

Communication

5A IT'S AN EMERGENCY! Student A

- a Read your survival tips and underline things you should and shouldn't do, and why. Try to remember the information.

WHAT TO DO IF...THERE'S AN EMERGENCY ON A PLANE

Your plane is very unlikely to crash, but if it does, the most important thing is to be ready for it. Eighty per cent of all accidents take place during take-off or landing, and if there is an emergency, such as a fire, you will probably only have about 90 seconds to get off. So when you get on the plane (and when it starts the descent) you need to be thinking about what you would do.

Pay attention to the safety card and the flight attendant's safety briefing. Memorize where the emergency exits are and count how many rows you are away from them. Don't do what many people do which is to relax, take off their shoes, and start reading or listening to music. If something does happen you need to be ready to take action. In fact this is one of the reasons why people are told to switch off electronic devices during take off and landing. Above all don't go to sleep. But once the plane is flying and the seat belt signs have gone off, you can start to relax and enjoy the flight.

- b Now in your own words tell **B** and **C** how to survive if there's an emergency on a plane.

5A GUESS THE CONDITIONALS Student A

- a Read through sentences 1–6 and think how you could complete the gaps. They are either second or third conditionals. ⊕ = a positive verb phrase, ⊖ = a negative verb phrase.
- b Say your complete sentence 1 to **B**. If **B** says *That's right*, write in the words. If **B** says *Try again*, think of another possible completion and say the sentence again. You can have three tries.
- c Now listen to **B** say sentences 7–12. If **B** says exactly what you have, say *That's right*. If **B** says something different, say *Try again*.
- 1 The cat wouldn't have got out if you _____. ⊕
 - 2 If I spent a month in the UK, _____. ⊕
 - 3 We wouldn't have lost the match if our best player _____. ⊖
 - 4 If you'd told me earlier about the concert, _____. ⊕
 - 5 If I'd known the traffic was going to be so bad, _____. ⊖
 - 6 My husband and I would go out more if we _____. ⊖
 - 7 We would have played tennis if it hadn't been so windy.
 - 8 If you hadn't reminded me, I would have forgotten.
 - 9 I would have bought the flat if it had been cheaper.
 - 10 I wouldn't use public transport if I had a car.
 - 11 If you had watered the plants, they wouldn't have died.
 - 12 If I knew the answer, I'd tell you.

6B THREE THINGS YOU (PROBABLY) DIDN'T KNOW ABOUT SLEEPING Student A

Sleeping Beauty

In 2008, when Louisa Ball was fourteen, she had the symptoms of flu and soon after she began falling asleep in class. Then one day she went to sleep and didn't wake up...for ten days. Doctors diagnosed her as having a rare neurological disorder called Kleine-Levin Syndrome, also known as 'Sleeping Beauty Syndrome.' People who have this medical condition often sleep for long periods without waking up.

Louisa regularly misses long periods of school, her weekly dance lessons (and, once, a whole week of a family holiday) because she is asleep. On one occasion she even missed her final exams. When she sleeps for several days her parents have to wake her up once a day to give her something to eat and take her to the bathroom. But then she immediately falls back into a deep sleep.

People who have this syndrome often complain that they lose their friends because they disappear for such long periods of time. Fortunately, Louisa's friends have stayed loyal and they even visit her on days when she is asleep.

Although she sometimes feels frustrated Louisa says, 'I've got used to it now and I've learnt to live with it.' Doctors have told her that the syndrome will eventually disappear, but maybe not for ten or fifteen years.

- a Read the article and answer the questions.
- 1 What exactly is the syndrome?
 - 2 What were the early symptoms of Louisa's medical problem?
 - 3 What affect does the syndrome have on her life? How have her friends reacted?
 - 4 What do her parents do when she has one of her long sleeps?
 - 5 How does she feel about her problem?
- b Use the questions to help you to tell **B** about the Sleeping Beauty Syndrome.
- c Then listen to **B** telling you about how our ancestors used to sleep.

7A ARGUMENT! Student A

Role-play two arguments with a partner.

