



مدونة المناهج السعودية

<https://eduschool40.blog>

الموقع التعليمي لجميع المراحل الدراسية

في المملكة العربية السعودية


Answers and Feedback to Unit 10 student book

Opening page (117)

Instructions Unit 10 No limits

On the annual *Marathon des Sables* in southern Morocco, keeping the sand out of your face can be a problem.

1 Work in pairs. Look at the photo and the caption. What other problems do you think runners like this face?



Feedback

Example answers:

- getting lost in the desert;
- hard to run in the sand;
- getting sunburn or sun stroke;
- dehydration;
- dangerous snakes or other animals;
- carrying your food with you;
- carrying a heavy backpack;
- high temperatures;
- have to go up massive sand dunes;
- very long distance to run;
- running with little or no sleep

VIEW FEEDBACK

UNITS 116b-117

Instructions Unit 10 No limits

01:19

2 Listen to an extract from a podcast about the *Marathon des Sables*. How many of your ideas from Exercise 1 are mentioned?

Feedback

Problems mentioned:

- carrying your food with you;
- carrying a heavy backpack;
- high temperatures;
- have to go up massive sand dunes;
- very long distance to run

VIEW FEEDBACK

UNITS 116b-117

Instructions Unit 10 No limits

3 Listen to the extract again and make notes about these things. Does ultrarunning appeal to you? Why? / Why not?

1. the age of the runner
2. the distances
3. anything else that you think is important

Feedback

1. The audio mentions a 52-year-old and a 47-year-old.
2. The audio mentions 42 kilometres (the distance of a regular marathon) and 160 kilometres (the distance covered in the *Marathon des Sables*).
3. Students' own answers

VIEW FEEDBACK

UNITS 116b-117

Instructions Unit 10 No limits

4 Work in groups. Discuss the questions.

1. Other extreme sports include bungee jumping, BASE jumping, cave diving and free climbing. Have you tried any of them?
2. Why do you think people do these sports?
3. Can you think of any dangers?

Feedback

Example answers:

1. Students' own ideas
2. People push their bodies to the limit for fun, to get fit, to find out how physically strong and strong-minded they are, and for the sense of personal achievement.
3. Dangers include getting ill and risking injury.

VIEW FEEDBACK

UNITS 116b-117

Instructions 10a Leaving Earth Reading: life on another planet

1 Work in pairs. Discuss the questions.

1. Do you think the human race will ever be able to live on another planet?
2. What kind of thing might make life on another planet difficult for humans?

Feedback

Things that make life on another planet difficult:

- lack of oxygen or water;
- high (or very low) temperatures and pressures;
- distance from our planet;
- lack of vegetation or other life;
- very high or very low levels of gravity

VIEW FEEDBACK

UNITS 118-119

Instructions 10a Leaving Earth Reading: life on another planet

LEAVING EARTH

Professor Stephen Hawking has said that the human race has no future if it doesn't go into space. The planet we currently know most about is Mars. Two crewless spacecraft have already landed on the surface and have sent a lot of information to scientists on Earth.

But if we sent astronauts to Mars, would they be able to survive? How easy would it be to set up a base? We already know there would be some difficult challenges to face. Communication with Earth would have a 20-minute delay, food and water would only be provided every few months and astronauts couldn't go outside the base if they didn't wear a spacesuit. It all sounds more like science fiction than something that might actually happen.

2 Read the article. Answer the questions.

1. Which planets does the article mention?
Mars, Earth, planets in Alpha Centauri
2. Where are the planets?
Mars and Earth are in our solar system, the others are in Alpha Centauri.
3. Which planet do scientists already know something about?
They already know something about Mars.
4. Why is the colour blue important when looking at planets?
A blue planet might have water and an atmosphere and therefore life.

HIDE ALL RESET

UNITS 118-119

Instructions 10a Leaving Earth Reading: life on another planet

3 Work in groups. Do you agree with these online comments about space exploration? Give your reasons.

1. 'We can't look for life on other planets because we're already finding life on Earth.'

2. 'I don't understand why we should spend so much money on space exploration when we have so many problems on Earth.'

Feedback

Example answers:

1. We would fail to live on another planet because of the way we would exploit its mineral wealth and damage its environment, or because of the way we would compete politically between nations to claim bits of a new planet for our own nations.
2. **Reasons for going into space:** find new places, improve technology and scientific knowledge, improve understanding of the universe and our place in it.
Reasons against going into space: money is needed on Earth, nothing to be discovered as universe is too big and the distances to travel are too far.

VIEW FEEDBACK

UNITS 118-119

Instructions 10a Leaving Earth Grammar: second conditional

▶ SECOND CONDITIONAL

But **if we sent** astronauts to Mars, **would they be able** to survive?

