

## The NEST Modules 4 - 6 Answer key

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### Unit 4.1

**Getting started 2** [a] Alfredo lives near the sea. His house is two kilometres from the beach. [b] Juan lives by the sea. He can see the sea from his window. [c] Juan likes swimming in the sea. [d] Look at the fishing boats on the sea.

**Listening 4.1.1 1** Alfredo lives near Bluefields on the east coast. Juan lives in PoneLOYA on the Pacific coast. Nazarely lives near Ocotal in the mountains. Silvia lives on Ometepe, on an island in the middle of a lake. **3** Where do you live? Do you live on the coast too? Does Silvia live near you? Where is that exactly?

**Dictionary skills 2** The five words are all adjectives. We use them to describe things.

**Reading:** **A** Lake Nicaragua, **B** Granada, **C** Corn islands, **D** Estanzuela

**1a)** Granada. (b) Lake Nicaragua. (c) The Corn Islands. (d) The Estanzuela waterfall (e) The city of Granada **2 a)** close to Granada. (b) near the small Corn Island. (c) on the main highway to Esteli, just south of the town. (d) There are sharks in Lake Nicaragua.

**4 b)** A stream is like a river but smaller. A clinic is like a hospital but smaller. An ocelot is like a jaguar but smaller.

**Vocabulary 1** calm-rough; cool-warm; extinct-active; tiny-huge; fresh water-salt water; sandy-rocky **2 a** Coast: beach, boat, island, waves, sail, swim, fish, snorkel, dive

Lake: beach, boat, island, sail, swim, fish

Mountains: peak, valley, camp, climb, hike, explore

Volcanoes: ash, cone, lava, climb, hike, explore

**What's that place? 1** This is our church. It's where people get married. This is the pulperia. It's where we can get cold drinks and snacks. This is the football pitch. It's where we have our matches. These are our community gardens. They are where we grow organic vegetables. This is the health clinic. It's where we go to see a doctor.

**Language development 1** After Sentence 1, present perfect as no time specified.

**Listening 4.1.2** See script in book

### Unit 4.2

**Listening 4.2.1. Deciding Where to Stay a)** La Luz is a hotel b) La Vida is a hostel c) The hotel has hot water and a private bathroom (the hostel doesn't) d) Homestay means staying with a family. e) The friends decide to stay at a homestay. f) Why: It's a good deal – they can eat with the family; it will be a good experience; they can learn about local life; it will be fun and different.

**Listening 4.2.2 Part 1 1(a)** Y mentions: the bedroom, toilet, shower, kitchen, patio, vegetable garden, fruit trees. (b) She also tells them: the toilet is outside (down the path); the water for the shower is cold – it's best to shower in the afternoon; supper between 6 and 7 pm; they can relax on the patio and go where they want. (c) "Please feel free to go where you want." (d) Yorlennis wants the visitors to feel at home, to feel relaxed. **2** Y introduces all the family members. She offers something to drink (juice or coffee).

**Reading: Clare's Homestays 1 (a)** 2 (b) with a friend / friends (we) **2 (a)** Yorlennis has had more visitors. (b) They ate alone at Yolanda's. (c) Yes. They didn't want to eat alone

– they wanted to meet the family. (d) It is helpful to have visitors' comments and get ideas. (e) They recommend Yorlennis' family.

**Dictionary skills** 1 nouns: accommodation, community; verbs: feel, recommend; adjectives: comfortable, important; adverbs: easily, sometimes; conjunctions: and, but. 2 intransitive: arrive, live; transitive: use; can be both: decide, explain, run (NB different meaning when transitive), study.

**Language development 2** a) have had. b) played c) have lived d) has produced e) has been f) taught g) haven't had

**Listening 4.2.3 Conv 1:** (a) what the visitors have done today. 2 Have you had a good day? What did you do? Did you see lots of birds? **Conv 2** (a) the visitors' stay in Nicaragua. (b) How long have you been in Nicaragua? What places have you visited? Did you see any turtles?

**Listening 4.2.4** (a) false; (b) true; (c) false; (d) true; (e) false; (f) false; (g) true

### **Pronunciation**

c) /s/ puts, cooks, works /z/ spends, feels, draws /iz/ washes, uses, introduces

**Reading B Marketing accommodation 1** (a) twin room; (b) single room; (c) double bed; (d) dormitory; (e) private bathroom; (f) shared bathroom; (g) meals not included; (h) on request; (i) bookings; (j) price per person per night. 2 Turtle: the perfect place to stay if you want to get to know the city. Orchid Come for a relaxing stay and enjoy our wonderful views of the mountains. Florida: Our hotel is in a quiet part of the town and offers you a very friendly welcome. **Prices:** 4a) \$30 b) \$560 c) \$75

## **Unit 4.3**

**Getting started** Visit a museum, climb a mountain, go to a baseball match, go swimming

**Listening 4.3.1** 1 Yes. They greet each other: Hi! How are you doing? 2 climb a volcano, go fishing, take a boat trip, look round the market, visit the Casa de los Leones.

**Language development: Preposition practice 2** (a) I'll meet you on Friday at 6.45. (b) The craft shop isn't open on Sundays. It'll open on Monday morning. (c) My brother's birthday is in March. (d) It can be very cold at night. (e) We're going to get married on 28<sup>th</sup> June. (f) Nilda went to England in the summer of 2008.