1 WIFE

It's your birthday today. Your husband (**Student B**) had promised to come home early. You have prepared a great dinner. You have been dropping hints for the past month that what you really want for your birthday is some jewellery as your partner is usually very unimaginative about choosing presents. Last Christmas he bought you the *Lord of the Rings* DVDs which you didn't particularly like and he ended up watching more than you.

Tonight he arrives home late from work (the dinner is cold) and gives you a box of chocolates (you're on a diet, and he knows this) and some flowers which look as if they were bought at a petrol station.

Your husband (**Student B**) starts the conversation by giving you the chocolates.

2 MOTHER / FATHER

Your son / daughter (**Student B**) is in his / her first year of university studying medicine. You are a doctor, and you have always encouraged your child to follow in your footsteps, and he / she was good at science at school, and you think would make an excellent doctor. He / she was quite keen on studying journalism, but you think that this was a 'lazy option' and nowadays it's very difficult to get a good job in journalism. So you persuaded him / her to study medicine. Although he / she worked hard at school, this year at university he / she seems to be out with friends all the time and spends a lot less time studying than you did at the same age. You have just discovered that he / she has failed all the first year exams.

You start the conversation: *I think we need to talk about your exam results...*

7B GUESS WHAT IT IS Student A

- a Look at the pictures below. You are going to describe them to **B**. Say what kind of thing each one is, and then use *looks, smells, feels, or tastes*.



cabbage



mango



rose



ice-lolly



fur coat

- b Describe your first thing to **B** in as much detail as possible. **B** can then ask you questions to identify what the thing is.

It's a kind of vegetable. It looks a bit like a green ball. It tastes quite strong and I think it smells awful when it's being cooked. You can use it to make...

- c Now listen to **B** describe his / her first thing. Don't interrupt until he / she has finished describing. You can ask **B** questions to identify what the thing is.

- d Continue taking turns to describe all your things.

8B STRANGE, BUT TRUE

Student A

- a Read the article and highlight the key information that will help you remember the story.

Lost tourist finds herself

More than 50 people were involved in a search and rescue operation in the volcanic region of Eldgjá in south Iceland on Saturday.

Police were called to the area after it was reported that a female member of a tour party who were travelling around the region had failed to return to the bus.

The tourist was described as being 'of Asian origin, aged 20–30, and about 160 cm.' She was wearing 'dark clothing' and spoke fluent English. The police asked for a helicopter to assist the rescue operation but it was too foggy for it to fly. So the police, helped by the tourists themselves, began to look for the missing woman on foot.

The search continued through the night, but at 3.00 in the morning the search was called off when it was discovered that the missing woman was not only alive and well but was actually assisting in the search.

What had happened was that the woman had got off the bus for some fresh air and had changed her clothes. Because of that other people didn't recognize her and thought that she was missing. The tour organizer had counted the tourists but had miscounted. Police said that the woman had not recognized that the description of the missing person was her. The police said, 'She did not realize that she was the person everybody (including herself) was searching for until several hours later.'

- b Tell **B** your story in your own words, e.g. *This happened in Iceland. The police were called because someone had reported that a tourist was missing...*
- c Now listen to **B**'s story, and ask **B** to clarify or rephrase if there's anything you don't understand.

Communication

7B TWO PHOTOS

Student A

- Look carefully at your photo. Then describe it in detail to **B**, focusing especially on the people and their body language. Say who you think they are and what you think they're doing.
- Show your photo to **B** and see if he / she agrees with you.
- Listen to **B** describe another photo. Try to visualize it.
- B** will now show you the photo to see if you agree with his / her description and interpretation.



Describing a photo

This photo looks as if it was taken (in the summer, in the 1990s, etc.)

In the centre

In the foreground (of the photo) there is / there are...

In the background

The child has his head in his hands. He looks as if...

1A EXTREME INTERVIEWS

Student B

- A** is going to give you an extreme interview for a job in his / her company. Answer the questions. Try to think quickly and make a good impression. Give good reasons for your answers.
- Now give **A** an extreme interview for a job in your company, using the questions below. Ask him / her to give reasons for his / her answers. Then say if you would give him / her the job, and why (not).

