instead – like a handful of dried fruit and nuts.

Steve: Ha! I bet you can't stay on the diet for another two months!

Audrey: You're wrong there, Steve! I'm never going back to my old bad habits! Food tastes completely different to me now – much nicer! What's more, I'm even thinking of training as a raw food chef. That could take my career in a whole different direction!

Exercise 2 (p. 48)

Good morning, everyone! I'm sure you're all aware that we have our annual class outing this Saturday. Last year, we all enjoyed our trekking trip in the Brecon Beacons but this year we're going to do something a bit different. Teachers asked students their ideas and most of you opted to go kayaking on the River Dart!

Please make sure you have a set of waterproof clothing for the activity. Also, do bring a change of clothes with you in case you get wet! Last year, a student fell into a stream and had nothing dry to change into. You don't want that to happen to you!

Now, since it will take two hours by coach, we want to get started early. I want everyone to meet outside the school at 7:30. The coach will depart at 8 am so please do not be late!

Don't forget to bring a packed lunch as there is a fantastic picnic area right next to the river. There is also a small shop nearby where you can buy cold drinks.

Finally, anyone who hasn't given me the money for the trip yet, please make sure you do so at the end of class. Let me remind you that the cost is ten pounds. This includes the coach fare and the hire of your kayak and equipment for the day. For those of you who haven't done kayaking before, lessons are available from a qualified instructor at an extra cost of twenty pounds an hour.

Now, does anyone have any questions?

Listening skills 7

Exercise 1 (p. 56)

1 **Steve:** Hi, Pete! What are you doing?

Pete: Hi, Steve. I'm just doing some research for our project on endangered species. Have you chosen your topic yet?

Steve: Yes, I'm doing mine on the giant panda. What about you?

Pete: Well, I want to write about the pink river dolphin, but I'm worried that David has chosen that topic as well.

Steve: No, he hasn't. He's writing about Siberian tigers. I spoke to him earlier today.

Pete: Oh, that's a relief. Well, in that case I'd better do some work! I'll see you later, Steve.

Steve: Okay, bye!

2 **Claire:** Hi, Ann. Are you taking part in the fundraiser today?

Ann: Hi, Claire. Yeah, I'm joining in the fun run. What about you?

Claire: Well, I was going to take part in the costume contest, but my friend Sally asked me to help her run her stall. She's baked some cakes to raise money, so I couldn't say no.

Ann: What a great idea! I hope you have a good time. Anyway, I have to go. I'll speak to you later!

Claire: See you later, Ann!

3 Protesters have been campaigning in George Square today after the council announced plans to cut down parts of the local forest. A decision to build a shopping complex meant that much of the area was to be deforested. The move angered local residents who filled the town square in protest. It is believed that the council will now reassess the situation in a meeting this Friday.

4 **Matt:** Hi, Chris. Are you going on the school trip tomorrow?

Chris: Hi, Matt. Yeah, I'm really looking forward to it!

Matt: Me too! Can you remember what time we need to meet up?

Chris: Well, Mr Patterson said that we have to be outside the school by half eight. The bus is leaving at nine.

Matt: OK. Do you want to meet me outside my house at eight, then? We can walk down to school together.

Chris: Okay, that sounds good! See you tomorrow!

Workbook Audioscripts

- 5 Hi, Tony. It's Michael. I'm just calling to let you know about a meeting we're having tomorrow. Some of the neighbours are getting together to discuss a street clean-up event. They're coming round to my house at 8 pm and I'd love it if you could, too. Let me know what you think. Bye!

Exercise 2 (p. 56)

Good afternoon, visitors, and welcome to Hartford Forest Nature Reserve. While you are here, we would ask you to follow the rules of the park and treat nature with respect. Do not feed the animals and remember that they are wild, and can be dangerous if you approach them. Please eat in the picnic areas you will find in different parts of the park and put all your litter into the litter bins provided.

During the school holidays, we always try to provide extra things for visitors to do, because we know more families visit during these times. These come at no extra cost, though donations to the park itself are always welcome. There are a number of special activities available today.

There is a children's crafts workshop set up in the tent next to the main entrance. This is open between nine and six, and is the perfect way for any five- to thirteen-year-old to spend a few hours learning how to make masks, musical instruments and many more things. Parents can rest easy that our staff are trained and able to handle the liveliest of kids!

Dr Lily White, our head naturalist, will give a talk on the effects of global warming on Hartford Forest at midday in the auditorium. This includes a slide show of pictures she has taken around the forest, which you can buy after the talk, either singly or in a lovely book she has published.

We would like to inform you that the evening nature hike will start one hour later than scheduled; this is because of a last-minute change of guide. If you have signed up, please come to the main ticket booth at the entrance at 7pm, where your new guide Ricky will take care of you. A full moon will rise early tonight, so there'll be plenty of light.

Those of you camping overnight should be in your campsites by ten o'clock, by which time it will be nearly dark. I'm afraid we don't let visitors wander around alone at night. Nighttime is the time when many of the animals of the forest come out, you see, so we don't want to make them nervous. With all that in mind, I would like to wish you a relaxing and pleasant stay. Now, does anyone have any questions? [fade]

Listening skills 8

Exercise 1 (p. 64)

- 1 **Woman 1:** Hi, Sarah. Are you doing anything on Friday night?
Woman 2: Well, I was planning to go to the theatre, but when I tried to get tickets, they were already sold out.
Woman 1: Well, do you fancy going to the Lighthouse art gallery with me?
Woman 2: What kind of exhibition is on?

Woman 1: It's actually a mixture of film and photography. The artist will be projecting short black and white films on the walls of the gallery.

Woman 2: That sounds really interesting. I'd love to come!

Woman 1: Great! I'll meet you there at eight, then.

Woman 2: Sounds good. See you then!

- 2 **Andy:** Hi, Lewis. Have you chosen your extracurricular class yet?

Lewis: Hi, Andy. Yes, I've decided I'm going to take music.

Andy: Me too! Which instrument are you going to learn?

Lewis: Well, I thought about learning to play the piano, but in the end I settled on guitar lessons. What about you?

Andy: I'm going to learn how to play the flute. I'm so excited because I've never played an instrument before!

Lewis: Me neither. It's going to be so much fun!

- 3 **Mary:** Hi, Jess! I didn't know you were involved with the school play.

Jess: Oh, hi Mary! I'm actually working behind the scenes. The director asked me to help paint the set. You're performing in the show, aren't you?

Mary: Yeah, I'm playing the lead role!

Jess: Wow, that's amazing! I'm sure you'll do a great job.

Mary: Thanks!

- 4 **Anna:** Hey, Katie. What are you doing here?

Katie: Hi, Anna. I didn't know you worked here! I'm actually doing a project about famous playwrights and need to find a book about George Bernard Shaw. All the ones in the library have already been taken out.

Anna: That's too bad. Well, you'll probably find some in the classic literature section on the second floor. It's right next to the café. Do you want me to show you where it is?

Katie: That would be great. Thanks so much, Anna!

- 5 Hi Steve, it's Andy. I really need your help. One of the make-up artists working on the show has called in sick and we need a last-minute replacement! Do you think you could work for me this evening? Sorry for the lack of notice, but I'd be really grateful if you could come. None of the actors know how to do their own make-up, and they won't go on stage without it. Call me back when you get this message.

Exercise 2 (p. 64)

James: Hi, Bob. How are you?

Bob: Hi, James. I'm great! Are you doing anything special this weekend?

James: I'm actually going to see the new Peter Jackson film tonight. Would you like to come?

Bob: I'd love to. I enjoyed the last one. Unfortunately, I already have plans.

Workbook Audioscripts

James: What are you up to?

Bob: Well, I was supposed to be going to the opera, but the local art gallery is displaying some of my sister's work, so I'm going there instead. You should ask Tom, though. Peter Jackson is his favourite director.

James: I did, but he said that he was busy. It's the opening night of his new play.

Bob: Oh, yeah! I forgot all about that! Why aren't you and Tony going to watch the performance?

James: Well, Tony's going to a concert tonight so he can't make it. We're going to see it tomorrow instead.

Bob: That sounds like fun! Do you mind if I join you?

James: Of course not. We're meeting outside the theatre at 6 pm.

Bob: Shall we make it inside at 6.30? I have a music lesson at 5, so I may arrive late. I don't want you hanging around outside for me.

James: OK, 6.30 inside. The play doesn't start till 7, anyway, so we've got plenty of time. The only question is, shall we get you a ticket? If you're not sure you will make it, it's not worth buying one.

Bob: Oh, no, buy me one. I'm really keen on seeing Tom perform. I was just worried about being a bit late.

Listening skills 9

Exercise 1 (p. 72)

1 **Alan:** Hi, Lisa. What are you doing later? Do you fancy watching a football match on TV at 3 o'clock?

Lisa: I'd love to, Alan, but I'm busy later. I've got table tennis practice at 2.

Alan: I didn't know you played table tennis. Have you been playing for long?

Lisa: Well, I've been playing table tennis for years, but I've also just started field hockey. So, sports are keeping me very busy at the moment!

2 **Brian:** Hi, Jane. It's Brian. I was wondering if you'd like to meet for a coffee at Jake's Café this afternoon.

Jane: I'm afraid I can't. I have to stay at home and mind my little brother. My parents have gone out to dinner. Is something wrong?

Brian: Well, I've been feeling really stressed about the exams next week. I thought it would be a good idea to talk about it to someone.

Jane: Why don't you come over, then?

Brian: OK, thanks a lot Jane. See you in a few minutes.

3 Good morning, everyone. This is your headteacher speaking. I'd like to make an announcement for all Year 6 students. As this is your last year of secondary school, we have organised a bus to take you to a careers fair in London next Tuesday. If you're interested, please contact Mr Smith by Friday. If there is enough interest, we may organise a bus for Year 5 students as well, possibly on Wednesday.

4 **Jack:** Hi, Freida. What's wrong? You look upset.

Freida: Oh, hi Jack. Well, you know my little brother, Sam? I just saw some of his classmates bullying him.

Jack: That's terrible. Is he OK?

Freida: Yes, he just ignored them. But I want to speak to someone so that it doesn't happen again.

