

CUADERNILLO DE ACTIVIDADES

ADULTOS 3 | MARZO 2020

Las siguientes actividades son para práctica y repaso de los contenidos de los cursos *Adultos 1 y 2*. Las mismas están divididas en 4 módulos. Cada uno representa una clase semanal, aunque pueden realizarse en tiempo a su conveniencia.

IMPORTANTE: Contactarse con el profesor, Williams, a través de email. Dejar número de teléfono para poder enviar los videos correspondientes a cada módulo, vía whatsapp.

williamsnbucher@gmail.com

Por dudas o consultas respecto a las actividades, contactarse por email o whatsapp, martes y/o jueves de 19 a 21.

MÓDULO 1 - HEALTH AND FITNESS

LISTENING

PREPARING TO WATCH

1) Answer the questions below.

1. What makes a good professional sportsperson?
2. How do professional sportspeople get an advantage over their competitors?

2) Complete the sentences by making collocations about fitness using the verbs in the box.

GENERATE BURN EXTRACT SET PUMP

1. When you breathe, you _____ (take away) oxygen from the air and you breathe out carbon dioxide.
2. Moving your arms and legs makes the heart _____ (push) blood to the muscles.
3. If you want to achieve something, you can _____ (decide on) goals to help you.
4. You need to _____ (use up) fat if you want to lose weight.
5. If you train efficiently, you can _____ (produce) more power from the same amount of energy.

WHILE WATCHING

3) Watch the video and circle the points (a–i) that are discussed.

- | | |
|------------------------------|-----------------------|
| a French cyclists | f the support vehicle |
| b training routine | g sponsors |
| c medical problems | h equipment |
| d ability to generate energy | i diet |
| e the team | |

4) Watch again and complete the notes about professional cyclists.

Top road cyclists

Ride (1) _____ kilometres in each race at a speed of (2) _____ kilometres per hour.

Fitness

The best riders extract twice as much (3) _____ from every breath as a normal person.

Heart pumps (4) _____ gallons of blood.

Normal person pumps (5) _____ gallons of blood.

Team

Their job is to block the (6) _____.

Equipment

Use (7) _____ technology for bike.

Bike weight: (8) _____

In the Tour de France, riders eat (9) _____ calories in carbohydrates daily.

READING

PREPARING TO READ

1 Match the words and phrases (1–8) to the definitions (a–h)

1 physical activity	a major medical problem
2 heart rate	b make a problem less likely
3 serious illness	c scientific proof
4 medical evidence	d exercise
5 reduce the risk of	e how fast your heart pumps
6 self-esteem	f working with your hands
7 chronic disease	g long-lasting disease
8 manual labour	h how you feel about yourself

KEEP FIT! IT'S EASIER THAN YOU MIGHT THINK.

A How much physical activity do you do in a week? Are you getting enough exercise? People who do regular activity have a lower risk of many chronic diseases, such as heart disease, type 2 diabetes, stroke and some cancers. Adults who do exercise for just 150 minutes a week can reduce their risk of serious illness by 50%. Regular exercise reduces the risk of early death by 30%. It also improves your mood,

self-esteem and sleep quality. Today, we are much less active than in the past and our office jobs are far less physical than the manual labour our grandfathers used to do. In fact, many adults spend seven hours or more on a chair each day.

B This lack of regular physical activity means that people burn fewer calories than in the past, so we need to do something extra to use up all our energy. Adults need to do two and a half hours of moderate exercise per week. This could be fast walking or cycling on a flat road. In addition, you should do exercise to strengthen muscles twice a week.

C Exercise can be expensive, but it doesn't have to be. Team sports such as football, rugby or cricket can be cheap because all the players share the cost of the pitch. Joining a sports club is usually a cheap way of getting exercise and can be very sociable, too. Local leisure centres usually offer squash at cheap rates if you book a court at off peak times, and you may be able to get cheap gym membership too. If the leisure centre has a pool, swimming is also a great way to exercise.

D Alternatively, if you don't want to spend any money at all, go for a run. The only equipment needed for this is a pair of trainers. Similarly, getting off the bus one stop early and walking the extra distance helps. Go to the park. Try getting a group of friends or family together and have a game of football in the park or play the sorts of running games you haven't played since you were a child. This is a great way to spend time with the family but also to help you get fit again. Alternatively, if you want to stay at home, gardening or doing housework is a great way to get fit and you can enjoy the benefit of a nice garden and a tidy house, too!