- Which three adjectives describe you best?
- If you were a type of food, what type of food would you be?
- How do you normally treat animals?
- Who do you admire most, and why?
- If you could be a super hero, what would you want your superpowers to be?
- Tell me about something in your life that you are really proud of.
- If Hollywood made a movie about your life, who would you like to see play the lead role as you?
- If you could have six months with no obligations or financial limitations, what would you do with the time?

10B GEOGRAPHY TRUE OR FALSE Student A

- Complete the gaps in your sentences with *the* where necessary.
 - ___ Andes is ___ longest mountain range in ___ world. (T)
 - ___ Loch Ness is ___ largest lake in Scotland. (F – It's the second largest. Loch Lomond is the largest)
 - ___ capital of ___ United States is ___ New York City. (F – It's Washington DC)
 - ___ Mallorca is an island in ___ Mediterranean sea. (T)
 - ___ Uffizi gallery is ___ famous art museum in ___ Rome. (F – It's in Florence)
 - ___ South America is larger than ___ North America. (F)
 - ___ Mount Vesuvius is a volcano in ___ north west Italy. (F – It's in south west Italy)
 - ___ Brooklyn Bridge connects ___ Brooklyn and ___ Manhattan. (T)
- Now read your sentence 1 to **B**. He / She must say if the information true or false. Correct his / her answer if necessary.
- Now listen to **B**'s sentence 1 and say if you think it's true or false. If you think it's false, say what you think the right answer is.
- Continue taking turns to say your sentences. Who got the most right answers?

1B HARD TO BELIEVE? Student B

- a Read the story below. Guess the meaning of the **highlighted** words and then complete the glossary.

THE STRANGE OBJECT ON THE HILL

This happened when I was 16, and I can still remember it **vividly**. It was a clear morning, sunny but with a **breeze**.

I was going to meet a school friend to go walking in the hills where there were some wonderful views. I'd agreed to meet him at the top of one of the hills.

I knew those hills really well, but that morning there was a strange shape in the familiar landscape. It was a mile or so to the north, on the top of the next hill. It was a white object and it looked like a **dome** or an igloo. I was carrying **binoculars**, so I could see it clearly. It was big, the size of a small house, but it didn't seem to have any doors or windows, and it wasn't moving in spite of the wind.

Then I noticed that some sheep which were on that hill were running away from it. They seemed really frightened.

I kept staring at the dome. Then, suddenly, it began to move. It moved slowly, not in the direction of the wind but almost directly against it. It looked as if it might be **gliding** a few inches above the grass.

A few seconds later the dome disappeared. I never saw it again. I had watched it for 15 minutes.

When my friend arrived I asked him if he had seen the object, too, but he hadn't. He had been coming from a different direction.

I have told only a few people about what I saw. One of them, a friend of mine who is a doctor, is convinced that I was **hallucinating**. But I am sure that what I saw wasn't a hallucination. It was really there. *Carl, Winchester*

Glossary

- 1 _____ /dəʊm/ *noun* a circular thing or a building with a round roof and a flat base
- 2 _____ /'glɑɪdɪŋ/ *verb* moving smoothly and quietly, as if with no effort
- 3 _____ /hə'luːsɪneɪtɪŋ/ *verb* seeing or hearing things that are not really there, because of an illness or drugs
- 4 _____ /'vɪvɪdli/ *adv* very clearly
- 5 _____ /bɪ'nɒkjələz/ *noun* an instrument that makes far away objects seem nearer
- 6 _____ /brɪːz/ *noun* a light wind

This happened to a boy called Carl when he was 16...

- b Listen to **A's** story. If **A** uses a word or phrase you don't know, ask what it means, and ask questions where necessary to clarify the details of the story.
- c Now tell **A** everything you can remember from the story you read. Explain any new words if necessary.
- When did it happen and what was the background to the story? (*What was the weather like? What was he going to do?*, etc.)
 - What was the strange happening? What did Carl do afterwards?
 - How does he feel now about what he saw?

1B YOU'RE PSYCHIC, AREN'T YOU?