Jack: Well, you could speak to your uncle, the police officer.

Freida: No, I don't think that's necessary. I'll have a chat with Mr Halford, Sam's Art teacher. He'll know what to do.

5 **Man:** Can I help you with something?

Woman: I'm looking for casual footwear for my summer holidays. But I also like these high-heeled sandals. How much are they?

Man: They're £30.

Woman: Oh, that's a bit pricey. Anyway, back to something casual.

Man: Well, all our trainers are half price.

Woman: No, trainers wouldn't be suitable for the beach. These flip flops look nice, though. How much are they?

Man: These ones? They're £15.

Woman: Hmm. OK. In that case, I suppose I'll take them.

Exercise 2 (p. 72)

Stan: Hi, Georgia. How's it going? I'm on my way to the cinema. Frank's waiting for me there. We plan on watching the new comedy with Ben Stiller. Fancy joining us?

Georgia: I'd love to, Stan, but I don't have any cash. To be honest, I don't even have enough money for the bus ticket to the cinema.

Stan: Really? But I thought that your parents give you pocket money every week.

Georgia: Yes, they do, but I've spent it all already. As soon as I got it on Saturday, I went to the mall and bought these trainers. They were on sale, but they still cost me all my money. Now, I've got nothing left until next weekend.

Stan: That's a shame. If I were you, I'd get a part-time job. I used to receive pocket money from my parents, too, but it was never enough. Now, I work in a café and I have plenty of extra money for clothes and CDs. I even manage to save some for college next year.

Georgia: But do you have enough time for schoolwork with your job?

Stan: Well, I only work at the café at the weekend, so I still have lots of time for study. In fact, now that I need to organise my time more carefully, I find that my marks have improved since I started there!

Georgia: That's amazing. I'm not sure if I could start a part-time job, though. I play golf at the weekend, and I really don't want to give it up, especially with the national championships just a month away.

Stan: That's probably for the best. Anyway, if you want to come to the cinema, I can give you some cash. Actually, isn't it your birthday next week? I'll buy your cinema ticket as a birthday present – plus your bus ticket, of course!

Georgia: Thanks, Stan. That's really kind of you.

Workbook Audioscripts

Exam Practice 2

Exercise 2 (p. EP2)

Alan: Hi, Rachael. I saw a police car outside your house while I was riding my bike home from football practice yesterday evening. Did something happen?

Rachael: Yes, unfortunately we were burgled. It happened while my family and I were attending a classical music concert in the city centre.

Alan: Oh, no! That's terrible. But doesn't your house have an alarm system?

Rachael: Yes, thankfully it does. The alarm went off at around 8 when the burglars broke the kitchen window. That's probably why they took so few things – they wanted to get out of the house before anyone responded to the alarm.

Alan: So, what are you missing?

Rachael: Luckily, all we're missing is our living room TV and my dad's laptop. My mum was really worried about her rings and necklaces, but the burglars mustn't have found them.

Alan: Wow, you're very luckily. But it must have been a terrible experience to come home to find that your house has been broken into.

Rachael: Yes, it was awful! Actually, my sister, Ann, fainted when she saw the mess they had left. And none of us could sleep last night. We weren't concerned that they would come back, but we all felt uncomfortable about the experience.

Alan: I can imagine. And have the police arrested anyone yet?

Rachael: No, not yet, but they have some ideas. According to one police officer, this was the fifth burglary in the area this month, and they've most likely all been committed by the same person.

Alan: So, it was someone on their own?

Rachael: Yes, they think so. Anyway, if I were you, I'd tell your parents to stay in for the next few evenings.

Alan: You're right. But we've also got our dog Ben. I know he's not very frightening to look at, but he barks like a big dog, so I don't think any burglar would risk coming into our house!

Rachael: I hope not. Anyway, I'd better get back inside. See you later, Alan.

Exam Practice 3

Exercise 4 (p. EP3)

Good morning, listeners! Today, I'd like to tell you about our upcoming cookery competition. It's taking place at the Cookery College in Belfast Avenue in the Demonstration Room. The date of the competition is Saturday 7th May and all participants have to be at the venue by 10 am at the latest. The theme this year is vegetarian and vegan dishes, so start looking for recipes! The winner of the competition gets to spend a day with TV chef Martin Blunos. And for three runners-up, we have signed copies of celebrity chef Jamie Oliver's new cookbook. For more information, or to enter the competition, call the Cookery College on 457 891. That's 457 891.



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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Workbook Grammar Bank Key

Grammar Bank 1

- 1 1 play 3 leaves
2 Does Jenny walk, takes 4 doesn't earn, says

- 2 2 A: Does she work as a news presenter?
B: Yes, she does.
3 A: Does she work at a radio station?
B: No, she doesn't. She works at TVExtra.
4 A: Does she earn over £50,000 a year?
B: No, she doesn't. She earns £40,000 a year.
5 A: Does she always leave work at 6 pm?
B: No, she doesn't. She stays longer when it is necessary.
6 A: Does she watch DVDs in her free time?
B: Yes, she does. She also reads books.

- 3 2 on 4 at 6 in 8 on
3 - 5 - 7 in

- 4 2 in 4 in 6 at 8 -
3 at 5 - 7 on

- 5 2 How much 4 When 6 How old
3 How many 5 How long 7 How

- 6 2 Who 3 What 4 Why 5 Whose

- 7 2 a 3 some 4 An, some 5 some

- 8 2 many 3 a little 4 any 5 How many

- 9 2 A 3 C 4 A 5 B 6 C

- 10 2 isn't coming 4 are ... complaining
3 are becoming 5 is interviewing

- 11 1 isn't leaving
2 are you going, starts
3 does the shop usually close, stays
4 are studying, 're taking

- 12 1 'm going 3 are choosing
2 flies 4 's always boasting, earns

- 13 2 He is **never** late for work in the morning.
3 Brady Barr must **always** be careful around the animals he works with.
4 I **sometimes** work at the weekend to finish a project.
5 I **often** eat my lunch in the park when the weather is nice.

- 14 2 b 3 a 4 a

- 15 2 ... am meeting (with) Susan ...
3 ... is wearing jeans ...
4 ... does your brother do ...
5 ... are you doing ...

- 16 2 more creative, better 4 lower,
3 the most stressful more interesting

- 17 2 much 4 less 6 not as
3 in 5 a lot

- 18 2 ... not as tall as ... 5 ... earns less than ...
3 ... the biggest office of ... 6 ... far kinder than ...
4 ... a lot braver than ...

Grammar Bank 2

- 1 1 damaged 4 was reading, heard
2 hit, destroyed 5 shook, collapsed
3 were watching, 6 heard, ran, told
was pouring 7 was waiting

- 2 1 shook, fell, injured
2 were you doing, was listening, went out
3 Did you see, was burning
4 got, found
5 was walking, started, was sleeping, woke

- 3 2 had 7 began 12 climbed
3 were travelling 8 stopped 13 arrived
4 was raining 9 called 14 took
5 started 10 were waiting 15 didn't get
6 were driving 11 was rising

- 4 2 noticed 5 told 8 warned
3 was going 6 was coming 9 were enjoying
4 didn't think 7 ran 10 managed

5 Suggested answers

- 2 hid in the basement.
3 his mother was cooking dinner.
4 was afraid of thunder and lightning.
5 the power went out.
6 my brother was listening to music.

- 6 2 ... was raining (non-stop) from ...
3 ... were sleeping when ...
4 ... did not stop snowing ...
5 ... ago did you visit ...

Grammar Bank 3

- 1 1 haven't found
2 've been searching
3 've been waiting, 's only just finished
4 have you spoken

- 2 1 've been 3 've been 5 's been
2 's gone 4 's gone

- 3 1 sent
2 haven't travelled, visited
3 've just booked, arranged
4 did you stay, rented

Workbook Grammar Bank Key

4 2 C 3 C 4 B 5 C 6 B

- 5 2 ... haven't / have not seen Joe for ...
 3 ... have never had ...
 4 ... 've / have ever visited ...
 5 ... have / 've been walking since ...
 6 ... still hasn't taken ...
 7 ... has gone to ...

Grammar Bank 4

- 1 2 Had he met 4 had stolen
 3 hadn't slept 5 had forgotten
- 2 2 stopped 6 told 10 told
 3 came out 7 had left 11 had seen
 4 had taken 8 called 12 arranged
 5 reported 9 answered 13 arrested
- 3 2 ... had never used ...
 3 ... had arrived before starting / they started ...
 4 ... until he had visited ...
 5 ... he had not stolen ...

4 2 c 5 c 8 c 11 b 14 c
 3 a 6 a 9 a 12 c 15 a
 4 b 7 b 10 c 13 b

- 5 2 to hear 4 describing 6 download
 3 locking 5 to assist

- 6 2 prevent 3 to arrive 4 preparing 5 to get

- 7 1 call 4 Protecting, installing
 2 to find, to hear 5 leaving, lock
 3 to rent, seeing 6 reading, to return

- 8 1 b to check
 2 a to tell b going
 3 a to put out b using
 4 a talking b to set

- 9 2 enough evidence 5 too expensive
 3 too fast 6 enough people
 4 clear enough 7 too dangerous

- 10 2 calm enough 5 interesting enough
 3 too irresponsible 6 easy enough
 4 too valuable

11 2 C 3 B 4 C 5 C

- 12 2 ... let the man go ...
 3 ... looking forward to meeting ...
 4 ... appearing in court lawyers do ...
 5 ... suggest reporting ...
 6 ... seem easy enough ...

- 13 2 small, dirty, white
 3 large, rectangular, glass
 4 antique, Italian, wooden

- 5 expensive, pink, diamond
 6 new, black, leather

- 14 2 relieved 4 surprised 6 frightened
 3 disappointing 5 annoying

- 15 2 happily 5 dramatically 8 fast
 3 academically 6 politely 9 badly
 4 possibly 7 well 10 awfully

- 16 2 angrily 3 carefully 4 easily

17 2 T 3 P 4 D 5 F 6 T

- 18 2 hard 3 free 4 late

- 19 2 Robbers entered the bank at noon.
 3 He solved the case quite easily.
 4 She worked hard on the report in her office all night.