**Language development: Talking about plans for the future 1** 4 I'd like to visit the Casa de los Leones. 2 Are you going now? 6 I'll come on the boat trip with you this afternoon. 3 We're going to look round the market. 1 So what are you going to do today? 5 I think I'll go to the exhibition this morning // 2 (a) yes; (b) no; (c) go to the exhibition in the morning and go on the boat trip in the afternoon. 3 We 're going to go on a trip next week. We're going to travel by bus. We're not going to sleep in a hotel. We're going to camp. The guide is going to provide the tents and cooking equipment. Everyone is going to bring some food. I'm going to bring beans and bananas. Jason is going to fish in the river. Clare and Jane are going to climb the volcano. 4 (a) What time are you going to get up? (b) What time is your guide going to come? (c) What time are you going to leave? (d) Where are you going to go? (e) What are you going to see? (f) What are you going to do? (g) Who are you going to visit? (h) When are you going to meet? (i) Where are you going to have lunch? 6 A: *What are you going to do?* B: *I'd like to go* // A: *Are you going to* B: No, *Jorge is going to* // B: *I'll have a beer* // A: *Would you like to come*

B: When *are you going* A: Tomorrow. B: OK, then *I'll* come!

**Reading: Places of interest in Brazil** 1 (a) Walk in the forest - Ubajara; (b) Take a boat trip - Alcantara; (c) Swim - both; (d) Visit a museum - Alcantara; (e) Visit caves - Ubajara; (f) Go to the beach - Alcantara 2 (a) 6 square Kms, (b) 2 Km, (c) in the streams and waterfalls, (d) it dates from the 18<sup>th</sup> century so is more than 200 years old, (e) inside a huge old house, (f) outside the town. 3 Ubajara: views of the forest and hills, caves, waterfalls and streams. Alcantara: the bay, fine old buildings, the museum, beaches, mangroves and colourful birds. 4 (a) hike, (b) huge, (c) trail, (d) peaceful, (e) stream, (f) low 5 Beautiful, impressive, peaceful, magnificent, interesting, amazing, colourful, fun 6 (a) beautiful / amazing / impressive / magnificent (b) beautiful / peaceful / interesting (c) colourful / amazing (d) peaceful / beautiful (e) a beautiful / magnificent town + a very beautiful / magnificent / interesting / impressive church (f) fun (g) Would you like to visit the Church of San Francisco – it's really beautiful / magnificent / interesting / impressive / amazing.

**Listening 4.3.2** 1 both watch turtles; Mike visit the rock paintings; Sarah go horseback riding & shopping 2 a) false; b) true 3 Use the script to check answers

**Dictionary skills** 1 Food (animal flesh) - meat; Correct - right; Past tense of ride - rode; Uninterested - bored; Next to - by; To have learnt - know 2 a) write (b) buy (c) know (d) rode. (e) board? (f) meet

## Review A

**Prepositions of place:** with her family in the community ... live in ... near / beside ... walks across ... tree beside / next to / near ... under the tree.

**Talk about experiences** 2 Dialogue 1 A: Have you ever watched

B: No, I've / have never been to the coast. I've / have never seen the sea. ... He has worked.

Dialogue 2 A: Have you ever climbed ... B: Yes, we've / have been to ...

We've / have looked down inside .. we've / have smelt Dialogue 3 A: Have the visitors been ... B: No, they haven't.

**How long?** Answers depend on the current year and month. For example in *December 2009* (a) Daniel and Dinora have been married for 6 years.

**Talk about places and activities** The market - Buy some fruit; The museum - See some ancient artefacts; The lake - Take a boat trip; The forest - Look for orchids; The mountains - Go hiking; The sports field - Watch a football / baseball match; The Corn Islands - Go diving

**Talk about time** 1 (a) in (b) on (c) at

**Describing places** 1 a city: historic, huge, beautiful 2 a lake: calm, deep, shallow, huge, peaceful, beautiful 3 a forest: beautiful, colourful, cool, dark, peaceful, quiet, huge 4 a beach: sandy, beautiful, peaceful, quiet 5 a stream: cool, shallow, tiny 6 a river: deep, huge 7 the sea: calm, deep 8 a volcano: active, extinct

## Unit 4.4 Health

**Listening 4.4.1** 1 Jane [b] Rest, don't eat, drink herb tea; Jason [d] Rest in shade, drink water, always wear a hat; Clare [f] Rest today, drink a lot 2 Use the script

**Suggestions and advice** 1 Suggestions are: (b) (e) 2 You shouldn't go out ... You should eat ...; You shouldn't drink ...; You shouldn't take ...; You shouldn't use ...; You shouldn't smoke; You should clean ...; You should eat .... 3 a) You could borrow.

(b) Visitors shouldn't eat. (c) Could you (d) You should take ... it could rain (e) We could ask

**Listening 4.4.2** 1 steep trails, contaminated water, strong sun, biting insects

2 Advice...	Reason ... (because)
You shouldn't wear sandals or light shoes	you could slip and twist your ankle
You shouldn't drink water from the streams	it could be contaminated
Wear a hat and use suncream.	the sun is strong in the middle of the day and you could get sunstroke or sunburn.
You should take some insect repellent	there could be some biting insects.

**Warnings 1** [a] Be careful! Mind your head! [b] Be careful! Look out! Watch your step! [c] Be careful! Don't touch! [d] Be careful! Don't go near! [e] Look out! Don't go near! It's very dangerous!