Astronauts **couldn't go** outside the base **if they didn't wear a** spacesuit.

It **would be** hugely exciting **if we** discovered life on Centauri.

If the planet turned out to be blue, it would be a great discovery.

For further information and practice, see the Grammar box.

4 Look at the grammar box. Answer the questions.

1. Which verb form follows *if* in the second conditional?

2. Which verb form follows *would* in the second conditional?

3. What is a comma used in a second conditional sentence?

4. What is the form of the verb before the infinitive without *to* in a second conditional sentence?

Feedback

1. past simple (*sent, turned out*) and past form of modals, e.g. *can (could)*
2. when *if* is at the beginning of the sentence, in the first clause
3. *would (be), might (mean), couldn't (go)* (they are all modal verbs)

VIEW FEEDBACK

UNITS 118-119

Instructions 10a Leaving Earth Grammar: second conditional

LEAVING EARTH

Professor Stephen Hawking has said that the human race has no future if it doesn't go into space. The plan is to send spacecraft have already landed on the surface and have sent messages to scientists on Earth.

But if we sent astronauts to Mars, would they be able to survive? How long would it take to set up a base? We already know there would be some difficult challenges to face. Communication with Earth would have a 20-minute delay, food and water would only be provided every few months and astronauts couldn't go outside the base if they didn't wear a spacesuit. It all sounds more like science fiction than something that might actually happen.

5 Look at how the second conditional patterns are used in the article. Answer the questions.

- Does the second conditional refer to situations in the past or in the present and the future?

refer to real or to unreal

Feedback

- the present and the future
- unreal (improbable or impossible) situations

VIEW FEEDBACK

UNITS 118-119

Instructions 10a Leaving Earth Grammar: second conditional

6 Complete the comments about space exploration with the second conditional.


- I (consider) training as an astronaut if I (have) the right qualifications.
- I (pay) to be a space tourist if it (not / be) so expensive.
- Being in space (be) OK if you (be able) to have Skype chats with people outside.
- If we (find) Earth-like planets, we (not / be able) to travel there.
- If I (be) on a long space journey, I (miss) my family.
- What (happen) if you (not / get on) well with the rest of the crew on a spacecraft?
- If you (be) in charge of NASA, what you (spend) money on?
- If there (be) life on another planet, they (contact) us first?

HIDE ALL RESET

UNITS 118-119

Instructions 10b The superhumans Listening: bionic bodies

1 Work in pairs. Look at the photo. What do you think it shows?



Feedback

Example answer:
The photo shows some kind of award or medal, possibly for sport, being held up. It looks like it is being held by an artificial hand, or possibly a robot or some kind of mechanical tool.

VIEW FEEDBACK

UNITS 120-121

Instructions 10b The superhumans Listening: bionic bodies

2 Listen to a preview of a TV programme. Choose the topics you hear mentioned.

blades

extreme sports

Olympic medals

Paralympic athletes

progress in medical science

wheelchairs

HIDE ALL RESET

UNITS 120-121

100% 00:00 02:16

3 Match the beginnings of the sentences with the endings. Then listen again and check.

1. The Paralympics is a sports event for people	a. whose devices are bionic.
2. The TV programme features some athletes	b. which supports her body.
3. A bionic device is one	c. bionic devices will be able to do
4. Amanda Boxel uses a robotic structure	d. that promotes bionic technology
5. The structure	e. that uses electronics.
6. Amanda Boxel works with an organization	f. who have a disability.
7. There's no limit to the things	g. Amanda Boxel uses is called an exo-skeleton.



HIDE ALL RESET

UNITS ← ↻ 📄 WORDS LIST GRAMMAR PHONICS ? 120-121 <

4 How do you think life might be different for someone with a bionic device compared to a traditional device? Tell your partner.

Feedback ✕

Example answers:

- They would have to get used to putting it on and taking it off.
- They would have to learn how to operate it properly.
- They might need to make sure it is charged, or carry a back-up battery.
- Potentially, they would have better movement, be able to move around a lot better, and might have less discomfort in using it.
- It might be liberating.



VIEW FEEDBACK

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DEFINING RELATIVE CLAUSES

With relative pronouns

1. Tonight, there's a **documentary which features** some famous Paralympians.

With optional who/that/which

2. The Paralympians (who/that) you mentioned use blades and wheelchairs.
3. The range of devices (which/that) the programme describes is growing.

For further information and practice, see page 174.

- 5 Look at the grammar box. Choose the correct option.
1. In sentence 1, a documentary is the of the verb features.
 2. In sentence 2, the Paralympians is the of the verb mentioned.
 3. In sentence 3, the range of devices is the of the verb describes.
 4. When who, that or which refers to the , we can miss it out.
 5. We can use that instead of .