Grammar Bank 5

- 1 2 is going to run 5 'll go
 3 will be 6 am going to study
 4 are they testing

- 2 2 Are you going to use 4 will be, will be
 3 won't lose 5 're going to break

- 3 2 Is Julie going to send 6 'll get
 3 gets in 7 aren't leaving
 4 won't be 8 're going to drop
 5 is going to install

- 4 2 is speaking / 6 'm going to ask
 is going to speak 7 will have
 3 'll be 8 starts
 4 will help 9 'll probably arrive
 5 'll cause 10 won't be

- 5 2 has finished 3 have 4 play 5 get

6 2 C 3 B 4 A 5 C

- 7 2 ... will be six ... 4 ... is going ...
 3 ... you won't forget ... 5 ... is going to buy ...

- 8 2 stops 5 would be 8 would do
 3 hadn't broken 6 forget
 4 don't scan 7 could have printed

- 9 1 won't work 5 had fitted, wouldn't
 2 had, would buy have broken
 3 press, stops 6 would check, were
 4 hadn't waited, wouldn't have got

10 2 Unless 3 Unless 4 If 5 Unless

- 11 2 Providing 4 even if 6 What if
 3 As long as 5 In the event of

Workbook Grammar Bank Key

- 8 2 is giving 4 spreads 6 are
3 causes 5 are going
- 9 2 A 3 B 4 C 5 A
- 10 2 b 3 b 4 a 5 b
- 11 2 C 3 C 4 A 5 C 6 B
- 12 2 ... shouldn't leave the light ...
3 ... can't know about ...
4 ... might volunteer at the ...
5 ... ought to look ...
6 ... must drive ...
7 ... have to do ...
8 ... you must not drive ...

Grammar Bank 8

- 1 2 say 3 say 4 tell 5 said
- 2 2 would, I will get a newspaper.
3 had seen, I have seen a bike I like in the classified ads.
4 didn't, I don't have time to watch the film.
- 3 2 She asked me if / whether I had read the review.
3 He told me not to change the channel.
4 Kate asked when the show started.
- 4 2 ... told us to hurry up.
3 ... asked my dad if / whether he would buy / to buy me some popcorn.
4 ... asked if / whether we / I could call back later.
5 ... said (that) he would lend me the DVD.
- 5 "I am going to see *The Great Gatsby* at the cinema," said Dave. "Have you read the book?" asked Julia. "I haven't," replied Dave. "It's really good. I will lend it to you," said Julia. "That's very kind of you," said Dave to Julia.
- 6 2 ... asked him if / whether he had ...
3 ... told us to wait ...
4 ... which film I had watched ...
5 ... told Tim to return ...
- 7 2 because of 3 so that 4 so 5 However
- 8 2 in order to 4 despite 6 so that
3 even though 5 such
- 9 2 The show was cancelled on account of the fact that the singer was ill.
3 In spite of the fact that they were more expensive, we bought front row tickets. / We bought front row tickets in spite of the fact that they were more expensive.
4 It was raining so we stayed in and watched a DVD.
5 Since he has seen the first two films, he wants to see *Iron Man 3*. / He wants to see *Iron Man 3* since he has seen the first two films.

- 10 2 ... so that they could talk ...
3 ... such a good time ...
4 ... due to the fact that ...
5 ... in order to find ...
6 ... on account of ...
7 ... such an interesting book that ...
8 ... despite the fact that she ...

- 11 2 will he 5 can't we 7 isn't there
3 didn't you 6 shall we 8 isn't it
4 has he

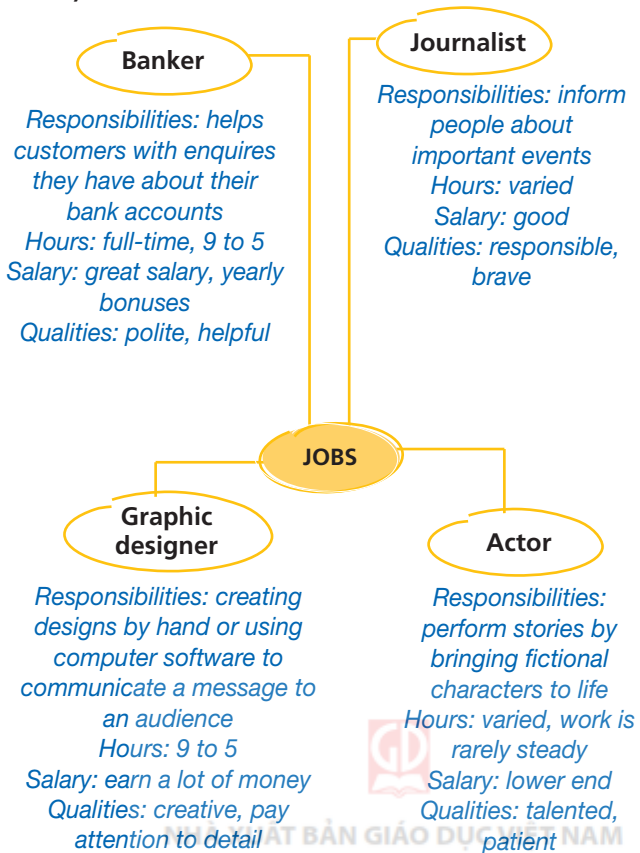
Grammar Bank 9

- 1 2 where 4 who 6 why
3 whose 5 when
- 2 2 which 3 where 4 when 5 whose
- 3 2 which / that, O – omitted
3 which / that, S – not omitted
4 who / that, S – not omitted
5 when, O – omitted
- 4 2 who / that, D, no commas
3 who, ND, comma after *Karen* and after *exercise*
4 where, D, no commas
5 when, ND, comma after *Friday* and after *paid*
- 5 2 who / that 4 who / that 6 which
3 (why) 5 (when) 7 (who / that)
- 6 2 such 3 such 4 so 5 so 6 such
- 7 2 Her advice was so valuable that it helped me solve my problem.
3 It was such an embarrassing moment that she wants to forget all about it.
4 She spends her money so carelessly that she always runs short.
- 8 2 ... reason why ... 4 ... such an awful
3 ... so few hours ... film (that) ...
- 9 2 the Taj Mahal 5 Central Park
3 the guitar 6 The Robertsons
4 Spanish 7 the River Seine
- 10 2 the 4 -, - 6 the, the 8 The
3 -, the, - 5 - 7 -
- 11 1 some 4 any, everywhere
2 someone, No one 5 something, some
3 no, anything 6 some, somewhere
- 12 2 anyone 5 no one 8 every
3 any 6 everywhere 9 no
4 some 7 something 10 nothing
- 13 2 A 3 C 4 B 5 A 6 C

Workbook Presentation Skills Key

Presentation Skills 1 (p. PS1)

1 b)



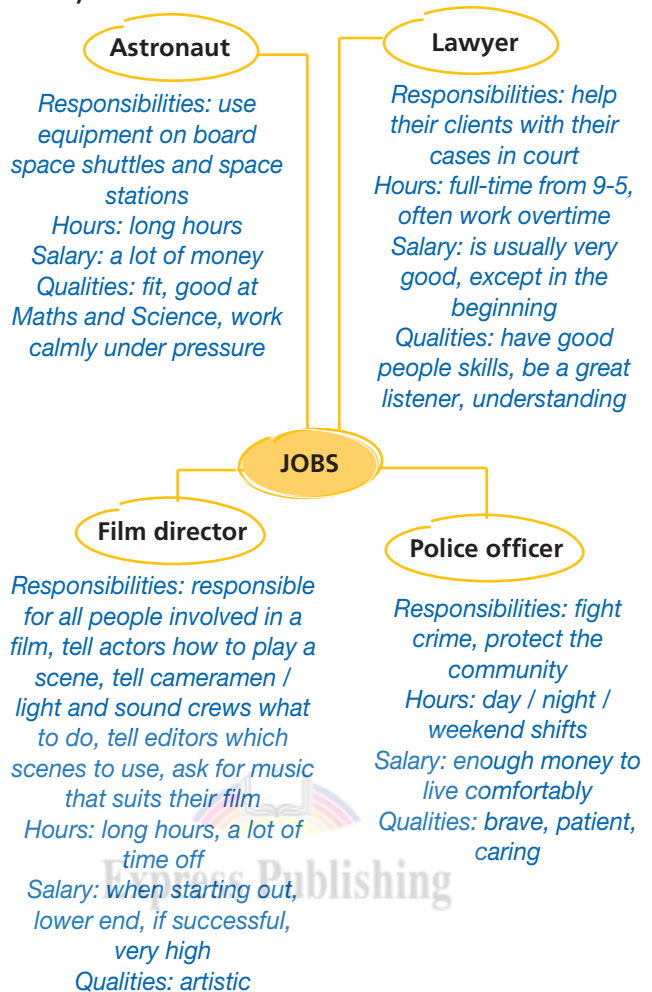
2 Opening technique: stimulating emotions
 Closing technique: narrating a personal story

3 a) Feedback technique: polling questions

b) Alternative feedback technique: Y / N game

OK, everyone, let's play a game! I'm going to ask you questions, and if you think the answer is YES, stand up! If it's NO, remain seated. First question: Do graphic designers work from 9 to 5? Good, yes they do! Next question: Do journalists get yearly bonuses? ... Excellent, no they don't. Bankers do! Here's one more question: Do actors need to have patience? ... Yes, they do. Great job, everyone!

4 b)



5 a) Introduction: A, Conclusion: B

b) A 2 B 1

6 (Ss' own answers)

7 (Ss' own answers)

8 Suggested Answer Key

Good afternoon, everyone! I'm Florence Hills, and I work as a careers advisor. Choosing the right career path is an important decision. As you know, there are many career choices for young people today and I hope this information session will give you some useful advice about which job to pursue.

Do you see yourself in a court room? If you do, a career as a lawyer might be for you. Lawyers help their clients with their cases in court. They work full-time from 9 to 5, but often have to work overtime. The salary is usually very good, but not at the beginning. A lawyer must have good people skills, be a great listener and be understanding with clients.