**Reading: Health around the world 2** (a) three (b) Start the day with breakfast; Slip slop slap; Boil not oil. (c) Boil not oil is a suggestion.

3

Campaign slogan	Where?	Problem	Reason(s)	What should people do?
1 Start the day with breakfast	US	Children can't concentrate at school	Children don't eat breakfast or eat unhealthy snacks	Parents should give children a good breakfast
2 Slip, slop, slap	Australia	Skin cancer	The ozone layer is very thin, harmful sun rays can get through	Slip on a shirt Slop on suncream Slap on a hat
3 Boil not oil	Central America	Many people have kidney problems	People fry food in a lot of oil	Boil rice and vegetables, cook chicken in a sauce

4 (a) Fruit, eggs or cereals (b) Someone with fair skin (c) Herbs, tomatoes, onion (d) It is cheaper to boil food

**Vocabulary 1 Opposites:** Good for health healthy, hygienic, safe, harmless; Bad for health unhealthy, unhygienic, dangerous, harmful. 2 careful / careless; fatty; poisonous; energetic; oily; painful / painless; nutritious; sugary; shady; allergic

**Pronunciation** on the recording: sits bikes rocks bats

## Unit 4.5: Riding

3 (a) We place the bridle over the horse's head. (b) We place the saddle on the horse's back. (c) The bit goes in the horse's mouth. (d) Put your foot in the stirrup. (e) Hold the reins in your hand. (f) Sit on the saddle.

**How to mount:** [a] tail / left [b] mane / left [c] right [d] toe [e] right .

**Listening 4.5.1** 1 First [c] Second [b] Third [d] Fourth [a]

2 Hold the reins in your left hand. Put your right hand on the front of the saddle.

Take your feet out of the stirrups. Swing your right leg behind you and lift it over the back of the horse. Jump to the ground. When you land, remember to bend your knees.

**Language development** [a] order the steps: *So first. Now... Now you're going to... Then* [b] check understanding: *OK?* [c] comment on what the visitor is doing: *OK. That's right. Good. That's it!*

**Dictionary skills** 1 **Opposites** mount : dismount; loose: tight; safe : dangerous; strong: weak; smooth : wrinkled 2 loosen; weaken; shorten; lengthen

**Language Development 1a)** The horse can't move its head because the reins are too tight. (b) The horse doesn't respond because you aren't firm enough. (c) You need to relax! You are too stiff. (d) Give the horse a little kick – he isn't going fast enough. (e) You need to be more gentle. Your kick is too strong.

**Reading Safety First** 2 Two things to check before going riding: the girth, the stirrup length. 3 Picture A: checking the girth; Picture B: Loosening / tightening the girth

4a) If the girth is loose, the saddle could slip and the rider could fall off. (b) To check the girth, stand beside the horse. (c) Put your hand flat under the girth. (d) The girth is loose if there is extra space. (e) The stirrup length is important because it gives the rider extra control and is more comfortable. (f) There are two ways to check the stirrup length. (g) Can you check the stirrup length when the visitor is sitting on the horse? Yes.

5 Safe to go riding: (c) (d) (f) **6a)** If the girth strap is too tight, loosen the girth strap. (b) If the girth is too loose, tighten it. (c) If the stirrup is too long, shorten the stirrup strap. (d) If the stirrup strap is too short, lengthen it. 7a) walk trot canter gallop (b) trot (c) gallop (d) canter

**Language Development Conditional instructions (Note: These are suggested answers - students may have different ways to do things)** 1a) If you want to get your horse to walk, squeeze with both legs (b) If the horse stops, squeeze with your legs or give it a gentle kick (c) If you want to go faster, squeeze with your legs. (d) If the horse doesn't go faster, give it a gentle kick. (e) If you want to turn left, pull gently on the left rein and pull the right leg back. (f) If you want to turn right, pull gently on the right rein and pull the left leg back. (g) If you want to slow down or stop, pull the reins gently back.

**Pronunciation** 2 Use the script

## Review B

### Matching situation to advice

I've got a bad back - You shouldn't ride; I've twisted my ankle - You shouldn't walk on it; I'm very tired - You should rest; I have a cold - You should drink orange juice and keep warm; We're going to walk in the sun - You should use sun cream.

**Could or should (a)** Could we climb the mountain tomorrow? (b) We could if the weather is fine. (c) What should we take? (d) We should take some food for a picnic. (e) We should take lots of water because it could be hot (f) You should take some sun cream.

**Talk about dangers** 2 examples only : *Don't* go hiking in light sandals because the trails are slippery. *Don't* forget to bring water / *Remember to* bring ... because it could be hot. *Always* / *Remember to* bring insect repellent because there could be a lot of insects. *Never* go near a snake because it could be poisonous.

**Too and enough(a –d).** The girth is too tight = The girth is not loose enough. The girth is too loose = The girth is not tight enough The stirrups are too short.= The stirrups are not long enough. The stirrups are too long.= The stirrups are not short enough.

**More instructions Examples:** *Always* wear strong shoes or boots for riding. *Always* speak to a horse before you approach it. *Never* stand behind a horse. *Always* face the tail when you mount. *Don't* hold the reins too tight. *Please* kick the horse gently.