E Although adults should do two and a half hours of exercise a week, you don't have to do it all at one time. Split the time into ten-minute chunks! If you do ten minutes before work, ten minutes during your lunch break and ten minutes after work, five days a week, you've achieved the target! Alternatively, go swimming during your lunch hour two or three times a week and you've done it! There are many ways of getting fit and we should all recognize the value of doing this, because we will live longer and be more healthy.

WHILE READING

2) Match the headings (1–6) to the paragraphs in the text (A–E). There is one extra heading which you do not need.

1. But I can't afford gym membership!
2. 150 minutes a week is all it takes!
3. But I don't have time!
4. Swimming is the best form of exercise.

5. Burn that extra energy!
6. Exercise can be free.

3) Read the text and answer the questions.

1. Which four medical problems can be avoided by regular exercise?
2. Which three things does exercise improve?
3. How much time do some adults spend each day sitting down?
4. What do team sport players share the cost of?
5. When should you book a squash court for cheap rates?
6. What equipment do you need for running?
7. Where should you go to exercise and spend time with your family?
8. What should we all recognize the value of?

4) Complete the phrases using words from the text to describe ways of getting fit. The first one has been done for you as an example.

- 1 use up energy
- 2 burn _____
- 3 strengthen _____
- 4 join _____
- 5 book _____
- 6 go for _____
- 7 get off _____
- 8 live _____

GRAMMAR FOR WRITING

Giving reasons

When we give reasons for our arguments, we can use to or in order to. Both are followed by an infinitive verb.

Governments should promote healthy eating to/in order to increase life expectancy.

We also use so or so that. This is followed by a clause with can.

Governments should build more sports centres so/so that people can do more sports.

1) Complete the sentences below using to, in order to, so or so that. More than one answer is possible.

1 Governments need to increase the tax on junk food _____ make it more expensive.

2. Nutrition labels should be added to packaging _____ people can see how healthy their food is.
3. Governments should provide free sports clubs _____ people from poorer backgrounds can take part in sport.
4. Governments can promote the idea of eating five portions of fruit and vegetables per day _____ improve people's diets.
5. It might be a good idea to tax unhealthy food _____ make it too expensive to buy a lot of it.
6. Some people argue that the junk food advertising should be banned _____ children are not influenced by it.

2) Complete the sentences below using the words and phrases in the box.

GARDENING - CANCER - PIZZA - FOOTBALL - HEART DISEASE -
BASKETBALL - CHIPS - EDUCATION - SALAD - FISH

Advertising of junk food such as (1) _____ and (2) _____ should be banned. Medical problems, especially (3) _____ and some forms of (4) _____, are caused by bad diets. There are many low-fat foods to choose from, like (5) _____ and green (6) _____. Team sports, for instance five-a-side (7) _____ and (8) _____, are good social activities. One example of a cheap way to keep fit is (9) _____. Growing fruit and vegetables is good exercise and puts food on the table. There are many ways to prevent obesity. A case in point is (10) _____. We must teach children about the benefits of a balanced diet.

MÓDULO 2 - ANIMALS

LISTENING

PREPARING TO WATCH

1) You are going to watch a video about sharks. Before you watch, think about the questions below.

1. What kind of prey do sharks eat?
2. Why do sharks attack humans?
3. Do sharks ever attack boats?

2) Complete the short paragraph using the words in the box.

FATAL - PREY - MISTAKE - HUNTERS - ATTACK - DANGEROUS

Swimming near sharks can be very (1)_____ because of the risk of an attack. Sharks are very good at locating their food, so they are considered expert (2)_____. They (3)_____ their (4)_____ at high speed. In other words, they swim to their food very quickly. As a result, they may bite humans by (5)_____. This can be (6)_____ because the person may drown or lose a lot of blood.

WHILE WATCHING

3) Watch and circle the correct answer (a–c) to complete the statement below.

The video is about great white sharks and

- a. the speed they swim in the water.
- b. how they hunt seals and fish in South Africa.
- c. why they sometimes attack humans.

4) Watch the video and match the sentences 1-7 with the correct ending a-g.

1 Great white sharks mainly eat seals and	a 60,000 seals that swim there.
2 Every year, great white sharks kill	b they mistake us for seals.
3 Sharks come to False Bay in South Africa for the	c 40 kph, swimming up from deep down in the bay.