Workbook Presentation Skills Key

If you like helping people, then a job as a police officer might be the best career for you. Their main duties are to fight crime and protect the community. Working day, night, or weekend shifts, officers make enough money to live comfortably. It is important that police officers are brave as dealing with danger comes with the job. They also need to be patient and caring.

Life as a film director is great! They are responsible for all people involved in the making of a film; they tell actors how to play a scene, they tell cameramen and light and sound crews what to do, they tell editors which scenes to use and they ask for music that suits their films. When filming, they work long hours. But they can have a lot of time off when they're not filming. When starting out, the salary is at the lower end. But if a director is successful, the pay is very high. You definitely need to be artistic to succeed as a film director.

If you like exploring, then a job as an astronaut might be a good option for you. Astronauts use equipment on board space shuttles and space stations. They spend long hours training for their missions. They earn a lot of money, too! Astronauts need to be fit and good at Maths and Science. What's more, they need to be able to work calmly under pressure.

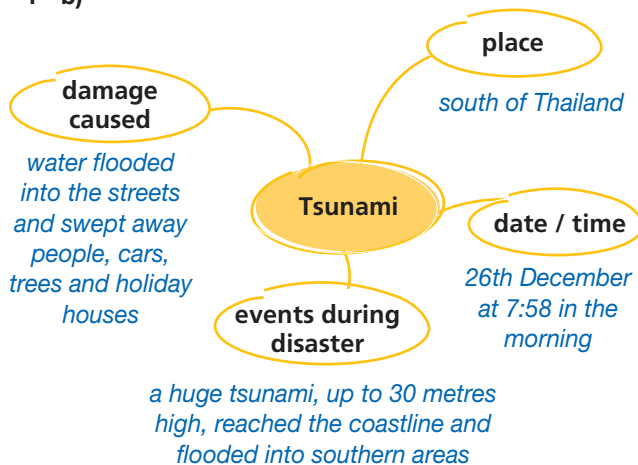
All things considered, there are a lot of options available. Jobs like a lawyer, a police officer, a film director or an astronaut are some of the jobs that are out there for you. Why not consider them?

Please get into groups of four and talk about the jobs from today's information session. Which job did you like best? ... Why? ...

Please let me know if you have any questions. ...
Thank you for your time.

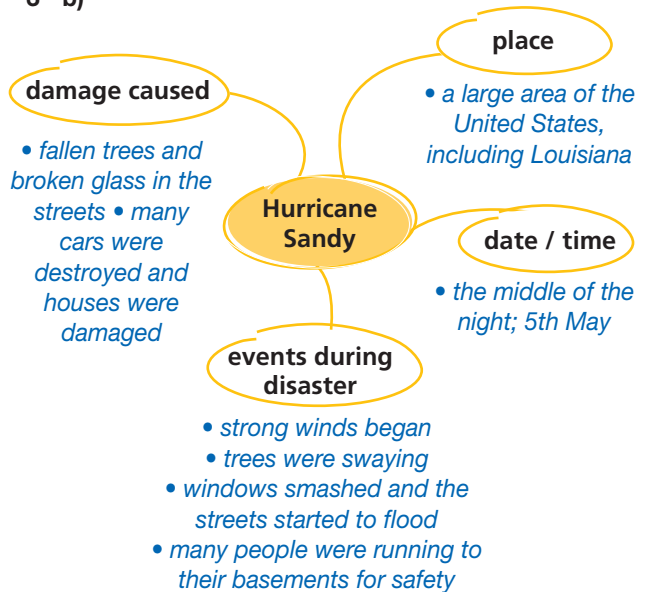
Presentation Skills 2 (p. PS2)

1 b)



- 2 Opening technique: using visuals
Closing technique: asking a rhetorical question

3 b)



4 a) A 2 B 1

b) A 2 B 1

5 (Ss' own answers)

6 Suggested Answer Key

Good morning. This is Cindy Daniels with Wake Up, America reporting from Louisiana for our first story of the day. Imagine waking up in the middle of the night. Your house is shaking violently. The windows and doors are rattling as strong winds and rain hit your town. This is what the night of 5th May was like for those who were in the path of Hurricane Sandy.

The disaster struck a large area of the United States, including Louisiana. It was the middle of the night when the strong winds began. Trees were swaying outside, and moments later, windows smashed and the streets started to flood. Everyone quickly understood that it was a hurricane. Many people were running to their basements for safety.

When the hurricane had passed, as you can see behind me, there were fallen trees and broken glass in the streets. Many cars were destroyed and houses were damaged. Following the disaster, survivors tried to deal with the damage as best they could.

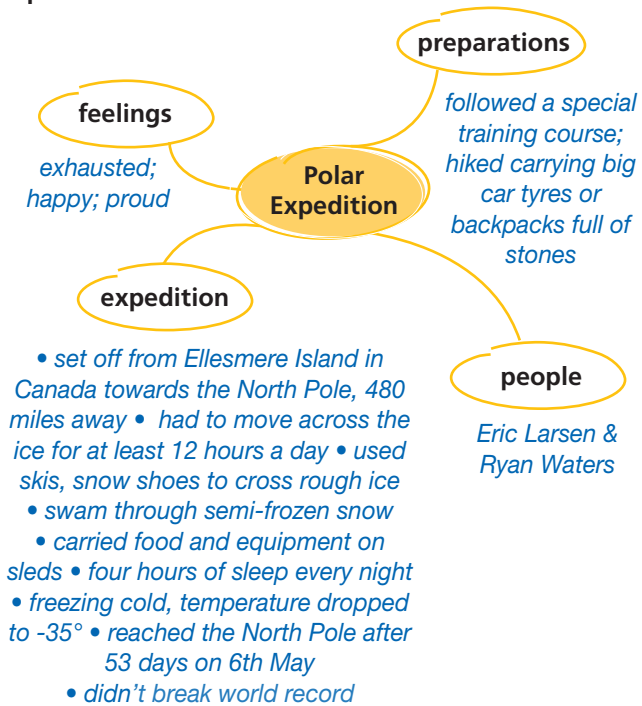
In the end, Hurricane Sandy caused billions of dollars worth of damage, but what is worse is the terrible loss of life. It will take a long time for things to get back to normal. Locals not only have to rebuild their homes, but their lives as well.

This has been Cindy Daniels reporting from Louisiana. Thank you for tuning in.

Workbook Presentation Skills Key

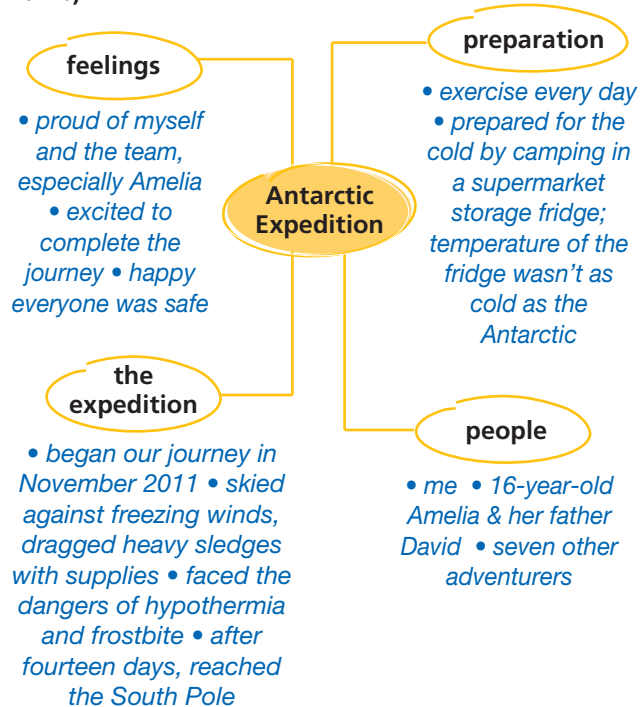
Presentation Skills 3 (p. PS3)

1



2 Opening technique: addressing the audience
Closing technique: using a quotation

3 b)



4 a) Introduction: A, C, Conclusion: B

b) A 2 B 3 C 1

5 (Ss' own answers)

6 (Ss' own answers)

7 Suggested Answer Key

Good afternoon. I'm Rune Gjeldnes. Listen to this sound. What does it bring to mind? Winds whistling loudly Freezing cold Well, this sound clip is a recording from my trip to the South Pole. It is a dream for many people to travel to the South Pole. It was also the dream of 16-year-old Amelia Hempleman-Adams, and she not only went, she actually skied there! I was there too as a member of the team and I'd like to tell you about our expedition. There are many things that my travelling companions and I had to do in preparation for the expedition. For one, we had to exercise every day. We all worked really hard and even though one of the team members was just a teenager, she managed to keep up with everyone else! We prepared for the cold by camping in a supermarket storage fridge. Still, the temperature of the fridge wasn't nearly as cold as the temperatures in the Antarctic!

Our team was made up of ten people; me, 16-year-old Amelia Hempleman-Adams and her father David, who is an experienced explorer, and seven other adventurers. We began our journey in November 2011, and we faced tough conditions! We had to ski against freezing winds and drag heavy sledges with supplies. Have a look at this photo. This is how we travelled across the snow, dragging our heavy sledges behind us. We faced many dangers such as hypothermia and frostbite but we finally arrived at the South Pole fourteen days later, safe and sound!

I was really proud of myself and the team, and especially of Amelia for becoming the youngest person to ski to the South Pole. I was also really excited to complete the journey, and happy that everyone was safe.

In conclusion, the team and I were as ready as we could be for our expedition to the South Pole, but nothing could fully prepare us for the hard work, the ice and the snow. Not many people manage to battle through these conditions to reach the South Pole, and I'm proud to be among the few that have completed this journey!

