

Anyway, for my gap year, I went to Cameroon in Central Africa. I got a job helping a medical charity and stayed for the whole year. Basically, I worked as a doctor's assistant in one of their medical centres. We were really busy because that year, there were a lot of cases of Yellow Fever. It was spreading fast, and people were coming to the medical centre every day with the disease. It took ten months to get it under control. After that, I changed my plan – I didn't want to be a scientist after all. So I went back to the UK and finished my training to become a hospital doctor. That took two years. Now I'm looking for a job – and I'd love to go back to Africa.

4 Woman Look out of the window. What a great view!

Man Yes, it is. Amazing. Look at those trees – and that mountain in the background.

W It's a volcano, I think.

M Is it? Yes, maybe. I'm not sure.

W We can ask.

Bell boy Here are your suitcases, madam.

M Thanks very much! Can I ask you a question?

BB Yes, of course.

W Is that a volcano or just a mountain?

BB It's a volcano: Mount Bagana. But don't worry – the last time we all had to leave the hotel was five years ago.

M Only five years? So, it's an active volcano?

BB Yes, active. But it's quiet now.

W For the moment ...

BB Yes, for the moment.

Exercise 5  1.16 **page 44**

1 b 2 b 3 a 4 c

Transcript

See exercise 4.

4D Grammar

Superlative adjectives, *too* and *enough*

Exercise 1 **page 45**

1 highest, a 2 furthest, c 3 deepest, c
4 sunniest, b 5 most polluted, c 6 most common, a
7 longest, c 8 largest, b 9 driest, a

Exercise 2 **page 45**

1 largest, in 2 most dangerous, in 3 worst, of
4 hottest, of 5 most expensive, in

Exercise 3 **page 45**

2 We're not old enough to go on holiday alone.
3 This bed isn't soft enough.
4 This film is too boring.
5 It's too cold to go to the beach.
6 His family weren't rich enough to go on holiday.

Exercise 4 **page 45**

1 latest 2 too close 3 richest 4 lucky enough
5 too old 6 too ill 7 best 8 most helpful
9 biggest 10 most spectacular 11 difficult enough
12 most likely 13 too early 14 too dry
15 most probable

4E Word Skills

Phrasal verbs

Exercise 1 **page 46**

fossil fuels global warming greenhouse gases
ice caps rainforest renewable energy sea level
surface temperature

Exercise 2 **page 46**

1 off, T 2 down, F 3 up, T 4 out, F 5 down, F
6 on, T 7 up with, F 8 out, T

Exercise 3 **page 46**

1 come up with 2 give up 3 carry on 4 look after
5 use up 6 go up 7 put off 8 set off

4F Reading

Survival story

Exercise 1 **page 47**

1 approaching 2 took off, landed 3 reached
4 heading 5 spin

Exercise 2 **page 47**

1 a tornado 2 at home 3 at school 4 a bathroom
5 in a cupboard under the stairs 6 twenty-four

Exercise 3 **page 47**

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

4G Speaking

Photo comparison

Exercise 1 **page 48**

1 photos 2 contrast ✓ 3 both 4 second ✓
5 obvious ✓ 6 theme 7 first ✓ 8 Unlike ✓ 9 can

Exercise 2 **page 48**

1 shows 2 country 3 must 4 see 5 fun
6 jumping 7 throwing 8 wearing 9 children
10 Judging 11 enjoying

4H Writing

An article

Exercise 1 **page 49**

1 burn, gives 2 appears, comes 3 happens, causes
4 forms, call 5 eat, makes 6 happen, rains

Exercise 2 **page 49**

The second paragraph should begin at B.

Exercise 3 **page 49**

(*Phrases used in the model text)

A In my opinion, ... ; To be honest, ...

B *Having said that, ... ; On the other hand, ...

C *However, ... ; Nevertheless, ...

D Moreover, ... ; *What is more, ...

Also in model text: Furthermore, ... ; I do not think ...

Exam Skills Trainer 2

LESSON SUMMARY

Reading: A text about a hurricane

Listening: A talk by a space scientist

Use of English: Completing a text with missing words

Speaking: Comparing and contrasting two photos

Writing: A message to a friend about a film

LEAD-IN 2-3 MINUTES

- Ask:
What's your favourite type of weather?
What do you like to do in this weather?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 50

- Go through the strategy together.
- Students read through the questions and underline the key words.
- Check ideas as a class.

KEY

- 2 always positive
- 3 this time
- 4 Most, end of the year
- 5 surprised, the writer, and her family
- 6 the whole time
- 7 flooded
- 8 less than a week

Exercise 2 page 50

- Students read the text and answer the questions.
- Check answers as a class.

KEY

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

Extra activity

- Write *Storm chasing* on the board. Tell students about an area in the USA called Tornado Alley, where highly destructive tornadoes are very common. Ask: *Would you like to go on a storm chasing trip in Tornado Alley? Why? / Why not?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Listening

Exercise 3 page 50

- Go through the strategy together. Students then read the questions and answer options, and predict the topic of the recording.
- Elicit words that students might hear in each recording and write them on the board.