Page 121

6.1 Look at the sentences in Exercise 3. Find the two types of clauses.

a. Defining relative clause with relative pronoun b. Defining relative clauses with optional who/that/which

1. The Paralympics is a sports event for people who have a disability.
2. The TV programme features some athletes whose devices are bionic.
3. A bionic device is one that uses electronics.
4. Amanda Boxtel uses a robotic structure which supports her body.
5. The structure Amanda Boxtel uses is called an exo-skeleton.
6. Amanda Boxtel works with an organization that promotes bionic technology.
7. There's no limit to the things bionic devices will be able to do.



6.2 Add a relative pronoun to the sentences that don't have them.

The structure Amanda Boxtel uses is called an exo-skeleton.

There's no limit to the things bionic devices will be able to do.



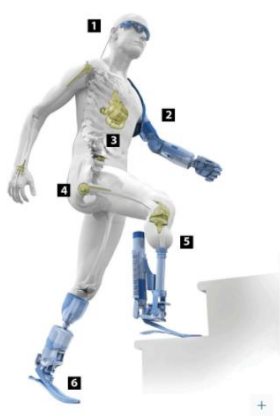
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HIDE ALL RESET

UNITS ← ↻ 📄 WORDS: 10 GRAMMAR: 10 ?

120-121 <

Q7



1. implants in the ears allow people are deaf to hear
2. prosthetic arms can receive signals from the brain
3. temporary artificial hearts for people are waiting for transplants
4. the first replacement hips - from a time bionics was an idea from science fiction
5. healthy area of bone the bionic limb is attached
6. bionic limbs movement mimics the body's natural steps



HIDE ALL RESET

UNITS ← ↻ 📄 WORDS: 10 GRAMMAR: 10 ?

120-121 <

8 Read the comments from a hospital patient. Rewrite the comments with *who*, *which* or *that* in the correct optional place.

- 1 The doctor I spoke to was very positive.
The doctor who I spoke to was very positive.
- 2 I thought the treatment I got was very good.
I thought the treatment which I got was very good.
- 3 The injections the nurse gave me didn't hurt much.
The injections which the nurse gave me didn't hurt much.
- 4 The other patients I met had similar injuries.
The other patients who I met had similar injuries.
- 5 The hospital ward I was in had only one other patient.
The hospital ward which I was in had only one other patient.
- 6 I didn't like the food they served us.
I didn't like the food which they served us.



UNITS | ← | ↻ | 📄 | WORDS LIST | GRAMMAR | 120-121 <

HIDE ALL | RESET

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9 Click to choose any optional words in these sentences. Then listen and check your answers.

- 1 I know someone who has a bionic arm.
- 2 The hospital that we go to isn't far away.
- 3 Cochlear implants are devices that improve hearing.
- 4 I think people who do Paralympic sports are amazing.
- 5 Wheelchairs are often used by patients whose legs are paralysed.
- 6 The doctor who we saw in the film is a pioneer in bionics.



UNITS | ← | ↻ | 📄 | WORDS LIST | GRAMMAR | 120-121 <

HIDE ALL | RESET

11 Work in pairs. Choose the best option.

- Several people were **injured** in the accident.
- It's just a small cut. It will **heal** naturally.
- What time is your doctor's **appointment** ?
- They can't **cure** this yet, but they can relieve the symptoms.
- Where does it **hurt** ?
- The **treatment** has some unpleasant side effects.
- The doctor is **monitoring** the patient's condition.
- The injection isn't **painful** .

Q12

Instructions 10b The superhumans Vocabulary: medicine

Feedback

Example answers:

- A **surgeon** is a doctor who does operations in a hospital.
- An **injection** is something you get in your arm.
- An **operating theatre** is a place where doctors/surgeons do operations.
- A **blood test** is a medical procedure which checks your blood for illness.
- **A and E (accident and emergency)** is a hospital department where people who have had accidents go.
- A **scan** is a medical procedure that takes an image of the inside of our bodies.
- An **ambulance** is a vehicle which takes people to hospital.
- **Stitches** are pieces of thread that doctors put in our bodies to close an injury.
- A **donor** is a person who agrees to give their body parts to science or medicine when they die.
- **Crutches** are long, wooden sticks that people use to walk with after they have broken their leg.
- A **surgery** is a place where doctors help patients.
- A **radiographer** is a person who does **X-rays**.
- A **ward** is a place where patients in a hospital lie in bed.
- A **paramedic** is a trained medical expert who goes in an ambulance to help people when they have been hurt in an accident.
- **First aid** is something which people give to injured people as soon as they have had an accident.