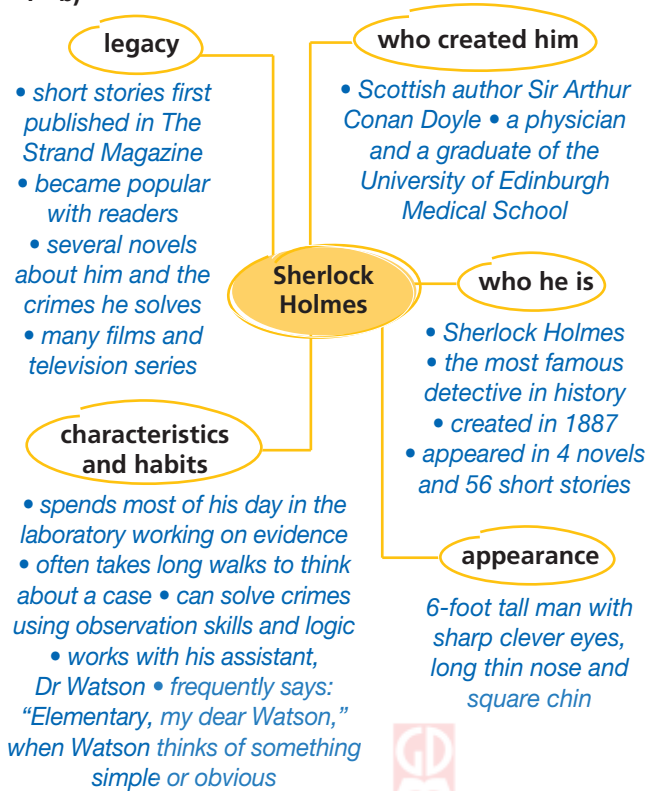
Do you have any questions? ...

Thank you for listening!

Workbook Presentation Skills Key

Presentation Skills 4 (p. PS4)

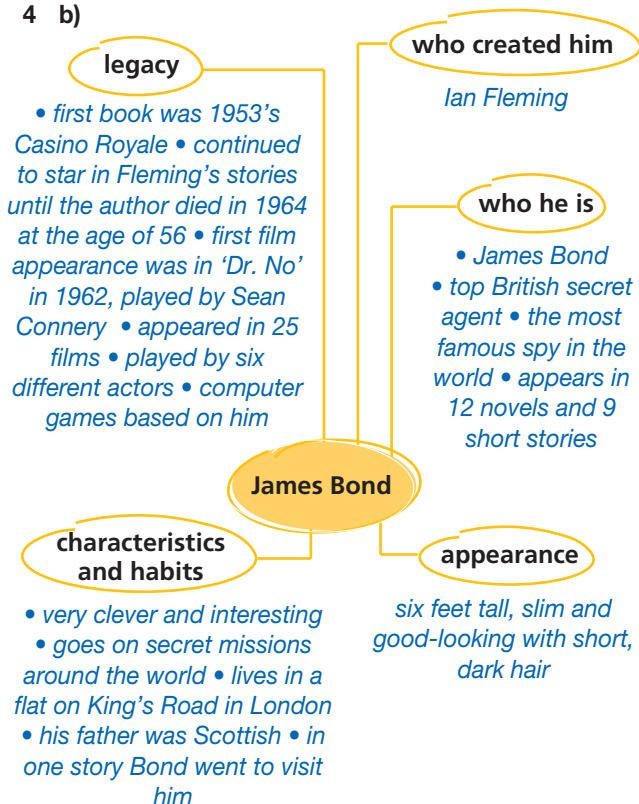
1 b)



2 Opening technique: setting the scene
Closing technique: rhetorical question

3 Feedback technique: open discussion

4 b)



5 a) Introduction: A, Conclusion: B

b) A 2 B 1

6 a) Feedback technique: pop quiz style questions in teams

b) Alternative feedback technique: polling questions
How many of you would like to read one of Ian Fleming's books about James Bond? ... Great! How many of you enjoy James Bond films? ... Wow, quite a lot of you are Bond fans! That's excellent!

7 (Ss' own answers)

8 Suggested Answer Key

Good afternoon. I'm Andrew Jones. Listen to this piece of music. What comes to mind? A thrilling adventure? Well, that's because this music is from one of the great James Bond films, featuring the most famous spy in the world.

In 1953, author Ian Fleming created the character of James Bond, a top British secret agent. He appeared in 12 novels and 9 short stories. Fleming based the character of Bond on both himself and his friend who was a real life spy. The character is named after an American birdwatcher called James Bond and his code, 007, was actually the number of the train that Fleming regularly took to London.

We learn from the books that Bond is six feet tall, slim and good-looking with short, dark hair. He's also a very clever and interesting man. When Bond isn't on a secret mission around the world, he lives in his flat on the King's Road in London. In later stories, it was revealed that Bond's father was actually Scottish and in one story Bond went to visit him.

The character of Bond has left a legacy. The first book to feature Bond was 1953's *Casino Royale* and Bond continued to star in Fleming's stories until the author died in 1964 at the age of 56. Bond's first film appearance was in *Dr. No* in 1962, played by Sean Connery. Since then, he has appeared in 25 films and has been played by six different actors. There are even computer games still based on him!

All in all, James Bond is the most popular secret agent of all time! His exciting, brave adventures will continue to keep us entertained for years to come. So, what if you could meet the creator of James Bond? Or, better yet, what if you could meet James Bond himself?

Let's play a game! Listen to the questions. If the answer is yes, stand up, but if it's no, stay in your seats.

Was James Bond a secret agent? ... Yes, he was. Well done!

Was James Bond created in 1935? ... No, he wasn't. He was created in 1952. Good!

Was James Bond's code 009? ... No, in fact it was 007. Good work!

And final question, was the first James Bond book *Casino Royale*? ... Yes, that is correct! Well done everyone!

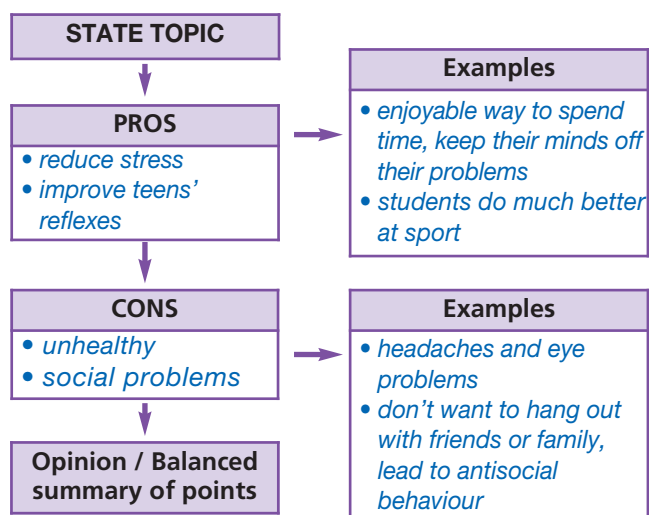
Any questions? ...

Thank you all for listening.

Workbook Presentation Skills Key

Presentation Skills 5 (p. PS5)

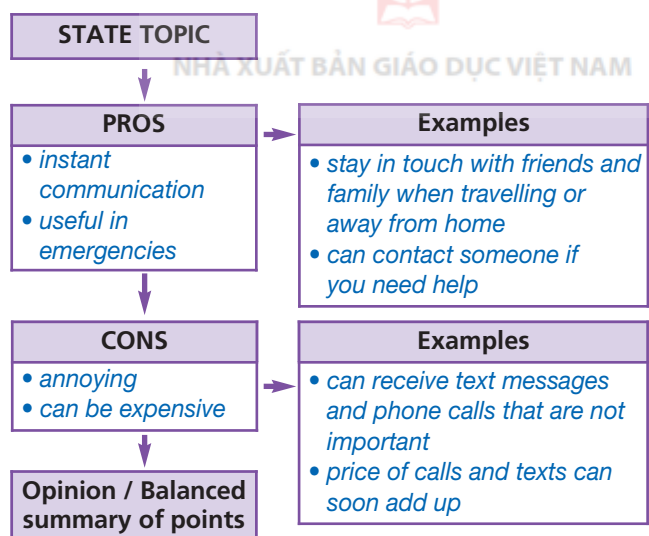
1



2 Opening technique: using visuals
Closing technique: using a quotation

3 Feedback technique: polling questions

4 b)



5 a) Introduction: A, Conclusion: B

b) A 2 B 1

6 a) Feedback technique: make a list

b) Alternative feedback technique: open discussion
OK, now I'd like to have an open discussion about this topic. What do you think? Do the benefits outweigh the drawbacks? ... Why? ...

7 (Ss' own answers)

8 Suggested Answer Key

Good morning. My name is Phil Jones. Picture this: some teens are sitting at a café. But instead of laughing and talking with each other, the table is silent. They're all 'glued' to their mobile phones. However, even though it seems like mobiles are a bad thing, they are very useful, too.

There are many advantages of using mobile phones. Firstly, they offer instant communication as you can communicate with other people very easily and quickly. This means that you can stay in touch with your friends and family when you are travelling or if you are away from home, like the young woman in the photo. What is more, mobile phones are extremely useful in an emergency. You can contact someone if you need help.

However, there are some disadvantages, too. Firstly, mobile phones can be very annoying. Lots of people receive text messages and phone calls that are not very important at all. Secondly, mobile phones can be expensive if we don't use them carefully. The price of calls and texts can soon add up.

All things considered, although there are disadvantages to using mobile phones, like the expense and the fact that they can be annoying, I believe that the benefits, such as instant communication and the fact that they are useful in an emergency, outweigh the drawbacks. If we use mobile phones responsibly, they can improve our daily lives. But what if we all used our mobile phones so much that we never had face-to-face conversations?

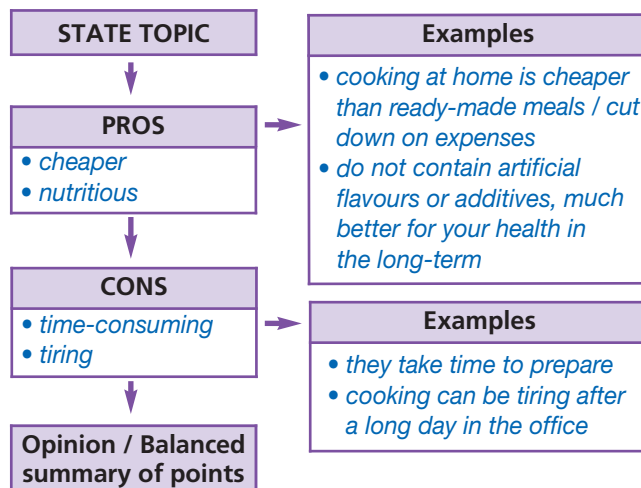
I now want you to divide into groups of 4 and talk about whether you think mobile phones are good or bad. ...Great!