<p>4 Great white sharks kill seals by crashing into them at</p> <p>5 Great white sharks will attack a carpet in the shape of a seal because</p> <p>6 Even though they are meat-eaters, sharks will bite into plants</p> <p>7 Sharks prefer fish to humans but attack humans because</p>	<p>d large sea creatures like tuna.</p> <p>e if they look like a fish.</p> <p>f an average of three people.</p> <p>g they cannot tell the difference at high speeds.</p>
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5) Answer the questions below.

1. Why did the shark bite into the boat in the video?
2. Why do the seals risk swimming in the water with sharks?
3. Why do sharks prefer seals and tuna to humans?

READING

Endangered species

A An endangered species is a group of animals that could soon become extinct. Extinction happens when the last of the species has died out and there will be no more. Many species are nearly extinct and could disappear off the face of the earth very soon if we don't do anything to save them. There are many reasons why species become endangered but most of them are due to humans. However, there are things that we can do to save endangered species.

B Habitat destruction is the main reason why animals become endangered and this happens in two ways. When humans move into a new area, the animals' habitat – where they live – is destroyed and there is nothing to eat because humans chop down trees and build houses and farms. Animal habitats are also destroyed because of pollution. Chemicals in rivers and poisons on farms cause the destruction of habitats and animals can no longer live there.

C Endangered species are also the result of hunting and fishing. Animals such as the Arabian oryx have been hunted to the edge of extinction because of the high price of their meat. Other animals are killed for their fur, bones or skin, or just for sport. Some seal species are now on the verge of extinction because they are killed for their fur to make coats. Tigers are shot to make medicine and tea from their bones, and crocodiles are caught to make bags and shoes.

Overfishing means that large sea creatures like whales, tuna and sharks have all become endangered species, because too many are caught to make things like shark's fin soup.

D So what can individuals and governments do to protect animal and plant species from becoming endangered? We should take care not to pollute natural areas, and farmers or companies who destroy animal habitats should face a financial penalty. The public can help out by refusing to buy any products that are made from animals' body parts, such as seal fur coats or crocodile bags. Governments can help, too, by making it against the law to hunt, fish or trade in endangered species. They can also provide funding for animal sanctuaries and zoos, to protect animals from extinction by breeding more endangered animals, which they later release into the wild. If we all cooperate by taking these steps, we will protect our planet so that our children and their children can enjoy it too.

1) Read the factsheet and match the main ideas (1–4) to the paragraphs where they are mentioned (A–D).

1. How hunting and overfishing cause animals to become endangered
2. The difference between endangered and extinct animals
3. How governments and normal people can protect animals
4. How humans destroy and pollute animal habitat

2) Look at the **bold words** in the questions below. Which paragraph (A–D) of the factsheet should you look at to find each answer?

1. Who are most responsible for animal **extinctions** and **endangered** species?
2. Why does **pollution** and **chopping down trees** cause problems for animals?
3. What do people **hunt animals** for?
4. Which **large sea creatures** have become endangered because of overfishing?
5. What can **individuals** do to protect animal species from becoming endangered?
6. What should **governments** do about hunting and fishing of animals?
7. What should **governments** invest in to get more animals back into the wild?

3) Read the last paragraph of the factsheet and underline words and phrases that mean the same as the **bold words** below.

1. Companies who destroy animal habitats should **pay a fine**.
2. Individuals should help to protect animals by **choosing not to buy** products like fur.
3. The government can make it **illegal** to hunt, fish or trade in endangered species.
4. Governments can **pay for** animal sanctuaries and zoos.
5. If we **work together** by **taking this action**, we can protect our planet.

LANGUAGE DEVELOPMENT

1) Match the adjectives (1–7) to their definitions (a–g).

- | | |
|---------------|---------------------------------------|
| 1. endangered | a unkind and unpleasant |
| 2. aggressive | b strong and well |
| 3. healthy | c easy to recognize |
| 4. cruel | d facing a high risk of extinction |
| 5. familiar | e seen in a lot of places |
| 6. common | f not strong |
| 7. weak | g behaving in an angry or violent way |

Comparative adjectives

When we compare things, we have to use the comparative form of the adjective

2) Complete the table below using the adjectives in the box. The first one in each category has been done for you as an example.