Student B

- a Imagine you're a psychic. Use your psychic powers to complete the sentences below about **A**.
- 1 You were born in _____ (month),...?
 - 2 You don't like _____ (a kind of music),...?
 - 3 You're going to _____ (activity) tonight,...?
 - 4 You've seen _____ (a film),...?
 - 5 Your favourite season is _____,...?
 - 6 You didn't like _____ (kind of food) when you were a child,...?
 - 7 You can play _____ (musical instrument),...?
 - 8 You wouldn't like to live in _____ (a place),...?
- b **A** is going to make some guesses about you. Respond with a short answer. If the guess is wrong, tell **A** the real answer.
- c Now check if your guesses about **A** are true, by saying the sentences and checking with a question tag, e.g. *You were born in Pisa, weren't you?* Try to use a falling intonation. Check if your guesses were true.

2A FIRST AID QUIZ Student B

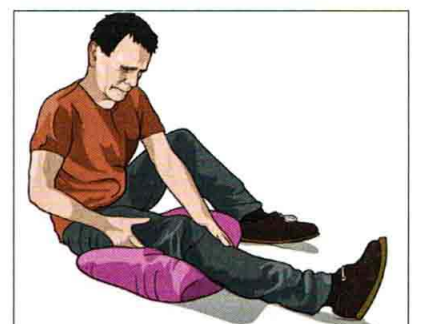
- 4^a If someone you are with has a nosebleed, you should ask them to sit down and lean forward. Ask the person to pinch the soft part of the nose, which they should do for ten minutes. Get medical advice if the bleeding continues for more than thirty minutes.



- 5^b Tilt their head backwards so that their tongue isn't blocking their airway. Check if they're breathing by looking to see if their chest is moving, and feel for breath on your cheek. Now move them onto their side and tilt their head back. Putting them in this position with their head back helps keep the airway open. As soon as possible, call the emergency services or get someone else to do it.



- 6^b Use a cushion or items of clothing to prevent unnecessary movement. Call the emergency services or get someone else to do it. Don't try to straighten the person's leg, but continue supporting the injury until help arrives.



3A FLIGHT STORIES Student B

- a Read a newspaper article about a flight. Imagine that you were one of the passengers on the flight, and were sitting just behind Mrs Fletcher. Think about:

- why you were travelling to Florida
- who you were with
- what you saw and how you felt.



IS THERE A DOCTOR ON BOARD?

Mrs Dorothy Fletcher was travelling with her daughter and her daughter's fiancé on a US Airways flight from London to Florida. Her daughter was going to be married there the following week. They had to get a connecting flight in Philadelphia, but the flight landed late and they had to rush between terminals. On their way to the gate, Mrs Fletcher began to feel ill. She didn't say anything to her daughter because she didn't want to worry her. However when the flight from Philadelphia to Florida took off, she suddenly got a terrible pain in her chest, back, and arm – she was having a heart attack.

The cabin crew put out a call to passengers: 'We have a medical emergency. If there is a doctor on board, could you please press the call bell.' Incredibly, not just one bell sounded but fifteen! There were fifteen doctors on board, and what was even better news, they were all cardiologists! They were travelling to Florida for a conference.

The doctors immediately gave Mrs Fletcher emergency treatment and they managed to save her life. The plane made an emergency landing in North Carolina and she was taken to hospital there. Fortunately she recovered quickly enough to be able to attend her daughter's wedding.

- b Now listen to A's story.
- c Tell A your story in your own words, e.g. *A few years ago I was flying from London to Florida on a US Airways flight...*
- d What two details do the stories have in common? Have you ever been on a flight where there was a medical or technical emergency?

5A IT'S AN EMERGENCY! Student B

- a Read your survival tips and underline things you should and shouldn't do, and why. Try to remember the information.

WHAT TO DO IF...YOU GET LOST ON A HIKE IN THE MOUNTAINS

According to experts, people who get lost when they are out hiking typically keep walking (or even running), desperately trying to find the right path to safety, but this is absolutely the wrong thing to do. As a survival expert says, 'Fear is the enemy. Lost people want to run.' They lose their heads and start to panic. Sometimes they even forget to look in their backpacks for food and water.

The number one survival tip is to stay where you are or find an open space nearby and wait to be rescued (especially if you have told someone where you were going to walk). In research done in Canada, only two out of 800 lost people actually did this. If the others had stayed in one place, they would have been found much sooner.