Is there anything you would like to ask me? ...

Thank you for your attention.

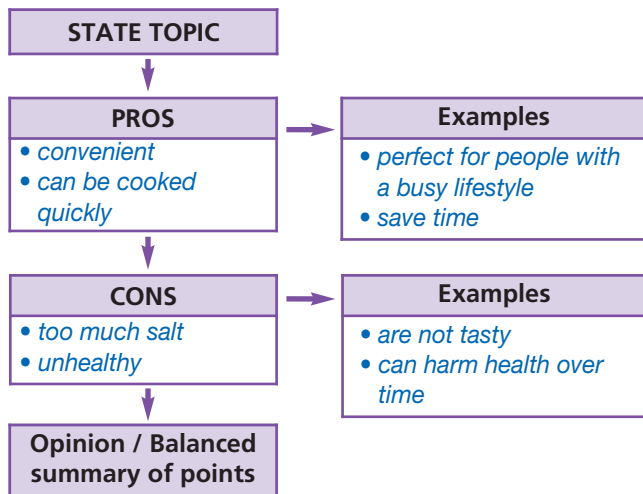
Presentation Skills 6 (p. PS6)

1



Workbook Presentation Skills Key

4 b)



First, what are the pros of ready-made meals?

C-onvenient,

S-ave time,

Now what are the cons of ready-made meals?

T-oo much salt

U-nhealthy

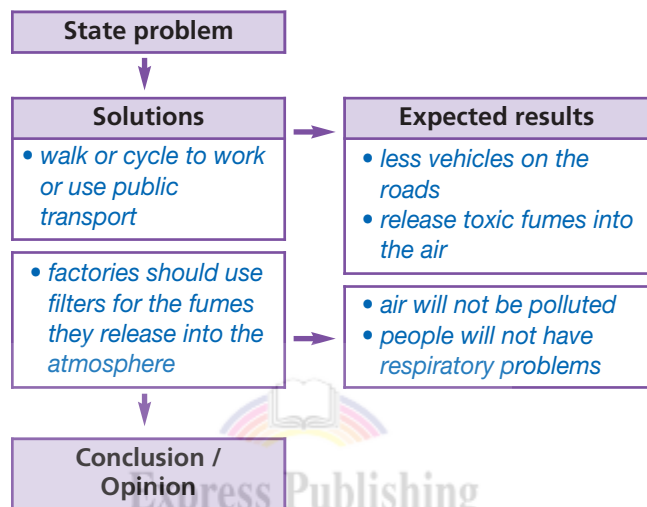
Great work everyone! The lists are complete!

Please let me know if you have any questions. ...

Thank you for your time.

Presentation Skills 7 (p. PS7)

1



5 a) Introduction: B, Conclusion: A

b) A 2 B 1

6 a) Feedback technique: pop quiz style questions in teams

b) Alternative feedback technique: open discussion

OK, now I'd like to have an open discussion about this topic. What do you think? Are the advantages of eating ready-made meals more important than the disadvantages? ... Why? ...

7 (Ss' own answers)

8 Suggested Answer Key

Hello, everyone! I'm Richard Hathaway. Roger William once said that "health requires healthy food." A lot of people rely on ready-made meals instead of cooking for themselves these days. Is that good or bad?

Have a look at this graph. As you can see, many people eat ready-made meals at least once a week. What people like about them is the fact that they are so convenient. These meals are perfect for people with a busy lifestyle as they can be cooked quickly and therefore save time.

On the other hand, there are drawbacks to ready-made meals. Usually, pre-cooked meals are not tasty enough, so they contain a lot of extra salt. Too much salt can harm your health over time.

To sum up, even though ready-made meals are convenient and save time, they can also harm people's health. I think it's a personal choice for each one of us whether to consume them or not. After all, ready-made meals may be convenient, but are you willing to risk your health?

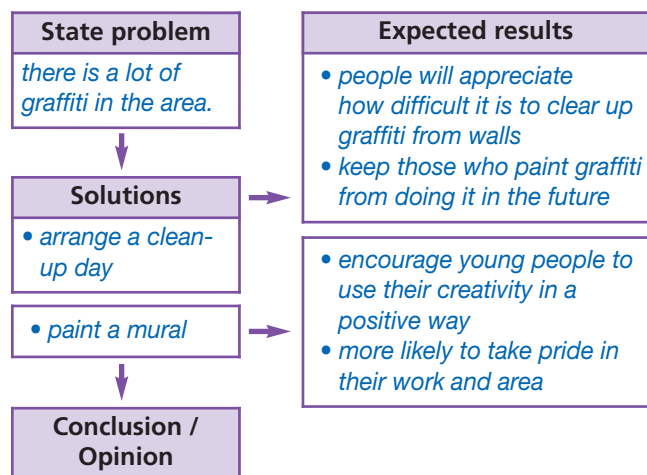
Now, let's summarise the pros and cons of ready-made meals by making two lists on the board. The initial letters will help you.

2 Opening technique: addressing the audience

Closing technique: asking a rhetorical question

3 Feedback technique: open discussion

4 b)



Workbook Presentation Skills Key

5 a) Introduction: A, Conclusion: B

b) A 2 B 1

6 a) Feedback technique: polling questions

b) Alternative feedback technique: focus groups

OK, now I'd like you to arrange yourselves into groups of 3 or 4 and discuss the problem of graffiti in our town. Which solution do you think will work best? ... Why? ...

7 (Ss' own answers)

8 Suggested Answer Key

Good afternoon, everyone. My name is Lisa Hodges and I'm a member of the town council. Have a look at this picture that I took earlier today in my neighbourhood. What do you see? ... That's right, graffiti. And it's not just this building. It's everywhere! But I'm sure, there are some ways we can fix this problem.

To begin with, we could organise a clean-up day. I hope that a lot of people, including students from the local schools, will volunteer. This would allow all of us – especially young people – to appreciate how difficult it is to clear up graffiti from the walls of buildings. Perhaps this will keep those who paint graffiti from doing it in the future.

Another suggestion is to have volunteers cover graffiti by painting a colourful mural. This would encourage young people to use their creativity in a positive way. By asking people to contribute to a large piece of art, they are more likely to take pride in their work and their area.

Overall, there are several ways we can solve the problem of graffiti in our town, including having citizens clean up the graffiti and planning a large mural to cover it up. And remember this rhyme:

Attract what you expect;

Reflect what you desire;

Become what you respect;

Mirror what you admire.

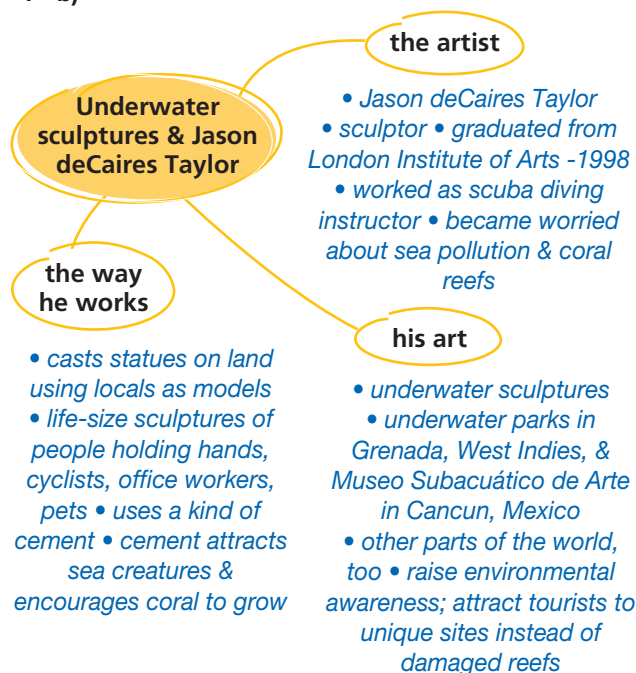
Let's talk about this. Do you think the suggested solutions will work? ... Do you agree that we can solve the graffiti problem in our area? ...

Does anyone have a question for me? ...

Thank you for listening.

Presentation Skills 8 (p. PS8)

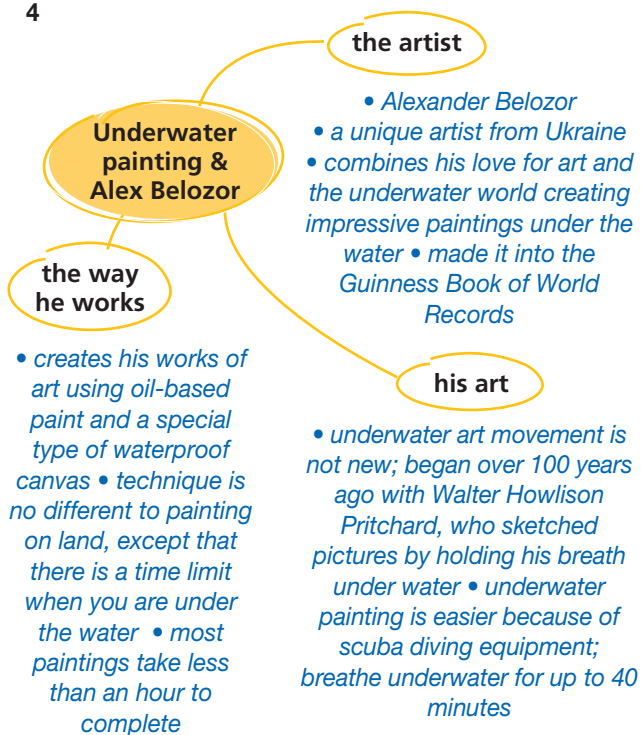
1 b)



2 Opening technique: narrating a personal story,
Closing technique: asking a rhetorical question

3 Feedback technique: open discussion

4



Workbook Presentation Skills Key

5 a) Introduction: B, Conclusion: A

b) A 2 B 1

6 a) Feedback technique: T / F game

b) Alternative feedback technique: pop quiz style questions in teams

OK, everyone, it's time for a team pop quiz! The team with the most points wins! Team A: Does Belozor make paintings or sculptures? ... Paintings, correct! Team B: Where is Belozor from? ... Ukraine, that's right! Team A: How long do most underwater paintings take to paint? ... Less than an hour, excellent! Team B, last question: Was Belozor the first person to paint underwater? ... No, he wasn't, you're right! It's a draw!