COMMON - HEALTHY - ENDANGERED - SMALL - AGGRESSIVE -
WEAK- FAMILIAR - HEAVY

ONE-SYLLABLE ADJECTIVE	TWO-(OR MORE) SYLLABLE ADJECTIVE	TWO- SYLLABLE ADJECTIVE ENDING WITH -Y
adjective + <i>-er</i> + <i>than</i>	<i>more/less</i> + adjective + <i>than</i>	adjective + <i>-ier</i> + <i>than</i>
1. <i>weaker than</i> 2. _____ _____	3. <i>more familiar than</i> 4. _____ 5. _____ 6. _____	7. <i>heavier than</i> 8. _____ _____

- 3) Use comparative forms from the table to complete the sentences below.
- The red squirrel is smaller and _____ the grey squirrel.
 - Grey squirrels are generally _____ their smaller cousins, because greys are not affected by the parapox virus.
 - Great white sharks are _____ tiger sharks, which are not at risk of extinction.
 - Whale sharks are _____ tiger sharks and do not attack anything.

MÓDULO 3 - CUSTOMS AND TRADITIONS

LISTENING

WHILE WATCHING

- 1) Watch the video and number the ideas (a–h) in the order that you hear them.

Not all the ideas are mentioned.

- a holidays
- b languages
- c history
- d family networks
- e traditional industry
- f marriage
- g migration
- h law

- 2) Watch again and correct the factual mistakes in the sentences below.

1. Dagestan is smaller than Scotland.
2. Dagestan is in Russia.
3. Thirty-five languages are spoken in the region.
4. Carpet-making is done by machine.
5. Younger people are local leaders.
6. The population of Dagestan is declining.
7. Dagestanis want to be buried in the capital city.

- 3) Which words and phrases (a–i) are mentioned in relation to carpet-making in Dagestan?

- a traditional
- b modern designs
- c local
- d cotton
- e wool
- f thread
- g vegetables
- h galleries
- i museums

- 4) Answer the questions below.

1. Why are Dagestani carpets so popular?
2. Why do many Dagestanis live outside the country?

READING

PREPARING TO READ

1) Match the words and phrases (1–9) to their definitions (a–i).

<ol style="list-style-type: none">1. legal requirement2. registry office3. engagement ring4. groom5. marriage certificate6. wedding ceremony7. bride8. wedding list9. reception	<ol style="list-style-type: none">a. the event during which the couple are marriedb. the man who is going to get marriedc. the woman who is going to get marriedd. in Britain, a non-religious building where you can get marriede. a document which shows all the different presents that a couple would like to receive for their weddingf. something that you need to do according to the lawg. a celebration or meal which takes place after the wedding ceremonyh. a ring which is given as a promise to marryi. a piece of paper which proves that two people are married
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A BRITISH WEDDING

Weddings are important occasions in British life. They can be very expensive and take a long time to organize. There are also many traditional aspects of weddings that are important for people who get married. However, many traditions have become less common in recent years and marriage in Britain is changing. Marriage is legal from the age of 18, but this can be lowered to 16 if the couple have their parents' permission. The average age of people who get married in the UK is about 30. People can marry in a civil ceremony, at a registry office, or they may have a

religious ceremony in a church, mosque or other place of worship. All couples must sign a marriage certificate. This is a legal document which proves that they are married. Divorced men and women can remarry but this may not be possible in a church. In the past, a traditional marriage in the UK meant a couple first got engaged. This was when the man formally asked the woman to marry him with a ring. It was also traditional, for the groom to ask the bride's father if he agreed. The wedding commonly took place at the bride's local church with about a hundred guests. It was a tradition for the groom's father to buy the flowers and champagne but for the bride's father to pay for everything else. The two families sat on different sides of the church and the bride's father gave away his daughter to the groom. Female friends and family members helped her with her long dress and were called bridesmaids. The couple exchanged rings, kissed and then signed the marriage certificate. When they left the church, guests threw paper confetti at them and took a lot of photographs. Everyone then went to a hotel or restaurant for the wedding reception and they had a meal, made speeches and danced. The guests brought wedding presents for the couple's new home and the couple then went on a long holiday called a honeymoon. The new bride took her husband's surname. These days, however, many people do not always follow tradition so closely. It is now common for the woman to ask the man to marry her, and not many men ask the woman's father for her hand in marriage. People frequently marry in a town hall. A few even marry on a beach in a hot country. The couple tend to pay for the wedding themselves but still expect both families to help them pay for the reception. These days not every woman wants to change her surname so she might keep her maiden name or take both names.

2) Correct the factual mistakes in the sentences below.