Look for a sheltered place nearby in case you have to spend the night there, for example under a rock, or make a shelter with tree branches to keep you warm. But make sure you stay in the open during the day so that you can be seen by a helicopter. Make a fire to attract attention. If you don't have matches, tie a piece of bright clothing to a stick and leave it in a visible place.

- b Now in your own words tell A and C how to survive if you get lost in the mountains.

7A ARGUMENT! Student B

Role-play two arguments with a partner.

1 HUSBAND

It's your wife's (Student A's) birthday today. You always try to buy her good birthday presents (last year you bought her the *Lord of the Rings* DVD!). You know that she really wanted some jewellery but you have been very busy at work and haven't had time to go shopping. You had intended to finish work early this evening and go shopping, but you had to work late. So you stopped at a petrol station on the way home and bought her some chocolates, which you know she usually likes, and some flowers.

You start the conversation by giving your wife her present. *Happy Birthday, darling. I hope you like them.*

2 SON / DAUGHTER (UNIVERSITY STUDENT)

You're in your first year of university, studying medicine. You haven't enjoyed it at all, and have just failed all your first year exams. In fact, you never really wanted to study medicine but your parents are both doctors and you feel they pushed you into it. You would like to change courses and study journalism, which you think would suit you better. You want to try to convince your mother / father (Student A) although you know they're not very pleased with your exam results. Your mother / father (Student A) will start by asking you about your exam results.

5A GUESS THE CONDITIONALS Student B

a Read through sentences 7–12 and think how you could complete the gaps. They are either second or third conditionals. ⊕ = a positive verb phrase, ⊖ = a negative verb phrase.

- 1 The cat wouldn't have got out if you'd closed the window.
- 2 If I spent a month in the UK, my English would improve a lot.
- 3 We wouldn't have lost the match if our best player hadn't been injured.
- 4 If you'd told me earlier about the concert, I would have gone.
- 5 If I'd known the traffic was going to be so bad, I wouldn't have taken the car.
- 6 It would be easier to go out in the evenings if we didn't have children.
- 7 We would have played tennis if it _____. ⊖
- 8 If you hadn't reminded me, I _____. ⊕
- 9 I would have bought the flat if it _____. ⊕
- 10 I wouldn't use public transport if _____. ⊕
- 11 If you had watered the plants, _____. ⊖
- 12 If I knew the answer, I _____. ⊕

b Listen to A saying sentences 1–6. If A says exactly what you have, say *That's right*. If A says something different, say *Try again*.

c Say your complete sentences 7–12 to A. If A says *That's right*, write in the words. If A says *Try again*, think of another possible completion and say the sentence again. You can have three tries.

6B THREE THINGS YOU (PROBABLY) DIDN'T KNOW ABOUT SLEEPING Student B

How our ancestors used to sleep

An American historian, Roger Ekirch, has done a lot of research (based mainly on literature and diaries) which shows that until the end of the 18th century humans used to sleep in two distinct periods, called 'First sleep' and 'Second sleep'.

First sleep began about two hours after nightfall, and lasted for about four hours. It was followed by a period of between one or two hours when people were awake. During the waking period people were quite active. Most people stayed in bed reading, writing, or praying, etc. but others got up and even used the time to visit neighbours. They then went back to sleep for another four hours.

This research is backed up by an experiment done by a psychiatrist, Thomas Wehr, in the early 1990s, in which a group of people were left in total darkness for 14 hours every day for a month. By the fourth week the people had begun to sleep in a very clear pattern. They slept first for four hours, then woke for one or two hours before falling into a second four-hour sleep, in exactly the same way as people had slept in the 18th century. The research suggests that today's habit of sleeping seven to eight consecutive hours may not be the most natural way to sleep.

a Read the text and answer the questions.

- 1 What did the historian's research show?
- 2 What was the typical sleep routine in those days?
- 3 What did people do during the period between sleeps?
- 4 What was Thomas Wehr's experiment, and what did it show?

b Listen to A tell you about the Sleeping Beauty syndrome.

c Use the questions in a to tell A about how our ancestors used to sleep.

7B GUESS WHAT IT IS Student B

a Look at the pictures below. You are going to describe them to A. Say what kind of thing each one is, and then use *looks, smells, feels, or tastes*.



b Now listen to A describe his / her first thing. Don't interrupt until he / she has finished describing. You can ask A questions.

c Now describe your first thing in as much detail as possible. A can then ask you questions to identify what the thing is.