**Conditional instructions:** (a) If the path is slippery, go carefully. (c) If you aren't well, stay home and rest. (d) If it's wet, bring your raincoat. (e) If your horse stops, give it a gentle kick. (f) If your saddle slips, ask your guide to tighten the girth. (g) If you have twisted your ankle, don't try to walk

## Unit 4.6 protecting our environment

**Getting started** 1 (b) (c) 2 polluted: clean; fertile: infertile; abundant: rare; cleared: conserved; spoil: unspoilt

**Reading Protecting forests** 2a) In the northern highlands of Nicaragua (b) In the 1980s (c) They cut down trees and cleared the land for farming (d) It became infertile (e) They became rare (f) Hunting isn't allowed today (g) People aren't allowed to cut down trees (h) They aren't allowed to take plants? (i) They can build if they get permission from MARENA (j) MARENA is the Nicaraguan government agency for environmental protection.

**Vocabulary:** a) uninhabited; b) crops; c) illegal; d) fertiliser; e) landscape; f) disappear

**Listening 4.6.1** 1 a) between August and November; b) about a hundred; c) to eat them or sell them (they are a traditional food) d) to protect the turtles and their eggs

2 Talk quietly; Watch the turtle laying eggs; Take flash photos from behind.

**Language Development:** 1 use the script mustn't / must / can / can / must / mustn't  
2 can trek; have to start; can go up; have to continue; have to pay; have to be fit; 3a) Yes you should. (b) Yes you should. (c) No you don't have to. (d) No you don't have to. (e) No you shouldn't. (f) No you don't have to. (g) Yes you should. (h) No you don't have to.

4 You **can** take photos. You **mustn't** throw engine .... **You must / have to** get permission .... **You don't have to** get permission .... **You mustn't** drop litter ...

**Pronunciation Use the script**

Yes of course I can. No – I'm not tall enough. But Jason can. I can, but I'm not going to! OK then. Can we ask Alfredina? Yes you can. Alfredina says we can!

**Negative prefixes :** (a) disagree (b) unhealthy (c) disadvantage (d) irregular (e) unnatural (f) disappear (g) illegal (h) unspoilt (i) infertile (j) unprotected

**Fire:** (c) 1 *started a fire* and (e) *caught fire* describe accidents. 2 a) make a fire (b) light the fire. (c) start a fire. (d) catch fire! (e) put out the fire. (f) set fire to

3 turn on/ turn off a computer; light / put out a match; turn on / off a radio; light / put out a candle; light/ put out a cigarette; light / put out a gas or paraffin lamp; but turn on/ off an electric lamp; turn on / off the TV; light / turn on / turn off a gas oven.

## Unit 4.7

**Listening 4.7.1 Q1** 2 We remove the pulp. 8 We pack the beans. 1 We harvest the cherries. 3 We ferment the beans. 6 We remove the skin. 5 We dry the beans. 7 We sort the beans and remove the imperfect ones. 4 We wash the beans with a lot of water.

**In the order of actions:** 1 We harvest the cherries. 2 We remove the pulp. 3 We ferment the beans. 4 We wash the beans with a lot of water. 5 We dry the beans. 6 We remove the skin. 7 We sort the beans and remove the imperfect ones. 8 We pack the beans.

Q2 2 (a) It is cool and humid. (b) in the shade (c) 3-4 years (d) red (e) the outside part of the cherry (f) about 30 hours (g) 12% (h) imperfect

Q3 Use the script

**Reading The coffee cupping laboratory** 1 Clockwise from left: Tasting: tables, coffee grinder, electric kettle, coffee cups, gas cylinders; roasting: coffee roaster; sampling: shelves, table, sampling trays; registration: table, chairs, forms. 2 Growers can learn about the quality of their coffee and make sure they get a fair price for it. They can also get advice on how to improve the quality in future years. 3 A coffee grower 4 1 - We put the sample in the top tray; 2 - We shake the tray; 3 - The beans fall through  
5 Registration Sampling Roasting Tasting 6 Example: What is a coffee grinder used for? It is used for grinding coffee. ii) What is an electric kettle used for? It is used for boiling water.

**Language Development the passive** 1 Example A machete is used for cutting.

2 Example A machete is made of metal. A bucket is made of plastic.

**Dictionary Skills:** Past participle Use the list at the end of the book: Buy bought; Grow grown; Put put; Take taken; Send sent; Sell sold; Write written

1 Coffee is grown cherries are harvested The pulp is removed beans are put the beans are taken out ... and (are) washed Then the beans are the water content is reduced the coffee is sent the skin is removed. the beans are sorted and any beans ... are removed. the beans are roasted.

2 a) are brought (b) is written (c) are taken (d) are shaken (e) is ground (f) is drunk.

**Pronunciation:** -ed: one syllable /d/ or /t/ kicked, climbed, played, washed - ed two syllables /ɪd/ started, needed, acted, roasted, picked

**Nouns with no plural:** a) There is some equipment which we need to repair. (b) Where is the information about organic farming? (c) I had a letter from my brother with some news about his new job. (d) A friend gave me some advice, but it wasn't / isn't very helpful.