1. Weddings in the UK are cheap and easy to organize.
2. Most people get married between the ages of 35 and 40.
3. Couples can choose to sign a marriage certificate if they want to.
4. Divorced men and women can remarry in a church.
5. When a couple get engaged, the woman gives the man a ring.
6. The bride's father gives his daughter away and helps her with her dress.
7. After the wedding ceremony, the guests take wedding presents to the couple's new home.
8. Nowadays, the groom's father pays for the reception and the couple pay for the rest.

LANGUAGE DEVELOPMENT

Avoiding generalizations

In academic English, we have to be careful not to make general statements unless we have the data to prove them. A reader of the example sentence below can argue that not all weddings are expensive.

Weddings are expensive.

Notice how we avoid generalizations by using *can* or *tend to*.

Weddings can be expensive.

Weddings tend to be expensive.

Notice the second verb (be) is in the infinitive form.

1) Use the words in brackets to avoid generalizations in sentences (1–5).

1. We tip the waiter in restaurants. (tend to)

2. Weddings are less common these days. (tend to)

3. Birthdays are important. (can)

4. Blowing your nose in public is rude in Japan. (can)

5. Shaking hands is how most people greet you in India. (tend to)

Adverbs of frequency

We can also use adverbs of frequency to avoid generalizations. Notice the position of the adverbs in the sentences below.

Before the main verb

People *usually* have barbeques in summer.

Weddings can *sometimes* take place in hotels.

After the verb to be

Weddings are *often* difficult to organize.

2) Use the words in brackets to avoid generalizations in sentences (1–5).

1. The bride's family pays for the wedding. (usually)

2. People go for picnics in the countryside at weekends. (often)

3. Professionals can get upset if you don't use their correct title. (sometimes)

4. Cultural knowledge is important in business situations. (frequently)

5. It is best to arrive on time for an appointment. (usually)

MÓDULO 4 - HISTORY

LISTENING

PREPARING TO WATCH

ARCHAEOLOGIST - HIEROGLYPHICS - EXCAVATION - TOMB - ARTEFACT - REMAINS
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- 1) Complete the sentences below using the words in the box.
1. The ancient Egyptian system of writing is called_____ .
 2. An _____ is someone who studies the objects of people who lived in the past.
 3. Someone's dead body or the remaining parts of it are called their_____ .
 4. A _____ is a large stone structure or underground room where someone is buried.
 5. An _____ is removal of the earth which is covering very old objects, to discover things about the past.
 6. An _____ is an ancient object in a museum.

WHILE WATCHING

- 2) Watch the video and number the main ideas (a–g) in the order that you hear them.
- a the archaeological season
 - b examining and recording
 - c ancient Egyptian kings
 - d modern X-ray equipment
 - e excavation on the site
 - f the Valley of the Kings

- 3) Match the sentence halves. Then watch again and check your answers.

1. It is illegal to 2. Hidden underground, these painted tombs and fragile artefacts	a. the site is so delicate, heavy machinery is not allowed.
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<p>3. Before any discoveries can be made</p> <p>4. It is a time-consuming task but</p> <p>5. Every new find must be carefully recorded and</p> <p>6. Every year, archaeologists continue to</p>	<p>b. look for more evidence of this advanced culture.</p> <p>c. excavate or remove artefacts without permission.</p> <p>d. there is always a large amount of earth and sand to move first.</p> <p>e. have been preserved by the dry air of the desert.</p> <p>f. nothing can be moved until it is photographed.</p>
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READING

PREPARING TO READ

- 1) Match the words and phrases in the box to their definitions (1–7).

COMPULSORY - ONGOING DISCUSSION - ECONOMIC BENEFITS - LESS OBVIOUS - TUITION - KNOWLEDGEABLE - BEYOND

1. teaching
2. unfinished argument
3. not optional
4. not very clear
5. financial advantages
6. knowing a lot about something
7. going a long way past something

Should we teach History?

A History is still a compulsory subject at lower levels and pupils still choose to study it at higher levels. However, there is an ongoing discussion about whether schools should continue to teach History or whether they should spend the money on other subjects. This essay will deal with the arguments against and in favour of teaching History in school, concluding that we should teach History, because the value of the subject goes beyond the classroom.

B First of all, many pupils suggest that History is one of the less interesting school subjects and that governments should spend the time and money on subjects that

are more useful. Some people argue that Maths and English are more important so we can have a society with a good basic education. Other people say that we should spend the money on teaching Science, as this can move a country forward and benefit the economy. However, when we teach History, we are just looking back at the past. The economic benefits of this area are less obvious.