It's a kind of vegetable. It's very popular in Mexico. It's very hot...

d Continue taking turns to describe all your things. Who guessed the most right?

10B GEOGRAPHY TRUE OR FALSE Student B

a Complete the gaps in your sentences with *the* where necessary.

- 1 ___ capital of ___ Netherlands is ___ Amsterdam. (F – It's The Hague)
- 2 ___ Amazon is ___ longest river in ___ world. (F – It's The Nile)
- 3 ___ Panama Canal connects ___ Atlantic Ocean to ___ Pacific Ocean. (T)
- 4 ___ Atacama desert is in ___ north of ___ Chile. (T)
- 5 ___ Black Sea is in ___ south west Europe. (F – It's in south east Europe)
- 6 ___ biggest lake in ___ world is ___ Lake Victoria in ___ Africa. (F – It's Lake Superior in Canada / the USA)
- 7 ___ Mont Blanc is ___ highest mountain in ___ Alps. (T)
- 8 ___ Hyde Park is in ___ central London. (T)

b Now listen to A's sentence 1 and say if you think it's true or false. If you think it's false, say what you think the right answer is.

c Now read your sentence 1 to A. Correct his / her answer if necessary.

d Continue taking turns to say your sentences. Who got the most right answers?

5A IT'S AN EMERGENCY! Student C

- a Read your survival tips and underline things you should and shouldn't do, and why. Try to remember the information.

WHAT TO DO IF... SOMEBODY BREAKS INTO YOUR HOUSE.

Imagine that you wake up in the middle of the night because you can hear somebody moving around in the kitchen. What should you do?

Even if you are brave, it is usually a mistake to go and confront the intruder. You could find yourself face to face with somebody who may have a weapon and who is likely to react violently.

The most important thing is to have a plan to follow: lock yourself and your family in a safe place, e.g. your bedroom or bathroom. Move a piece of furniture against the door to make it impossible for the intruder to open it. Next, call the police (you should always have a fully charged phone close to hand at night with the emergency number programmed in) and wait for help to arrive.

- b Now in your own words tell A and B how to survive if somebody breaks into your house.

7B TWO PHOTOS Student B

- a Listen to A describe his / her photo. Try to visualize it.
- b A will now show you the photo to see if you agree with his / her description and interpretation.
- c Now describe your photo. Focus on the people and their body language, and say who you think they are and what you think they're doing. Then finally show your photo to A and see if he / she agrees with your interpretation.



🔍 Describing a photo

This photo looks as if it was taken (in the summer, in the 1990s, etc.)

In the centre

In the foreground

In the background

(of the photo) there is / there are...

The woman on the left has her eyes closed. She looks as if...

8B STRANGE, BUT TRUE

Student B

- a Read the article and **highlight** the key information that will help you remember the story.

Dog phones for help

Dogs are often called 'Man's best friend' because they sometimes help save their owner's life. But George, a two-year-old basset hound in Yorkshire in the north of England, managed to save his own life by dialling 999.

George had been left at home on his own and had knocked the phone on the floor. He became entangled with the cord of the phone and was choking. Somehow he must have touched the number 9 key of the phone with his paws a few times, and as a result, he dialled the UK emergency number: 999. All the operator could hear was the the sound of somebody choking and breathing heavily, so she sent the police to the house. The police got in with the help of a neighbour, Paul Walker, who had a spare key. To their amazement they found George with the cord round his neck. He was absolutely terrified, and couldn't free himself. They quickly pulled the phone cord out of the wall. Mr Walker said, 'It was incredible. You could see his paw print on the key of the phone. He literally saved his own life.'

George's owners, Steve Brown and his daughter Lydia, 18, were as amazed as everybody else. Lydia said, 'It's not as if George is particularly clever. In fact, he's really dopey – he just likes to chew socks most of the time.'

- b Listen to A's story, and ask A to clarify or rephrase if there's anything you don't understand.
- c Tell A your story in your own words, e.g. *A dog called George who lives with a family in Yorkshire in the UK was left alone in the house when his owners went out...*