VIEW FEEDBACK

UNITS 120-121

1 How much do you know about these people? Choose the option you think links them.

J. K. Rowling Marie Curie Nelson Mandela Stephen Hawking

- a. They broke 'unbreakable' records.
- b. They were successful in spite of difficulties.
- c. They became rich and famous in their chosen careers.



1 How much do you know about these people? Choose the option you think links them.

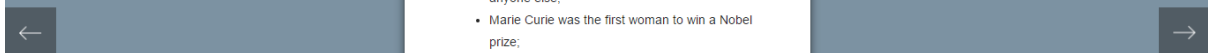
J. K. Rowling Marie Curie Nelson Mandela Stephen Hawking

-
-
-

Feedback ×

b is probably the best answer, however, all became relatively rich and very famous, and (arguably) all hold potentially 'unbreakable' records:

- J. K. Rowling has sold more children's books than anyone else;
- Marie Curie was the first woman to win a Nobel prize;
- Nelson Mandela was the first black South African president;
- Stephen Hawking has made original scientific breakthroughs.



Q2

Instructions 10c Two journeys, two lives Reading: acts of endurance

Feedback

Text 1:

1. Diane Van Deren
2. at the Yukon Arctic Ultra race, in the Arctic
3. from 15 to 26 February 2009, in the middle of winter
4. 700 kilometres
5. approximately eleven days
6. frozen fruit and nut bars

Text 2:

1. John Dau
2. Sudan, Ethiopia and Kenya
3. 1987 (for the first journey, four years later for the return journey)
4. 1600 kilometres
5. weeks (for each of the two journeys involved)
6. no food or drink (on the first journey – it's not mentioned in relation to the return journey)

VIEW FEEDBACK

UNITS 122-123

Q5

Instructions 10c Two journeys, two lives Word focus: take

b. participating

c. winning

2. Van Deren LJ had a kiwi-size piece of her brain **taken out**

a. removed

b. repaired

c. returned

3. LJ a journey which had **taken him more than half of his life**

a. distance

b. speed

c. time

4. Dau LJ **took care of** a group of younger children.

a. controlled

b. looked after

HIDE ALL RESET

UNITS 122-123

Q6

Instructions 10c Two journeys, two lives Word focus: take

Diane Van Deren

ON 15 FEBRUARY 2009, DIANE VAN DEREN WAS ONE OF A DOZEN RUNNERS TAKING PART IN THE YUKON ARCTIC ULTRA. A 700-KILOMETRE RACE ACROSS THE FROZEN ARCTIC IN THE MIDDLE OF WINTER. Not a single woman had ever completed it. With temperatures of 30 degrees below zero and only seven hours of daylight each day, it's probably the hardest race in the world. But then, there is no woman like Diane Van Deren.

Twelve years earlier, Van Deren, a former professional tennis player, had a kiwi-size piece of her brain taken out. It was part of the treatment for the epilepsy which she suffered from. The operation was successful, but she noticed one unexpected result: she could run without stopping for hours.

At the start of the Arctic Ultra, icy winds froze Van

these sentences?

- The Yukon Arctic Ultra **takes place** every two years.
happens
- Diane Van Deren **took up** running after an operation to cure her epilepsy.
started doing something new
- Diane Van Deren couldn't **take off** her boots because they had frozen to her feet.
to remove
- John Dau's plane to New York **took off** from Nairobi airport.
left the ground
- The fighting in Sudan **took away** John Dau's childhood.
deprived of
- John Dau **took up** a scholarship to study in the United States.
accepted

HIDE ALL RESET

UNITS 122-123

Q7

Instructions 10c Two journeys, two lives Word focus: take

Diane Van Deren

ON 15 FEBRUARY 2009, DIANE VAN DEREN WAS ONE OF A DOZEN RUNNERS TAKING PART IN THE YUKON ARCTIC ULTRA. A 700-KILOMETRE RACE ACROSS THE FROZEN ARCTIC IN THE MIDDLE OF WINTER. Not a single woman had ever completed it. With temperatures of 30 degrees below zero and only seven hours of daylight each day, it's probably the hardest race in the world. But then, there is no woman like Diane Van Deren.

Twelve years earlier, Van Deren, a former professional tennis player, had a kiwi-size piece of her brain taken out. It was part of the treatment for the epilepsy which she suffered from. The operation was successful, but she noticed one unexpected result: she could run without stopping for hours.