7 (Ss' own answers)

8 Suggested Answer Key

Hello everyone! My name is Ben Hughes. Is there anything more wonderful than a beautiful painting? Is there anything more mysterious than the depths of the ocean? What if you could combine the two?

Alexander Belozor is a unique artist from Ukraine. He combines his love for art and the underwater world creating impressive paintings under the water. His paintings are really stunning and Belozor has even made it into the Guinness Book of World Records! He claims that painting under the water is the only way to really give people a glimpse of the underwater world.

The underwater art movement is not new though. It began over 100 years ago with Walter Howlison Pritchard, who sketched pictures by holding his breath under water. Underwater painting is easier now because of scuba diving equipment which helps artists like Belozor to breathe underwater for up to 40 minutes.

Alexander Belozor creates his works of art using oil-based paint and a special type of waterproof canvas. The technique is no different to painting on land, except that there is a time limit when you are under the water. Because of this, most paintings take less than an hour to complete.

To sum up, Alexander Belozor is an underwater artist who uses oil-based paint and waterproof canvas to create paintings of the underwater world. One day, we might all have underwater paintings in our homes. As underwater explorer Jacques Yves Cousteau once said, "The sea, once it casts its spell, holds one in its net of wonder forever."

Now, let's talk about underwater painting. What is the most impressive thing about Alexander Belozor's art? Discuss this in groups of 3-4.

Are there any questions?

Thank you all for listening.

Presentation Skills 9 (p. PS9)

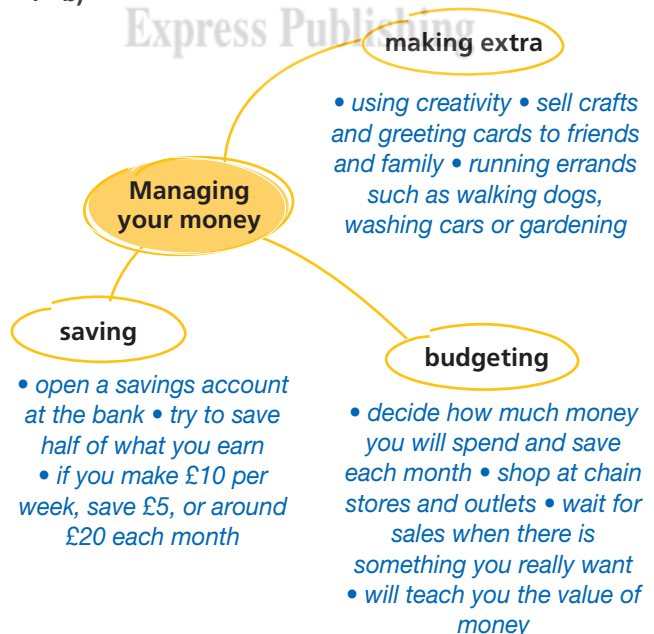
1



2 Opening technique: asking a rhetorical question, Closing technique: addressing the audience

3 Feedback technique: polling questions

4 b)



Workbook Presentation Skills Key

6 a) Feedback technique: making a list

b) Alternative feedback technique: T / F game

OK, it's time for a game! Listen to the statements. If the statement is true, raise your hand, but if it's false, keep your hand down.

You can make extra money by gardening. ... Yes, it's a good idea. Good!

You can stick to your budget by shopping more often. ... No, that's false. Excellent!

You should not open a savings account until you are older. ... That's false, too. You can open a bank account now. Great!

You should save half of what you earn. ... It's true. Good job, everyone!

7 Suggested Answer Key

Good morning, everyone! I'm Katie Johnson. We all enjoy spending money! But how about saving money? Well, here are some ideas.

First of all, if you are only getting pocket money, you could try to make a little extra cash to boost your income. One way to do this is by using your creativity. For instance, you could sell crafts and greeting cards to your friends and family. Another option is to try and earn some extra money in your free time, by running errands for a fee, such as walking dogs, washing cars or gardening.

Secondly, creating a budget is an important part of managing money – but sticking to it is even more important! You can make a budget by deciding how much money you will spend – and save – each

month. You can stick to your budget by shopping at chain stores and outlets, or waiting for sales when there is something you really want to buy. This will teach you the value of money.

Finally, a very important part of managing money is opening a savings account at the bank. You should try to save half of what you earn. For instance, if you make £10 per week, you should try to save £5, or around £20 each month. It may not seem like much, but it adds up quickly!

So to sum up, you can manage your money by making a little extra, following a budget and saving money. Statistics show that only around 22 percent of teens manage their pocket money wisely. Hopefully, these tips will help those of you who haven't learned yet how to earn and spend money responsibly.

Now let's revise the most important ways to save money. Look at the board. The initial letters of each word or phrase will help you.

M-aking extra,

B-udgeting,

S-aving.

Well done everyone!

Now, are there any questions? ...

Thank you for listening.


Express Publishing

Workbook Exam Practice Key

Exam Practice 1

1 Suggested Answer

The underlined words are the key words that help me locate the relevant section of the text where the answer to the question is found.

- 2 1 F 3 T 5 T 7 F 9 F
2 F 4 T 6 T 8 F 10 F

Exam Practice 2

- 1 a saw, spotted c address, house
b bike, riding

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

- 3 1 a 2 a

- 4 1 is / has been a 4 order
2 lot of 5 is believed (that)
3 soon as

Exam Practice 3

- 1 B

- 2 1 C 3 D 5 D 7 A 9 A
2 A 4 C 6 C 8 C 10 B

- 3 1 C 2 A 3 D 4 B

- 4 1 Belfast Avenue 4 vegetarian and vegan
2 7th May 5 Jamie Oliver's
3 10:00 am 6 457891

Exam Practice 4

- 1 The text was written to provide information on an unusual museum. The writer is trying to present the museum in an interesting way so that people will get curious and visit it.

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

- 3 **cinema:** rude usher

concert: band was late, seats far away from the stage

both: uncomfortable seats, venue too hot / cold, drinks and snacks too expensive

4 Suggested Answer

Hi Kenneth,

How are things? Let me tell you about my cinema experience last Sunday!

My friends and I went to the new cinema that opened in the city centre to watch the new *Transformers* film. We loved the film. It was full of action and adventure; in fact, I think it was more exciting than the first *Transformers* film.

The problem was with the cinema. The film started twenty minutes late, and the usher who showed us to our seats was very rude. The cinema itself wasn't very nice either. The seats were too small and we had to pay a fortune for some popcorn and soft drinks. I'm not going there again!

Have to go now. Write back with your news.

Cheers,

Terry

Workbook Vocabulary Bank Key

Vocabulary Bank 1

1 1 graduate 3 apply 5 work 7 retire
2 look 4 have 6 get

2 1 full-time 4 qualification 7 apply
2 work 5 took 8 transfer
3 vacancy 6 earn

3 1 benefit 3 wage 5 expenses 7 earnings
2 perk 4 income 6 salary 8 bonus

4 1 for 3 in 5 of
2 as 4 at 6 for

Vocabulary Bank 2

1 1 car accident 4 wildfire 7 plane
2 flood 5 ship wreck crash
3 train derailment 6 earthquake 8 drought

Natural	Man-made
flood	car accident
wildfire	train derailment
earthquake	ship wreck
drought	plane crash

3 1 tsunami 3 avalanche
2 hurricane 4 famine

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

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

Vocabulary Bank 3

1 1 reservation 4 en-suite 7 arrival
2 dates 5 double bed 8 confirm
3 single 6 check in

2 1 trip 3 voyage 5 tour 7 flight
2 cruise 4 journey 6 travel

3 1 information 6 check-in
2 currency exchange 7 gate
3 baggage hall 8 duty free
4 departures 9 check-in / customs
5 arrivals hall 10 customs

Vocabulary Bank 4

1 A 3 C 7 E 1 G 6
B 2 D 4 F 5

2 A 8 C 1 E 5 G 2
B 7 D 4 F 3 H 6

3 1 judge 5 defence lawyer
2 witness 6 police officer
3 jury 7 court reporter
4 the accused 8 prosecutor

Vocabulary Bank 5

1 A comet G the Moon
B probe H galaxy
C space station I planet
D astronaut J star
E meteor K the Sun
F asteroids L satellite

2 1 H 4 A 7 J 10 I
2 K 5 E 8 B 11 F
3 C 6 D 9 G 12 L

3 A 5 C 1 E 8 G 3
B 7 D 2 F 4 H 6

Vocabulary Bank 6

1 A 4 C 7 E 3 G 5 I 6
B 9 D 10 F 8 H 2 J 1

2 1 carrots 4 oranges 7 sardines
2 chicken 5 milk
3 crab 6 lentils

Vocabulary Bank 7

1 1 nursery school 4 university
2 secondary school 5 primary school
3 music school 6 vocational college

Types of institution	Buildings & facilities	Subjects
<ul style="list-style-type: none"> boarding school co-educational school online university comprehensive school 	<ul style="list-style-type: none"> canteen main hall gym classroom library 	<ul style="list-style-type: none"> Business Studies Law Medicine Philosophy History
People		Types of learning
<ul style="list-style-type: none"> professor librarian tutor 	<ul style="list-style-type: none"> warden lecturer 	<ul style="list-style-type: none"> lecture field trip tutorial

3 1 scholarship 4 curriculum 7 sit
2 enrol 5 qualify
3 postgraduate 6 research

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

Workbook Vocabulary Bank Key

Vocabulary Bank 8

- 1 1 stage 4 spotlight 7 make-up
2 curtain 5 auditorium artist
3 box office 6 footlights 8 usher
- 2 A 7 C 6 E 2 G 1
B 5 D 3 F 8 H 4
- 3 1 audience 3 wardrobe 5 interval
2 stage 4 actor 6 costumes
- 4 a) 1 painting 3 tour guide 5 curator
2 visitors 4 seating area 6 sculpture
- b) A 3 B 5 C 1 D 2 E 6 F 4