**Word study: compound words:** A sorting tray; a coffee grinder; a storage area; a fishing net; a registration form; sampling room

**Some simple maths:** 1 add +; deduct -; multiply x; divide / [symbol for division]; percentage %; equals = 2 a) 9 out of 10; b) 50 out of 60; c) 1 out of 5; d) 43 out of a hundred 3 a) 5 b) 37 c) 77%

**Eating and drinking**

3a) eyes (b) tongue (c) nose (d) mouth, tongue, teeth (e) mouth (tongue, teeth) (f) throat (g) teeth 4 flavour - taste; fragrance - smell

**Listening 4.7.2** Part 1 a) 27 years old; b) Matagalpa, Nicaragua; b) She went on a course to study coffee tasting; d) for three years; e) Chief coffee taster; f) A coffee taster tastes samples of coffee; g) She trains young people to be coffee tasters

**Part 2 1a) fragrance. b) aroma. c) fragrance and aroma d) acidity, flavour and body.**

e) aftertaste. f) balance. 2 90-100% very high quality; more than 70% good enough to sell; less than 60% no happiness 3 The balance is 7 and the final score is 70%

## Review C

**mustn't / don't have to a) don't have to. (b) mustn't (c) mustn't (d) don't have to (e) mustn't (e) don't have to (f) don't have to (g) mustn't**

**Negatives** un- ; dis- ; in-; il-; im; unhappy unimportant disagree incorrect unhelpful illegal irregular disappear imperfect incomplete

**Coffee** 1 (d), 2 (e), 3 (c), 4 (f), 5 (g), 6 (b), 7 (a)

**Describing sequence:** (a) 2 (b) 5 (c). 7 (d). 4 (e). 3 (f) 1 (g) 6

**2** First she mixes cornmeal with hot water, salt and a little fat. Then she works the mixture with her hands. (Then / Next/ After that) she divides the mixture into balls. (Then / Next/ After that), she rolls out the balls into circles. (Then / Next/ After that) she places them in a pan on the fire. She cooks them for about a minute on each side. Finally, she eats the tortillas. / She and her family eat the tortillas.

**Review Exercise: The passive:** 1 is covered; is fried 2 is grilled; is served 3 is used; is boiled; is placed; is boiled.

**Solution to the puzzle**

	<b>Ariel</b>	<b>Bernadino</b>	<b>Chico</b>
Lives in ...	The hills	A big town	A small town
Job	Coffee grower	Taxi driver	Shop worker
Number of children	5	3	7
Likes ...	Horse riding	Smoking cigars	Singing

## Module 5

### Unit 5.1

**Describing Birds 1:** [a] toucan [b] puffbird [c] swift [d] heron [e] quetzal [f] scythebill [g] hawk

**Word study** Bill: huge, thin / thick, straight / curved, pointed; Tail: short / long, forked  
Wings: long, narrow, pointed / rounded

**Vocabulary B:**

1 [d], 2 [a], 3 [e], 4 [b], 5 [f], 6 [c], 7 [i], 8 [g]

**Reading: Pre-reading:** 1 Size; 2 Description; 3 Activity; 4 Habitat; 5 Flight; 6 Solitary or living in flocks; 7 Song Toucans: 1 Size large; 2 Description: Huge, colourful bill; rounded wings and long, narrow tail 3 Activity: Move about from tree to tree, feed on fruits and berries. Also take nestlings and eggs from other birds; nest in holes in tree. 4 Habitat: Tropical rainforest, tree-tops (never on the ground) 5 Flight: Beat wings rapidly at first, then glide lazily. 6 Solitary or living in flocks: noisy flocks. 7 Song: Not at all musical.

**Language Development 1, adjectives:** large, huge, colourful, tropical, noisy, musical, rounded, long, narrow, long, hollow. **2, adverbs:** easily, usually, never, constantly, rapidly, lazily, delicately, probably. 3 a) well; (b) fast; (c) rapidly; (d) loudly; (e) easily; (f) comfortably; (g) carefully **4a** a large bird (b) beautifully. (c) noisy flocks. (d) good at (e) a very colourful bird (f) English very well. (g) worked hard.

**Listening 5.1.1** (and see diagrams on next page: NB Pana should read Pond! Tallestree should read Tallest tree) **1a**) toucan, heron, hummingbird. **2** Conversation 1 Toucan is inside the hole in the tree Conversation 2 Heron is just on the left of the rocks by the pool Conversation 3 Hummingbird is in the tree behind the bushes on the branch on the left nearest the ground.

**Pronunciation:** 2a) chip (b) shoes (c) wish (d) chose (e) dish (f) match(g) cheap (h) cash (i) wash (j) chair

**Nouns to adjectives** Striped; Ringed, crested, hooded, masked, streaked, winged; Dotted, barred, capped



in colonies, some bite. Dragonflies fly, eat other insects, beautiful. Termites run, live in colonies, may eat our homes! Mantis creep and eat other insects, beneficial.

**Listening 5.2.1** A spider, B cockroach, C mosquito, D houseflies. **2b) 1:** poisonous; safe; worry. **2** Don't worry; harmless. **3** alright; malaria; you should. **4** okay now?