At the start of the Arctic Ultra, icy winds froze Van

Feedback

Example answers:

- Diane began her journey because, following an operation on her brain, she realized she could run without stopping for hours. John began his journey as a refugee, walking for weeks to escape the soldiers who had destroyed his village.
- Diane through choice; John through necessity
- Diane became the first woman to complete the Yukon Arctic Ultra Race; John escaped with his life and has made a new life in the USA – he has now been sponsored to study there.
- Diane is an inspiration to others – notably women and brain operation survivors; John is an inspiration to people who survive war – he shows that a new life can be made.

VIEW FEEDBACK

UNITS 122-123

Instructions 10c Two journeys, two lives Critical thinking: reading between the lines

8 Read the quotes. Who do you think said each one – Diane Van Deren or John Dau? Give your reasons.

1. I think people should be allowed to take risks.
2. All I have to do is keep going.
3. There have been times when I've almost given up.
4. You can't give up on your dreams.

Feedback

Students' own answers
Both could have said all of them.

1 & 2: Diane is perhaps more likely to say these things – she has chosen to take up a really tough challenge which she could have failed and which necessitates having to concentrate on keeping your body going.

3 & 4: John is perhaps more likely to say these things – the situation he was in (escaping death and almost starving) was extreme, and he did keep trying and never gave up on his journey.

VIEW FEEDBACK

UNITS 122-123

Page 124

Instructions 10d First aid Vocabulary: injuries

1 Work in pairs. Put the things that cause these injuries into the table. Some things can cause more than one injury. Think of at least one more cause of each injury.

blades and knives falling off something falling over food poisoning insect bites tripping up

wasp and bee stings

Cuts and bruises	Sprains and breaks	Allergic reactions
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> blades and knives <input checked="" type="checkbox"/> falling off something <input checked="" type="checkbox"/> falling over <input checked="" type="checkbox"/> tripping up 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> falling off something <input checked="" type="checkbox"/> falling over <input checked="" type="checkbox"/> tripping up 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> food poisoning <input checked="" type="checkbox"/> insect bites <input checked="" type="checkbox"/> wasp and bee stings

HIDE ALL RESET

UNITS 124-125

Instructions 10d First aid Vocabulary: injuries

2. For each injury, decide with your partner what is the best thing to do.

Cuts and bruises Sprains and breaks Allergic reactions

Feedback

Example answers:

- Put a plaster on it. (small cuts, stings and bites)
- Put cream / ice / butter on it. (stings, bites, bruises)
- Take an aspirin / medicine / antihistamine. (stings, bites, food poisoning)
- Go to hospital / A and E. (a serious cut, a bang on the head from falling over, a bad reaction to a bite or sting, a break or really bad sprain, bad food poisoning)
- Take it easy. (a bruise, a sprain)

VIEW FEEDBACK

UNITS 124-125

Q3

Instructions 10d First aid Real life: talking about injuries

100% 00:00

TALKING ABOUT INJURIES

Describing injuries
 I feel a bit sick.
 I've been stung.
 It doesn't hurt.
 It hurts when I move it.
 It looks a bit swollen.
 It might need stitches.
 It's just a sprain.
 It's painful.
 That looks nasty!
 You might have broken something.
 It's nothing.

Giving advice
 If I were you, I'd go down to A and E.
 I would keep an eye on it.
 I wouldn't just ignore it.
 You should put some antihistamine on it.
 You'd better wash it straightaway.
 Why don't you go and see Rosa?
 It might be worth getting it X-rayed.
 It's probably best to get it looked at.
 Have you tried putting cream on it?

Feedback

Conversation 1
 The man tripped up and cut his leg.

- That looks nasty!
- It's nothing.
- It might need stitches.
- It doesn't hurt.

Conversation 2
 The woman has been stung.

- I've been stung.
- It looks a bit swollen.
- It's painful.
- I feel a bit sick.

Conversation 3
 The man has sprained his wrist.

- It hurts when I move it.
- It's just a sprain.
- You might have broken something.

VIEW FEEDBACK

UNITS 124-125

Instructions 10d First aid Real life: talking about injuries

4 Listen to the conversation and choose the best expressions for giving advice.

Feedback

Conversation 1
The man tripped up and cut his leg.

- You'd better wash it straightaway.
- If I were you, I'd go down to A and E.
- I would keep an eye on it.

Conversation 2
The woman has been stung.

- You should put some antihistamine cream on it.

Conversation 3
The man has sprained his wrist.

- It might be worth getting it X-rayed.
- I wouldn't just ignore it.
- It's probably best to get it looked at.
- Why don't you go and see Rosana?

[VIEW FEEDBACK](#)

UNITS 124-125

Instructions 10d First aid Pronunciation: and

5c Click to match words from A with words from B. Practise saying the pairs of words.