KEY

(Possible answers)

Science and space: astronaut, atmosphere, meteor, moon, planet, spaceship

Exercise 4 2.04 page 50

- Play the recording for students to answer the questions.
- With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 C 2 B 3 B 4 A 5 B

Transcript

Hello and thank you for asking me to come and speak to you today. I'd like to start by telling you a little bit about how I became a space scientist. I was always interested in the stars and spent a lot of time as a child staring out of my window at the night sky. I also read books from the library and learned all about the planets and famous astronomers such as Galileo, who studied the stars. I used to stand in the garden and point out the names of the planets to my very patient parents.

Science wasn't really my favourite subject when I was at school. I preferred maths, although I wasn't very good at it. I also played the violin and the piano very well and I thought for a while that music would be my future career. But then I went on a school trip to the Science Museum in London. There was an exhibition about the history of space travel and also a film about shooting stars. I thought it was amazing that most of the shooting stars we see are meteoroids. These objects can be small, like sand, or larger rocks. A meteoroid becomes a meteor when it hits the atmosphere and leaves a bright light behind it. That night, I was looking out of my window and there was a shooting star. I was so excited I decided right then that I would be a space scientist! I worked hard at school and studied physics at university. After that, I worked for several years as a research assistant at different universities in Britain, and later in Japan. During that time, I worked on a very exciting space mission to Mars. Now I'm back in Britain working on another space mission. People ask me how to become a space scientist. Well, it isn't easy, but I'm proof that it's possible. It doesn't matter too much which university you go to, but you need to get the best science degree you can and then go from there. Follow your dreams and don't give up!

- Ask students to skim read the text and then look at the first gap. Ask them to choose the options that are incorrect and explain why. (Options A and B are incorrect because the correct option must be a superlative adjective. Option A is an adjective and option B is a comparative adjective.)
- Students complete the text.
- Check answers as a class.

KEY

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

Speaking

Exercise 6 page 51

- Go through the strategy together. Students then categorise the phrases and add any more that they know to each category.

KEY

1 Sp 2 Si 3 D 4 Sp 5 D 5 D 6 Si

Exercise 7 page 51

- Students work in pairs to compare and contrast the two photos. Remind them to use the phrases from exercise 6.
- Monitor and help where necessary.
- Ask a few students to share their ideas with the class.

Writing

Exercise 8 page 51

- Go through the strategy together. Students then read the message and find five mistakes.
- Check answers as a class.

KEY

Spelling: storie (story), realy (really), speciel (special)

Punctuation: thats (that's), good? (good.)

Exercise 9 page 51

- Revise adjectives to describe films and TV programmes and aspects of films from Lesson 3A by asking students to make sentences.
- Give students a few minutes to plan their message.
- Students write their messages.
- When they have finished, they can swap them with a partner. They can feed back on their partner's message.

Lesson outcome

- Ask students: What have you learned today? And elicit answers: *I can identify the key words in true / false questions. I can predict the content of a recording. I can identify the obviously incorrect options in a multiple-choice task. I can compare and contrast photos. I can write a message to a friend.*

For further practice of climate change collocations:
Vocabulary Builder 4H page 119

3 2 rely on 3 emit 4 reduce 5 invest in
6 reduce 8 save

4 1 invest in renewable energy 2 save energy
3 rely on fossil fuels 4 emit carbon dioxide
5 protect endangered species
6 reduce carbon emissions

Exercise 5 page 49

- Students read the phrases and add the highlighted phrases from the forum post to the correct group.
- Check answers as a class.

KEY

A It seems to me that B There are people who believe that C Nevertheless D What is more

For further practice of the zero conditional:
Grammar Builder 4H page 130

11 1 use; reduce 2 cut down; destroy 3 can;
conserve 4 save; don't leave 5 burn; gives off

For further practice of comparative adjectives:

Grammar Builder 4B page 130

- 1 1 smaller 2 larger 3 earlier 4 more powerful
5 more 6 brighter 7 fewer 8 more
9 further / farther 10 wetter 11 prettier
12 more frightening
- 2 1 happier 2 smaller 3 friendlier 4 better
5 less 6 more difficult 7 further / farther
8 colder 9 wetter 10 worse
- 3 2 The Earth is much smaller than the sun.
3 Gold is heavier than silver.
4 Rock-climbing is more dangerous than hiking.
5 Cycling is much easier than skiing.
6 The USA is far bigger than the UK.
7 Porsches are more expensive than Skodas.
8 Ice storms are far rarer than thunderstorms.
9 A broken ankle is worse than a sprained ankle.
- 4 2 The book isn't as expensive as the pen.
3 Darren isn't as tall as Lucy.
4 London isn't as far (away) as Leeds.
5 The skiing holiday is as cheap as the beach holiday.
6 French isn't as popular as Spanish.

For further practice of superlative adjectives: Grammar Builder 4D (Part 1) page 130

- 5** 1 the biggest 2 the scariest 3 the worst
4 the furthest / farthest 5 the best 6 the most intelligent
- 6** 1 the most intelligent; in 2 the best; of
3 the worst; in 4 the biggest; of
5 the shortest; of 6 the highest; in
- 7** 2 What is the best day of the week?
3 What is the worst day of the week?
4 What is the most beautiful city in your country?
5 Who is the best-looking actor on TV?