**Language Development** To make the comparative form of short adjectives, you add er. To make the superlative form, you add est. To make the comparative form of short adjectives ending in y, you delete y and add ier. To make the superlative form, you delete y and add iest. To make the comparative form of longer adjectives, you use: more or less. To make the superlative form, you use most or least. Irregular comparative and superlative forms: Good: better, best. Bad: worse, worst. Far: further, furthest

**1a)** more attractive (b) further (c) greater (d) heavier (e) faster (f) more poisonous (g) worse **2 (a)** strongest (b) loudest (c) most dangerous (d) prettiest least frightening (e) worst

**Reading exercise: Ants and Termites**

	<b>Ants</b>	<b>Termites</b>
<b>Social insects?</b>	Social (colonies)	Social (colonies)
<b>Appearance:</b>	Jointed antennae	Segmented antennae
	Large, compound eyes	No eyes
	Have waist	No waist
<b>Different forms (worker, queen):</b>	Queen, soldiers, workers	Queen, King, soldiers, workers
<b>How new colonies are started:</b>	Winged individuals leave the nest and fly off	Winged individuals leave the nest and fly off

**2 Similarity:** both, in the same way, similar to. **Difference:** but, on the other hand, in contrast to Underlining Both have antennae. **Both** ants and termites live in large colonies. Termites are similar to ants. Termite colonies are started **in the same way**. **But** they belong to different insect groups. Ants have a waist **but** termites don't. Termites **on the other hand** have segmented antennae. Ants have large compound eyes **in contrast to** termites which have no eyes. **3** [a] ants' antennae are like elbows; [b] termites' antennae are like strings of beads; [c] the queen is larger than the other colony members; [d] soldiers have large jaws.

**Listening 5.2.2 1** Crickets have long legs and can jump. Cicadas can't jump. Moths usually fly at night. Butterflies only fly in the daytime. Leaf insects look like small leaves. **2 a)** They both sing. (b) can't jump. (c) butterflies which fly only in the daytime. (d) like a small leaf.

**Reading a)** Leaf cutter ants (b) mainly useful

**2(a)** F; (b) T; (c) F; (d) T; (e) T; (f) F; (g) F; (h) T; (i) T **3** droppings - waste product; fungus - simple plant; larva - young insect; aerate - put air into. F

**Dictionary Skills: plurals** - antennae, butterflies, children, cockroaches, colonies, people, potatoes, roofs, wives, women, fungi, knives, larvae, leaves, mosquitoes,

**Pronunciation vowels 1(a)** **i/ big** mini, sting, wing, itch, sit **/i:/ see** beast, leaf, bee, beetle **/ai/ wife** fly, size, like, fright, spider. **(b) i/ big** live, bit, fit, lick, wit **/i:/ see** leave, beat, feet, leak, wheat **/ai/ wife** alive, bite, fight, like, white.

2 a) n/ caterpillar /ai/ termite /ai/ environment n/ beneficial /ai/ fertilizer n/pollinate /ai/ symbiotic /ai/ organisation n/ individual /ai/ specialized

## Review 5A

**Opposites:** Large: small; Short: long; Thin: thick; Narrow: broad / wide; Pointed: rounded; Bright: dull; Living in flocks: solitary.

**Describing birds** A [i] green [ii] breast [iii] crest [iv] tail [v]bill. B [i] white [ii] white [iii] stripe. [iv] curved / hooked [v] claws.

### Vocabulary review: What do they do?

[a] catches fish: osprey / heron / kingfisher. [b] hovers: hummingbird. [c] buzzes: fly / mosquito. [d] spins webs: spider. [e] eats insects: flycatcher, mantis, spider. [f] flies at night: owl, moth. [g] sings beautiful songs: warbler. [h] destroys crops: caterpillar (among other things). [i] makes honey: bee.

**Language review: Adjective or adverb?** 1 [a] usually [b] slowly [c] ripe [d] shy [e] valiantly. 2 [a] thin [b] generally [c] stealthily [d] Sometimes [e] visible. 3 [a] large [b] fast. [c] colourful [d] transparent [e] short

**Cicadas and Crickets** 2 1 Both ...louder. 2 make noise by rubbing their wings together. 3 are not pests. 4 in contrast to 5 large ... unlike 6 on the other hand can be different colours.

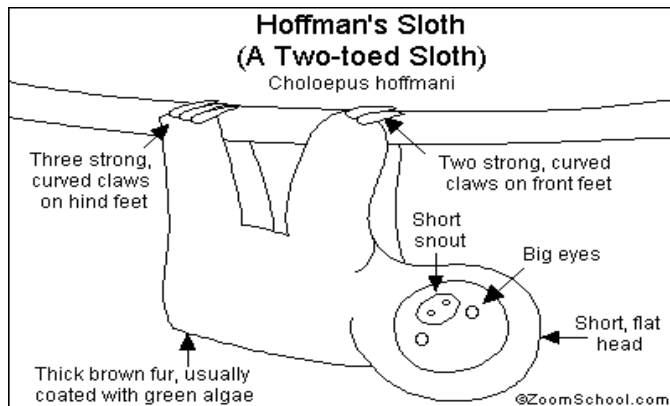
**Reassuring:** Don't worry! They're harmless. They're beneficial. It's no problem. It isn't dangerous. It's quite safe. It's all right. It doesn't bite. **Warning:** It's poisonous. Be careful! They're harmful. Don't touch it. They can sting you. Watch out!

## Unit 5.3

a) Domestic: cow, dog, horse, pig; Wild: deer, monkey, ocelot, sloth. (b) yes (c) herbivore: cow, deer, horse, monkey, sloth; carnivore: dog, ocelot; omnivore: pig. d) arboreal: sloth; e) hooves: cow, horse; (f) spotted: ocelot.

**Reading 1a)** Tropical rainforests of Central / South America (b) No – the slowest mammal in the world. (c) Leaves (especially cecropia), shoots and fruit

2 [a] Two-toed and three-toed; [b] To hang upside down from branches; [c] It grows down from the belly towards the back (opposite of most mammals); [d] Brown but looks greenish because of algae in their fur; [e] Most active at night [f] By smell and touch; [g] 15-18 hours. 3a) two toed.