A	B
day	body
doctors	drink
eyes	ears
food	famous
fruit	knees
hands	night
mind	nurses
rich	nuts

[HIDE ALL](#) [RESET](#)

UNITS 124-125

Instructions 10e What do you think? Writing: a personal email

1 Who do you talk to when you need advice about these things? Work in pairs. Compare your ideas.

car trouble difficulties at work/school health worries personal problems

Feedback

Example answers:

car trouble: mechanic, friend, father

difficulties at work: manager, colleague, personnel department, friends, family

difficulties at school: teacher, classmates, friends, family

health worries: doctor, nurse, pharmacist

personal problems: partner, close friend, parents, counsellor, psychiatrist

relationship dilemmas: close friend, family, counsellor, psychiatrist

VIEW FEEDBACK

UNITS 124-125

Instructions 10e What do you think? Writing: a personal email

Hi there.

Thanks so much for the get well card! I'm feeling a lot better now, actually. And I've been meaning to write to you for a while - I want your advice about something.

I've got the chance to spend a year away, on a project in the South Pacific. It know, it sounds like paradise - I bet you wish you were me!! It's a job in a community health centre on Vanuatu. I'd have to do some training if I took the post, of course. I can do basic first aid, but I'd need to know more than that.

The thing is, I'm not sure if I should go. It would mean giving up the job I've got now, obviously. But I wouldn't mind that - it's not a great job! And I've often thought about a career in nursing...

So, what do you think?

Hope all is well with you. By the way, did you manage to sell your car?

Take care
Kate

2 Read the email. What is its purpose? Choose the best option.

- a. The writer is asking for information about a job opportunity.
- b. The writer is getting in touch with an old friend.
- c. The writer needs some help making a decision.

HIDE ALL RESET

UNITS 124-125

Instructions 10e What do you think? Writing: a personal email

3 Is the style of the email formal?

Hi there.
 Thanks so much for the get well card! I'm feeling a lot better now, actually. And I've been meaning to write to you for a while - I want your advice about something.
 I've got the chance to spend a month in a community in another country, but I'd need to know more about it.
 The thing is, I'm not sure if I should take the job! And I've often thought about it.
 So, what do you think?
 Hope all is well with you. By the way, I'll be in hospital for a few days.
 Take care
 Kate

Feedback

The style of the email is informal. It uses informal expressions:

- *Hi there*
- *Thanks so much ...!*
- *I bet you wish you were me*
- *The thing is*
- *By the way*
- *Take care*

It uses abbreviations:

- *I'm*
- *I've been*
- *I've got*
- *It's*
- *I'd*
- *wouldn't*

It uses personal questions:

- *What do you think?*
- *Did you manage to sell your car?*

It shortens sentences by removing the subject:

- *Hope all is well with you.*

VIEW FEEDBACK

UNITS 124-125

Instructions 10e What do you think? Writing: a personal email

4 What advice would you give to Kate? Tell your partner.

Hi there.
 Thanks so much for the get well card! I'm feeling a lot better now, actually. And I've been meaning to write to you for a while - I want your advice about something.
 I've got the chance to spend a month in a community in another country, but I'd need to know more about it.
 The thing is, I'm not sure if I should take the job! And I've often thought about it.
 So, what do you think?
 Hope all is well with you. By the way, I'll be in hospital for a few days.
 Take care
 Kate

Feedback

Example answers:

- Take the job - it's a great way to see the world and you don't like your current job. You only live once!
- Think carefully - it's hard to find a good job at home these days and you'll probably miss your family.

VIEW FEEDBACK

UNITS 124-125

Hi there.

Thanks so much for the get well card! I'm feeling a lot better now, **actually**. And I've been meaning to write to you for a while - I want your advice about something.

I've got the chance to spend a year away, on a project in the South Pacific. (I know, it sounds like paradise - I bet you wish you were me!) It's a job in a community health centre on Vanuatu. I'd have to do some training if I took the post, **of course**. I can do basic first aid, but I'd need to know more than that.

The thing is, I'm not sure if I should go. It would mean giving up the job I've got now, **obviously**. But I wouldn't mind that - it's not a great job! And I've often thought about a career in nursing...

So, what do you think?

Hope all is well with you. **By the way**, did you manage to sell your car?

Take care
Kate

5a Look at the table. Which group of words can replace each highlighted word or phrase in the email? Write the words from the email in the table. Add a comma where necessary.

1	clearly naturally	<input checked="" type="checkbox"/> of course <input checked="" type="checkbox"/> obviously
2	in fact to be honest	<input checked="" type="checkbox"/> actually
3	Before I forget. Incidentally,	<input checked="" type="checkbox"/> By the way.
4	Anyway, Well,	<input checked="" type="checkbox"/> So.
5	All the same, Even so, However,	<input checked="" type="checkbox"/> The thing is.