C On the other hand, there are a number of reasons why it is a good idea to teach History. Teaching History is important because students should be able to understand the background to current issues in the news. This will create better-informed citizens. Another reason why teaching History is a good idea is that it helps pupils to understand their culture and background, which also helps them to understand the society they live in. In addition to learning about the past, History tuition can help students to think for themselves. Finally, it also improves pupils' reading and writing skills, which can help them become better students.

D In conclusion, although there are clearly arguments on both sides, it seems to me that we should teach children about the past because the advantages of teaching the subject go beyond the content of the classes. I would say that the teaching of History helps to create generations of well-educated and knowledgeable individuals.

AFTER READING

- 2) Would the writer agree or disagree with these claims? Underline the section of the text which supports your answer.
1. Government spending on History education should be reduced.
 2. The benefits of History education are useful in further study.
 3. Teaching History brings many economic benefits to a country.
 4. History tuition is just as important as teaching science.
 5. Covering History in the classroom is perhaps a waste of time.

LANGUAGE DEVELOPMENT

Making suggestions

When we write a text, we use *should* to make suggestions. However, we may need to make more than one suggestion, so we often use other ways to say *should*.

Look at the sentences below, which show different ways to introduce the topic of your suggestion and highlight it for the reader.

We should teach History in schools.

It is important to teach History in schools.

Teaching History in schools *is a good idea*.

Notice how we add -ing to teach when we use it as a noun. This is a good way to make an action (a verb) the subject of your sentence.

1) Look at the statements (1–3) and complete the sentences.

1 We should pay to visit museums.

a It is important to _____ .

b _____ is a good idea.

2 We should protect ancient objects from theft.

c It is important to _____ .

d _____ is a good idea.

3 We should learn from past mistakes.

e It is important to _____ .

f _____ is a good idea.

2) Complete sentences (1–6) using the phrases in the box.

WE SHOULD - IT IS IMPORTANT - IS A GOOD IDEA

1. There are a number of reasons why _____ to teach History.

2. Another reason why teaching History _____ is that it helps with writing skills.

3. It seems to me that _____ pay to visit museums in the same way that we pay for other kinds of entertainment.

4. _____ for children of all ages to be taken to museums.

5. I am not entirely convinced that _____ be charged admission to museums.

6. Some people doubt if _____ for children to visit museums during school time.

ANSWER KEY

Module 1

Listening

- 1) Answers may vary.
- 2) 1 extract / 2 pump / 3 set / 4 burn / 5 generate
- 3) b d e h i
- 4) 1. 3,500 / 2. 40 / 3. oxygen / 4. 9 / 5. 5 / 6. wind / 7. space / 8. 1.3 kilograms / 9. 4,000

Reading

- 1) 1 d / 2 e / 3 a / 4 c / 5 b / 6 h / 7 g / 8 f
- 2) 1 C / 2 A / 3 E / 4 not needed / 5 B / 6 D
- 3) 1 heart disease, type two diabetes, stroke and cancer
2 mood, self-esteem, sleep quality
3 seven hours
4 the pitch
5 off-peak times
6 (a pair of) trainers
7 the park
8 getting fit
- 4) 2 burn (fewer) calories / 3 strengthen muscles / 4 join a sports club / 5 book a court / 6 go for a run / 7 get off the bus one stop early / 8 live longer

Grammar for writing

- 1) 1. to / in order to 2. so / so that 3. so / so that 4. to / in order to 5. to / in order to 6. so / so that (*Each answer has two options because both are correct*)
- 2) 1. pizza 2. chips 3. heart disease 4. cancer 5. fish 6. salad 7. football 8. basketball 9. gardening 10. education

Module 2

Listening

- 1) Answers may vary.
- 2) 1 dangerous 2 hunters 3 attack 4 prey 5 mistake 6 fatal
- 3) c
- 4) 1d 2f 3a 4c 5g 6e 7b
- 5) 1. The narrator says that at high speeds the shark can't tell the difference between a seal and a carpet in the shape of a seal. The narrator later says that great white sharks are dangerous hunters which will attack anything that looks and acts like a fish. From this, we can infer that perhaps the shark mistook the boat for a seal, a fish or whale.
2. The narrator says that in order to find fish, the seals have to cross the deep water of the bay. From this we can infer that seals risk swimming in the bay because they need to hunt for food.
3. The video doesn't answer this question specifically. However, given the choice, animals are more likely to eat their natural prey. As humans are not the natural prey of sharks, sharks will prefer to eat fish.