**4a)** crawl (b) nocturnal **5** eyesight, hearing, smell, touch and taste (not mentioned)

**Listening 5.3.1: 1** They see howler monkeys.

2a) The monkeys are at the top of the tall trees on the other side of the valley. (b) They are a long way off. (c) a really loud noise (d) sleeping / resting / not moving (the young one is climbing) (e) They are not like other monkeys because they aren't very active, they're quite lazy. (f) 6 – 8 adults and a young one. (g) Some groups can have 15 or 18 animals. Howler monkeys usually live in family groups with two or three adult males, several adult females and their young. They are big, especially the males. And they have thick fur which makes them look even bigger.

### **Language Development 1a)**

Howler monkeys make a really loud noise. Both uses of present simple

The young one is climbing on a branch. First use of present continuous

They are sleeping at the moment. Either use of present continuous

Sloths come down to the ground once a week. First use of present simple.

**1b)** *present simple present continuous*

**Correct verb phrase a)** *lives is visiting (b) plays ... isn't playing (c) isn't feeling (d)*

*Does your cat catch (e) barks ... doesn't bark (f) isn't producing*

**2** [a] It's swimming; [b] don't like swimming; [c] swim; [d] come out ; [e] It's climbing; [f] It's sniffing [g] It's rolling [h] does it do [i] It's trying [j] do ocelots eat [k] eat [l] take

**Pronunciation 2 b)** /ɒ/ long, off, ocelot; /əʊ/ coat, slow, toe, roll /u:/ two, food, shoe /aʊ/ brown, howl, loud, cow, ground, south

**Dictionary Skills (a)** [1] extinct; [2] endangered; [3] declining; [4] surviving

**b)** [1] habitat; [2] hunting; [3] trade; [4] protected [5] poaching.

**c)** /ɒ/ frog, spot; /əʊ/ bone, goat, hole, poach; /u:/ goose, shoot, zoo /aʊ/ mouse, plough, shout **d)** use the recording *row* (a line of things) /əʊ/ as in bone. *row* (argue in an angry way) /aʊ/ as in mouse. *sow* (female pig) /aʊ/ as in mouse. *sow* (putting seeds in the ground) /əʊ/ as in bone.

## **Unit 5.4**

### **Vocabulary**

**1** Labels from top to bottom: flower, stem, leaves, roots **2** Roots: a and g. Stem: c and e and i. Leaves: b and f. Flower: d and h.

**3 Writing:** The roots hold the plant in the ground. They collect water and nutrients from the ground. The stem carries the water and nutrients between the roots and the leaves. It also supports the leaves and can turn them so that they face the sun. The leaves contain chlorophyll. When sunlight acts on the chlorophyll, they produce sugar. This is called photosynthesis. The flower has bright colours, scent and sweet nectar. It contains the reproductive parts of a plant.

**Reading: 1 A** Pollination **B** Seed dispersal **C** Vegetative Reproduction

2a) (in order) to pollinate. The pollen sticks to insects when they visit the flower and they carry it to other flowers. b) (in order) to attract insects / so that they can attract insects.

(c) (in order) to colonise new areas / so that they can colonise new areas. (d) so that they can be dispersed by the wind. (e) so that they can disperse their seeds. Animals and birds take the fruits and carry them to other places. (f) in order to reproduce.

**Listening 5.4.1 1** Cleaning the blood, stop infections in cuts, treating rheumatism.

**2** Use the juice to clean the blood; use the fruit to put on cuts and stop infection; use the leaves to make tea for treating rheumatism. **3** The taste and smell are unpleasant.

**Language Development 1a)** helping (b) to go (c) meeting (d) growing (e) to pollinate (f) to show (g) to water (h) fertilizing (i) keeping (j) to grow

**2** helping to put stopping to tell to walk to see

**Listening 5.4.2 1a)** taking care of them (her and Jane) (b) showing them the farm (c) for breaking Nilda's dish (d) to send some photos (e) to leave (f) to come back (g) to seeing them again **2a)** It was a pleasure (b) I'm glad you enjoyed it (c) It doesn't matter (d) Of course

**Reading Task - Orchids 1** [a] 30,000 species of orchid worldwide [b] 8,000 species in Central / South America [c] 150 species in Miraflores, Nicaragua **2a)** Many orchids grow at the top of trees. (b) Most (c) to store water. (d) water, mycorrhizae (a type of fungus), bees or other insects (e) in order to attract insects to visit their flowers (f) illegal trade, forest fires, forest destruction (g) It has many of the orchids from the area all in one place (h) yes because it acts as a rescue centre for endangered species.

**Dictionary Skills 1** agreement, existence, growth, injury, survival. **2** apology, belief, defence, destruction, economy, entertainment, knowledge, photosynthesis, satisfaction, storage, threat, treatment. **3a)** storage (b) photosynthesis (c) entertainment (d) apology (e) treatment (f) defence (g) knowledge (h) economy.

**Pronunciation Sound like walk:** small form war warm store caught orchid support order brought daughter ornamental. **Like work:** word worm worth worse bird turn church disperse.

## Review 5B

**Name the parts and what they do: some examples** [a] Animals use their ears to listen [b] (Dogs ) use their noses to smell or sniff [c] Horses use their tails to sweep away flies [d] (Jaguars / ocelots) use their teeth / claws to kill their prey. [e] Pigs use their snouts to dig holes in the ground / Dogs use their front feet to dig. [f] Howler monkeys use their strong jaws to howl.