5b Complete the sentences with expressions from Exercise 5a. Remember to add a comma where necessary. More than one answer is possible.

clearly naturally in fact to be honest before I forget incidentally anyway well all the same even so however

- Your problem sounds familiar. I had to make a similar decision once. in fact .
- It's a long way to go. You'd miss your family at first. clearly .
- I hope I've helped you a bit! Before I forget, how's your sister?
- That's what I did. Anyway, I hope I've been of some help.
- It could be interesting. All the same, it's going to be difficult.

Instructions 10f What does an astronaut dream about? Before you watch

1 Work in pairs. What do you think astronauts might dream about?

Feedback

Example answers:
They might dream about travelling through space, looking back at earth, being weightless, or meeting aliens. Or they might feel homeless and dream about life back on earth, for example, they may imagine their favourite meal.

VIEW FEEDBACK

UNITS 127

Instructions 10f What does an astronaut dream about? Before you watch: key vocabulary

a. **float** (v) to move slowly on the surface of water or in air

b. **crewmates** (n) members of a team on a ship, plane or spacecraft

c. **miss** (v) to feel sad about things or people you aren't with now

d. **disappointed** (adj) to feel unhappy with something that wasn't as good as you'd hoped

e. **connected** (adj) linked or associated with a thing, place or person

2b Read the words in bold and their definitions. The words are used in the video. Complete the sentences from Exercise 2a with the words.

- In my job with an airline, it's important to have great **crewmates** to work with.
- Stones don't **float** on water, but pieces of wood usually do.
- Since I left home, the thing I **miss** most is my dad's cooking. He makes great pizza!
- After six months travelling through China, we felt very **connected** to the way of life there.
- We'd read amazing reviews of the film, and when we saw it we weren't **disappointed**. It was fantastic.

HIDE ALL RESET

UNITS 127

3 Work in pairs. In the video you hear an astronaut, Helen Sharman, talking about being on the Mir space station. Can you guess how she uses the words in Exercise 2b?

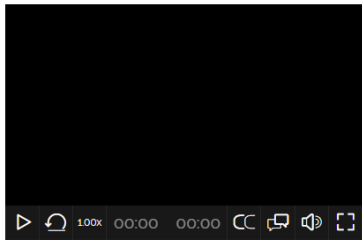
- a. **float** (V) to move slowly on the surface of water or in air
- b. **crewmates** (N) members of a team
- c. **miss** (V) to feel sad about things or people that are not with you
- d. **disappointed** (ADJ) to feel unhappy because something is not what you wanted
- e. **connected** (ADJ) linked or associated

Feedback

Example answers:

- I'm floating in space.
- My crewmates are floating in the space station.
- I miss my family / friends back on Earth.
- I'm disappointed when I have to leave the space station.
- I feel connected with my crewmates / space / Earth.

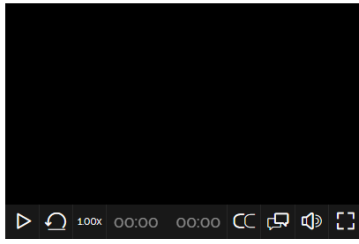
VIEW FEEDBACK



4 Watch the video. In which order does Helen Sharman talk about these things? Put the items in the order you see them.

1. b. her dream
2. a. her own feelings when she was on the Mir module
3. c. what astronauts feel when they look at Earth from space

HIDE ALL RESET



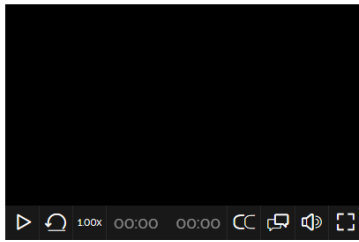
5 Watch the first part of the video (0:00–1:21) again. Choose the correct option.

- 1 She dreams about .
- 2 She floats towards .
- 3 She the stars.
- 4 Sergei and her other crewmates in the dream.
- 5 She the window.



HIDE ALL RESET

UNITS ← ↻ 📄 WORD RECOGNITION LIST ? 127 <



6 Watch the second part of the video (1:22–1:52). Complete the sentences with one word.

- 1 Everyone says the Earth looks .
- 2 Helen Sharman felt disconnected and to the Earth.
- 3 She knew it was her .
- 4 She wanted to .



HIDE ALL RESET

UNITS ← ↻ 📄 WORD RECOGNITION LIST ? 127 <

Instructions 10f What does an astronaut dream about? While you watch

7 Watch the third part of the video (1:53-2:27). Answer the questions.

1 Astronauts talk about different things at the start of a space trip and after a couple of days. What do they talk about?