Reading

- 1) 1C 2A 3D 4B
- 2) 1A 2B 3C 4C 5D 6D
- 3) 1 face a financial penalty 2 refusing to buy 3 against the law 4 provide funding for 5 cooperate by taking these steps

Language development

- 1) 1d 2g 3b 4a 5c 6e 7f
- 2) 2 smaller than 4 more common than 5 more endangered than 6 more aggressive than 8 healthier than
- 3) 1 The red squirrel is smaller and *weaker than* the grey squirrel. 2 Grey squirrels are generally *healthier than* their smaller cousins because they are not affected by the parapox virus. 3 Great white sharks are *more endangered than* tiger sharks, which are not at risk of extinction. 4 Whale sharks are *less aggressive than* tiger sharks and do not attack humans.

Module 3

Listening

- 1) 1b languages 2e traditional industry 3d family networks 4f marriage 5g migration
- 2) 1 Dagestan is the same size as Scotland. 2 Dagestan is in the Russian Federation. 3 12 languages are spoken in the region. 4 Carpet-making is done by hand. 5 Older people are local leaders. 6 The population of Dagestan is growing. 7 Dagestanis want to be buried in their home village in the mountains.
- 3) a traditional c local e wool f thread g vegetables i museums
- 4) 1 Perhaps because they are handmade and the designs haven't changed over the centuries. 2 More jobs are available in Russia and Ukraine than in Dagestan.

Reading

- 1) 1f 2d 3h 4b 5i 6a 7c 8e 9g
- 2) 1 Weddings in the UK are expensive and take a long time to organize. 2 Most people get married at about 30. 3 All couples have to sign a marriage certificate. 4 Divorced men and women cannot always remarry in a church. 5 When a couple get engaged, the man gives the woman a ring. 6 The bride's father gives his daughter away and the bridesmaids help her with her dress. 7 After the wedding ceremony, the guests give wedding presents for the couple's new home. 8 Nowadays, the couple's parents pay for the reception and the couple pay for everything else.

Language Development

- 1) 1 We tend to tip the waiter in restaurants. 2 Weddings tend to be less common these days. 3 Birthdays can be important. 4 Blowing your nose in public can be rude in Japan. 5 Shaking hands tends to be how most people greet you in India.
- 2) 1 The bride's family *usually* pays for the wedding. 2 People *often* go for picnics in the countryside at weekends. 3 Professionals can *sometimes* get upset if you don't use their correct title. 4 Cultural knowledge is *frequently* important in business situations. 5 It is *usually* best to arrive on time for an appointment.

Module 4

Listening

- 1) 1 hieroglyphics 2 archaeologist 3 remains 4 tomb 5 excavation 6 artefact
- 2) 1a the archaeological season 2e excavation on the site 3c ancient Egyptian kings 4f the Valley of the kings 5d modern X-ray equipment 6b examining and recording
- 3) 1c 2e 3d 4a 5f 6b

Reading

- 1) 1 tuition 2 ongoing discussion 3 compulsory 4 less obvious 5 economic benefits 6 knowledgeable 7 beyond
- 2) 1 disagree 2 agree 3 disagree 4 agree 5 disagree

Language development

- 1) 1 a It is important to pay to visit museums.
b Paying to visit museums is a good idea.
2 a It is important to protect ancient objects from theft.
b Protecting ancient objects from theft is a good idea.
3 a It is important to learn from past mistakes.
b Learning from past mistakes is a good idea.
- 2) 1 it is important 2 is a good idea 3 we should 4 it is important 5 we should 6 it is important

VIDEO SCRIPTS

Module 1: The world's top road cyclists manage to ride for over three and a half thousand kilometres, at an average speed of 40 kilometres per hour, in each race. How do they manage this amazing physical achievement? Teams who compete at the highest level in the Tour de France put their success down to training. The riders in the team treat their training for any sport as if it is a job. For example, they set goals for each day's training and, like a regular job, they stop when they reach these goals. This means even though they might cycle 700 kilometres a week, they don't train too hard and get injured before their race. The way they train means that they are much fitter than a normal person. The best riders extract twice as much oxygen from each breath as an average healthy person, so they are able to generate twice as much energy. Riders like this train their hearts to pump nine gallons of blood to their muscles per minute, whereas you or I could only manage five. The team of riders is built entirely around helping the team leader win the race. The team work together to make sure that the leader is fresh to cycle fastest at the end of the race. The team's job is to block the wind that he rides into. They ride in a V-shape, so that the leader can save a quarter of the energy he would normally spend riding into the wind. In a side wind, the team ride in a wing shape to protect him. The team also make sure that their equipment and food is the most advanced. Modern bicycles use space technology and weigh 1.3 kilograms. A wind tunnel is used to analyze a rider's position on the bike and reduce drag. To get the most energy for the race, cyclists train their body to burn fat by not eating too many carbohydrates, but as they start to race, they eat a lot more. During a race, a cyclist can consume up to 4,000 calories per day in carbohydrates alone. This kind of preparation is the key to winning a race that can last up to three weeks. Even the smallest aspect of a rider's performance could be the difference between winning and losing.