Vocabulary Bank 9

- 1 1 striped 3 checkered 5 plain
2 tartan 4 polka-dot 6 floral

- X2 1 nylon 3 denim 5 leather
2 wool 4 fur 6 silk
- 3 **Headwear:** woolly hat, baseball cap, helmet, beanie
Tops: polo shirt, shirt, hoodie, V-neck jumper
Legwear: jeans, stockings, shorts, trousers
Footwear: flip-flops, slippers, wellington boots, trainers
Accessories: bracelet, handbag, gloves
- 4 1 sales 4 fashion 7 credit
2 second-hand 5 designer 8 price
3 changing 6 shopping



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



Express Publishing

Workbook Quizzes Key

Unit 1

- | | |
|----------------|----------------|
| 1 T | 6 F (wages) |
| 2 T | 7 T |
| 3 F (health) | 8 F (freckles) |
| 4 F (Scotland) | 9 F (cowgirl) |
| 5 F (15-17) | 10 T |

Unit 2

- | | | |
|-------------|-------------|------------|
| 1 avalanche | 5 broke | 9 blizzard |
| 2 Congo | 6 disasters | 10 cyclone |
| 3 lava | 7 burnt | |
| 4 survive | 8 put | |

Unit 3

- | | |
|--------------|--------------------|
| 1 Antarctica | 6 hibernate |
| 2 explorer | 7 temperate forest |
| 3 Ecuador | 8 the USA |
| 4 five | 9 nine |
| 5 short | 10 15th |

Unit 4

- | | |
|-----------------------|------------------------------|
| 1 F (serious offence) | 7 F (second) |
| 2 F (illegal) | 8 T |
| 3 F (shops) | 9 F (Sir Arthur Conan Doyle) |
| 4 T | |
| 5 F (author) | 10 T |
| 6 T | |

Unit 5

- | | | |
|---------------|----------|-------------|
| 1 Johnny Depp | 5 1946 | 9 emotions |
| 2 Google | 6 father | 10 hardware |
| 3 1984 | 7 USA | engineer |
| 4 1900 | 8 jokes | |

Unit 6

- | | | |
|-------------|----------|-------------|
| 1 beverages | 5 rash | 9 treatment |
| 2 dairy | 6 pinch | 10 bacteria |
| 3 seafood | 7 stuffy | |
| 4 poisonous | 8 heal | |

Unit 7

- | |
|---|
| 1 F (environmental issue) |
| 2 T |
| 3 T |
| 4 F (are an endangered species) |
| 5 T |
| 6 F (big cat) |
| 7 T |
| 8 F (day) |
| 9 F (finds solutions to environmental problems) |
| 10 T |

Unit 8

- | | | |
|--------------|--------------|---------------|
| 1 underwater | 5 broadsheet | 9 Realistic |
| 2 carve | 6 tabloid | 10 California |
| 3 London | 7 banjo | |
| 4 classified | 8 rattling | |

Unit 9

- | | | |
|--------------|---------------|------------|
| 1 12 | 5 children | 9 John |
| 2 northeast | 6 governments | 10 clothes |
| 3 coal mines | 7 clothing | |
| 4 kit | 8 1066 | |

Workbook Further Practice Section Key

Phrasal verbs

Unit 1

1 up 3 for 5 down 7 up
2 away 4 with 6 up 8 off

Unit 2

1 out 3 out 5 up 7 out 9 for
2 in 4 off 6 up 8 out 10 off

Unit 3

1 out 2 on 3 on 4 off 5 in 6 up

Unit 4

1 in 2 up 3 out 4 into 5 with 6 off

Unit 5

1 in 2 on 3 in 4 over 5 off 6 up

Unit 6

1 on 2 after 3 down 4 out 5 round

Unit 7

1 across 4 out of 7 up 10 out
2 about 5 on 8 forward 11 off
3 up 6 over 9 out

Unit 8

1 up 3 out 5 in 7 out
2 on 4 in 6 out 8 at

Unit 9

1 up 3 out 5 up 7 out 9 on
2 out 4 on 6 off 8 up 10 out

Revision

1 out 6 out 11 off 16 out
2 into 7 out 12 for 17 off
3 up 8 out 13 after 18 across
4 round 9 away 14 out 19 forward
5 out 10 out 15 on 20 out of

Word Formation

Unit 1

1 scientist 3 singer 5 musician
2 actor 4 presenter

Unit 2

1 distance 3 protection 5 amazement
2 eruption 4 government

Unit 3

1 tiring 3 disappointed 5 amazed
2 impressed 4 worrying

Unit 4

1 owners 3 trespassing 5 motorist
2 magnetism 4 inspector

Unit 5

1 illegal 3 impersonal 5 inexpensive
2 inhuman 4 immobile

Unit 6

1 luxurious 3 dirty 5 various
2 sensitive 4 circular

Unit 7

1 population 3 Homelessness
2 publicity 4 organisational

Unit 8

1 beautiful 3 importance 5 developing
2 sharpened 4 competence

Unit 9

1 hazardous 3 enjoyable 5 mysterious
2 suitable 4 creative

Revision

1 performance 10 theft 19 treatment
2 accommodation 11 injections 20 illegally
3 pressure 12 memorable 21 successful
4 variety 13 behaviour 22 possessions
5 reaction 14 discovery 23 availability
6 unnecessary 15 unbelievable 24 allergic
7 painful 16 generosity 25 extinction
8 independence 17 agreement 26 unaware
9 Communication 18 difference 27 argument

Prepositions

Unit 1

1 through 4 in 7 around 10 about
2 into 5 of 8 in
3 at 6 from 9 with

Unit 2

1 into 3 down 5 out 7 to 9 for
2 of 4 out 6 in 8 in 10 to

Unit 3

1 of 3 in 5 by 7 of 9 to 11 in
2 of 4 since 6 in 8 of 10 of 12 to

Unit 4

1 of 4 for 7 in 10 at
2 against 5 of 8 In 11 to
3 without 6 about 9 on 12 for

Unit 5

1 of 3 of 5 with 7 in 9 in 11 to
2 of 4 of 6 on 8 In 10 with 12 for

Unit 6

1 to 3 in 5 to 7 for 9 on 11 in
2 for 4 of 6 on 8 in 10 In 12 in

Workbook Further Practice Section Key

Unit 7

1 on 3 about 5 for 7 in 9 on 11 to
2 into 4 of 6 from 8 on 10 with 12 of

Unit 8

1 with 3 on 5 of 7 to 9 of 11 to
2 in 4 into 6 in 8 for 10 with 12 with

Unit 9

1 about 3 along 5 up 7 of 9 for
2 through 4 for 6 for 8 with 10 over

Sentence transformations

Unit 1

- 1 ... the most creative person ...
- 2 ... rarely works ...
- 3 ... are having a meeting ...
- 4 ... the best ...
- 5 ... isn't as tall as ...
- 6 ... usually eats lunch ...
- 7 ... is lower than ...
- 8 ... always go to bed before ...
- 9 ... as experienced as ...
- 10 ... always annoying ...

Unit 2

- 1 ... was raining heavily ...
- 2 ... was colder than ...
- 3 ... were sleeping when the earthquake ...
- 4 ... hardly (ever) snows ...
- 5 ... am thinking of applying ...
- 6 ... did the volcano last ...
- 7 ... the coldest continent on ...
- 8 ... while we were having ...
- 9 ... are the responsibilities of ...
- 10 ... doesn't often travel ...

Unit 3

- 1 ... hasn't been on holiday ...
- 2 ... have never tried diving ...
- 3 ... time we went abroad ...
- 4 ... has been planning the trip ...
- 5 ... usually gets up before ...
- 6 ... is hotter than ...
- 7 ... left for ...
- 8 ... are still cleaning the ...
- 9 ... you manage to see ...
- 10 ... first time Judy has been ...

Unit 4

- 1 ... had arrived before he gave ...
- 2 ... has been working ...
- 3 ... gave their verdict after ...
- 4 ... isn't as serious as ...
- 5 ... had never committed a crime ...
- 6 ... while I was driving home ...
- 7 ... have enough evidence to arrest ...
- 8 ... regrets leaving the windows ...
- 9 ... haven't finished examining ...
- 10 ... always remember to put ...

Unit 5

- 1 ... had been on the ...
- 2 ... aren't as expensive as ...
- 3 ... had a laptop, I would ...
- 4 ... am going to buy ...
- 5 ... forgot to save his work ...
- 6 ... have been working ...
- 7 ... hadn't been ill ...
- 8 ... wasteful to spend ...
- 9 ... unless you follow the ...
- 10 ... too expensive (for me) to ...

Unit 6

- 1 ... was beaten by ...
- 2 ... are often criticised ...
- 3 ... had never been ice climbing ...
- 4 ... has been a vegetarian for ...
- 5 ... not as healthy as ...
- 6 ... while he was playing ...
- 7 ... is not old enough ...
- 8 ... was sitting by himself ...
- 9 ... wouldn't have ordered ...
- 10 ... was closed by the time ...

Unit 7

- 1 ... might do ...
- 2 ... is getting warmer (and warmer) ...
- 3 ... have to do more ...
- 4 ... has been helping people ...
- 5 ... had never taken part ...
- 6 ... unless we reduce ...
- 7 ... don't need to ...
- 8 ... ought to recycle ...
- 9 ... was almost wiped out by ...
- 10 ... must be more ...

Unit 8

- 1 ... that she had seen ...
- 2 ... if / whether he had gone ...
- 3 ... have never seen a film ...
- 4 ... (that) the tickets were sold ...
- 5 ... enough / more time, I would go ...
- 6 ... despite the fact that ...
- 7 ... can only be purchased ...
- 8 ... the best book I have ...
- 9 ... told him not to practise ...
- 10 ... was not cheap enough ...

Unit 9

- 1 ... which I read about ...
- 2 ... so terrible that ...
- 3 ... whose dad is ...
- 4 ... such an interesting play that ...
- 5 ... isn't anything ...
- 6 ... which she wants to buy ...
- 7 ... such a good ...
- 8 ... who is 18 years ...
- 9 ... was not anybody who ...
- 10 ... when Jen graduated ...

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