When they go over different

Feedback

- at the start:** countries they can see;
then: things you're missing on Earth – people, families, friends
- people who are in the countries and future meetings

VIEW FEEDBACK

UNITS 127

Instructions 10f What does an astronaut dream about? While you watch

8 Work in pairs. How do you think Helen Sharman's dream ends? Watch the last part of the video (2:28 to the end) and check your ideas.

Feedback

'I just remember then usually I gently wake up and that's it, yes. And I'm always very disappointed that I've woken up because I wanted to be back in space.'

VIEW FEEDBACK

UNITS 127

Instructions 10f What does an astronaut dream about? After you watch

9 Work in pairs. Compare your personal reactions to the video. Do you think the animation went well with Helen Sharman's words? Did anything surprise you? What was the overall message for you?

Feedback

Example answers:

The overall message:

- you'll never forget being in space;
- when we're away we think of people we left behind;
- as humans, it's people we tend to think about

VIEW FEEDBACK

UNITS 127

Instructions 10f What does an astronaut dream about? After you watch: vocabulary in context

10b Complete the sentences.

1. I only ... on occasion.

2. I never understand what politics has to do with everyday life.

3. If you asked me whether I'd like to give up my job / live on a tropical island, my response would be 'absolutely!'

4. On a cold night, it's nice to feel the warmth of an open fire / a hot water bottle.

5. I was laughing and crying at once when my first child was born / I won the lottery.

6. It's best to tell someone gently if you don't want to go out with them / be friends with them.

Feedback

Example answers:


1. I only eat out / go away for the weekend on the odd occasion.
2. I never understand what politics has to do with everyday life.
3. If you asked me whether I'd like to give up my job / live on a tropical island, my response would be 'absolutely!'
4. On a cold night, it's nice to feel the warmth of an open fire / a hot water bottle.
5. I was laughing and crying at once when my first child was born / I won the lottery.
6. It's best to tell someone gently if you don't want to go out with them / be friends with them.

VIEW FEEDBACK

UNITS 127

Q1

Unit 10 Review and memory booster Grammar



1. You absolutely terrified if it
 the first time you did this. (feel / be)

2. If I to the top of the cliff, I definitely
 off. (get / jump)

3. If you the last person left on the cliff top,
 you and go back? (be /
turn around)

4. I do this if you me
there. (not be able to / take)

5. You yourself if something
wrong. (can kill / go)

6. If I over the edge, I sick.
(look / feel)

HIDE ALL RESET

UNITS 128

Unit 10 Review and memory booster Grammar

3 Work in pairs. For each of these things, agree on a definition and an example. Then compare with another pair.

1. an adrenalin ju...
2. bravery
3. a dangerous pl...
4. extreme sports
5. a life-threateni...

Feedback

Example answers:

1. somebody who loves doing exciting things (e.g. BASE jumping, bungee jumping, white-water rafting)
2. something you demonstrate when you dare to do something dangerous or difficult (e.g. a soldier who risks his life to save someone)
3. a place where you could be injured or die (e.g. a remote jungle, the Arctic, the edge of a high cliff)
4. sports that involve danger (e.g. ski jumping, sky diving, cliff diving)
5. a situation in which somebody might die (many examples)

VIEW FEEDBACK

UNITS 128

5 Complete the sentences with one word. The first letter is given.

1. This cut on my finger is taking ages to h[ea]l.
2. These machines m[on]itor the patient's condition.
3. The treatment is uncomfortable, but it's not p[ai]nful.
4. Has she made an a[pp]ointment to see the doctor?
5. Ow, this bright sunlight h[ur]ts my eyes!
6. Doctors t[re]at several people for burns after the fire.



UNITS | < | ↻ | 📄 | ? | 128 <

HIDE ALL | RESET

7 Choose the correct option. Then decide what injury or illness each piece of advice could refer to.

1. You should get an X-ray.
2. You'd better phone an ambulance.
3. It might be worth going to the doctor's.
4. Have you tried taking antihistamines?
5. If I were you, I'd put some cream on it.



VIEW FEEDBACK | HIDE ALL | RESET

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7 Choose the correct option. Then decide what injury or illness each piece of advice could refer to.

1. You should an X-ray.

2. You'd be

3. It might

4. Have you

5. If I were

Feedback

Example answers:

1. get (broken bone)
2. phone (serious allergy, accident, heart problems)
3. going (sprain, headaches, back pain, cut)
4. taking (bee sting, allergic reaction)
5. put (cut, bite, sting)

[VIEW FEEDBACK](#) [HIDE ALL](#) [RESET](#)