Module 2:

The great white shark is known for its size. The largest sharks can grow to six metres in length and over 2,000 kilograms in weight. Great white sharks are meat-eaters and prey on large sea creatures like tuna, seals and even whales. Great whites have also been known to attack boats. This researcher is lucky to escape with his life when a shark bites into his boat. Three people are killed on average each year by great white sharks. This is False Bay, South Africa, one of the best places in the world to see a great white. The sharks come to hunt the 60,000 seals that live here. In order to find fish, the seals have to cross the deep water of the bay – this is where the sharks wait. Great whites are expert hunters and take prey by surprise from below. They wait underneath the seals and then swim up and crash into them at 40 kilometres per hour, killing them with one bite. These scientists are trying to find out how sharks

choose what to attack. Will a shark attack something that looks like food? See how the sharks react when researchers put carpet in the shape of a seal in the water. At high speeds the shark can't tell the difference. Can a shark choose between a plant and a fish? When scientists put tuna and seaweed in the water, the shark bites into both. Even though sharks eat meat, if a plant looks like an animal, the shark attacks. Will a shark prefer to eat a human or a fish? When the shark has a choice between humans and tuna, it is the fish that attracts the shark's attention. Great white sharks clearly prefer fish to humans. The research these scientists are doing shows that great white sharks are dangerous hunters which will attack anything that looks and acts like a fish. Unfortunately, that means humans can also get bitten by mistake.

Module 3: Dagestan is a land of towering mountains, rushing rivers and ancient stone villages. Dagestan is an amazing mix of ethnic and cultural diversity. About thirty-five separate groups live side by side in this republic, which is the size of Scotland or the UAE. Dagestan is the southernmost region of the Russian Federation, where the people speak an amazing 12 languages. Traditions are respected all over Dagestan and particularly in the rural areas, where little has changed for generations. These women are making traditional Dagestani carpets. Everything is done by hand, with designs that are hundreds of years old. All the materials are local, from the wool used to make thread, to the dyes made from local roots and vegetables. The carpets are sold around the world and can be seen in many major museums. Respecting the elderly members of the community is very important in Dagestani culture. Older people are local leaders in the special system of family networks in Dagestan. The population is growing fast in Dagestan. People have large families. Even though many Dagestanis now live outside the country, it is common for people to return to their family home when they get older. Most Dagestanis say they would like to be buried in their home village in the mountains, as their families have done for hundreds of years.

Module 4: Wonderful artwork, ancient writing, and huge stone monuments. These are the remains of ancient Egyptian civilization which have amazed the world for centuries. Egyptology was born in 1799, when the ancient Egyptian writing system – hieroglyphics – was first translated. Today, the archaeological season in Egypt starts in October, when a small number of archaeologists are allowed to start excavations. It is illegal to excavate or remove artefacts without permission, and security is tight. These are the tombs of the ancient kings of Egypt. Down the dark passages, there are many clues about ancient Egyptian society. Complicated rituals surrounded death, and fantastic treasure was buried for use in the afterlife. Hidden underground, these painted tombs and fragile artefacts have been preserved by the dry air of the desert. Before any discoveries can be made, there is always a large amount of earth and sand to move first. In the ancient city of Thebes, a team of archaeologists work to remove the sand that has hidden a tomb for two and a half thousand years. It is a

time-consuming task but the site is so delicate, heavy machinery is not allowed and the earth must be moved by hand. On the other side of the river Nile, in the Valley of the Kings, another team of archaeologists use the latest X-ray equipment to examine a mummy. The equipment can show the age, gender and cause of death of the mummy without damaging the fragile remains. The excavation is examined very closely. Every new artefact must be carefully recorded and nothing can be moved until it is photographed and preserved by experts. Every year, archaeologists continue to look for more evidence of this advanced culture under the hot Egyptian sun.