**Language review: Present continuous and present simple**

[1] is making [2] are howling. [3] use [4] howl [5] don't like [6] make [7] know [8] do howler monkeys eat? [9] eat [10] live [11] is sitting [12] are hiding [13] don't see.

Reproductive cycle: A seed falls on the ground 2. The seed germinates. 3. Roots and shoots grow from the seed. 4. The plant produces leaves. 5. The leaves photosynthesise. 6. Flowers are formed. 7. The flowers produce nectar. 8. This attracts bees. 9. Bees pollinate the flowers. 10. The flowers die and seeds are produced. 11. Birds or wind disperse the seeds.

**Language Review 2: Gerund and infinitive**

1 *visiting* 2 *to be* 3 *visiting* 4 *seeing* 5 *to finish* 6 *to travel* 7 *keeping* 8 *coming* 9 *to send*. 10 *welcoming*.

**Speaking: Being polite** 1 Thank you for helping me / Thank you very much for your help. 2 I'm really sorry – I forgot to tell you to bring food. 3 I'm glad you enjoyed it. 4 That's all right. They aren't poisonous. 5 I'm sorry. I don't know, but I will try to find out. 6 It doesn't matter. We still have time. 7 I'm sorry you are leaving. It was very nice to meet you. Have a good trip back.

## Unit 5.5

**Vocabulary 2a** original forest ... (b) forest that was cleared ... (c) plants growing thickly ... (d) leaves, fruit, seeds ... (e) food needed ...

**Facts about forests:** see Teachers' notes

**Reading Primary and secondary forest**

1 [a] C [b] E [c] A [d] B [e] D

2

	Primary Forest	Secondary Forest
Age	Thousands of years old	A few years old
Height of trees	Very tall	Smaller
Light or dark?	Dark	Light / more sunlight
Growth between trees	Not much growth	Dense growth / many more plants
Leaf litter	Damp	Dry

3 a, d, b, c

**Language development:** [a] \_\_, it will [b] \_\_, the soil will [c] \_\_, sun will.

1a) *will be* (b) *miss* (c) *walk* (d) *want* (e) *don't* (f) *You'll be* (g) *I'm not*

**2 Choosing a tour:** a) the birdwatching tour, you will see (b) If you go on the forest night walk, you will see ... (c) You won't have to walk, if you go horseback riding. (d) If you want to see ..., you will enjoy the cave visit. (e) You will have to get up ... if you go birdwatching. (f) If you are ... and you like adventure, you will enjoy the volcano climb.

**Listening Task 5.5.1 :** 1 army ants, snakes, spiders, spiny plants

2 [a] you will get lost [b] you will frighten the animals [c] they will run up your legs [d] it will be painful [e] it will bite you [f] If you have any questions, I will answer them

**Reading: Describing the forest.** 1 A: Canopy; B: Understorey; C: Forest floor

2[a] trees that are taller than others and rise up above the canopy. [b] At the tops of trees / in the canopy [c] In the understory [d] In the forest floor [e] The forest floor

**Listening 5.5.2** 1 1<sup>st</sup> epiphytes 2<sup>nd</sup> hummingbird 3<sup>rd</sup> ants 4<sup>th</sup> strangler fig. No monkeys

**Listening 5.5.3 Use the script at the back of the book**

**Dictionary skills**

/l/ litter, twig, fit, description, thick, medicine, bite, definite /aI/ termite, fertile, hike, fight, stalagmite, describe, epiphyte, bite, advice, spider, identify

**Pronunciation /h/**

4 a) old (b) eye (c) hate (d) arm (e) heart 5 a) What's in my ear? (b) the hole in the tree (c) it's too high (d) I ate oranges (e) Will they harm me? (f) Where is your art?

## Unit 5.6

**Vocabulary 1** [a] beef [b] veal [c] pork [d] lamb / mutton

2a) wheat ... (b) milk ... (c) beef ... (d) bananas ... (e) vegetables ...

**Listening 5.6.1**

	Kind of farm	Produce
Ellie:	Cattle ranch	beef
Gloria	Banana plantation	bananas
Rene:	Mixed farm	Coffee, beans, maize, rice, bananas, plantains, avocado, guanabana, meat

2a) large farm... (b) long grass ... (c) the money ... (d) chemicals ... (e) substance ... (f) mixture of ... (g) decayed animal dung

3 Ellie: business isn't profitable; it's hard work; the cold weather sometimes kills animals

Gloria: Big companies control the market; fertilizers etc are expensive; difficult to make a profit. Rene: Land is too dry to grow much rice; not rich but luckier than most

**Reading Task: Organic farming.** 1 [a] synthetic pesticides; [b] chemical fertilizers; [c] compost; [d] biological pest control; [e] barriers; [f] crop rotation; [g] green manures; [h] herbicides [i] weed [j] mulches. 2 potatoes 3 they fix nitrogen in the soil 4 dig or plough them into the soil after several weeks of growing 5 feed the crops.

**Listening 5.6.2** 1 Yes 2 [a] False: he doesn't buy fertilizers – he makes his own compost and manure; [b] True; [c] False: Organic coffee sells for a higher price; [d] True; [e] False: It is expensive to get organic certification; [f] True.

**Language Development** 1 A: *could* B: *was* C: *got* 2 [a] *would make .. was* [b] *I didn't keep ... couldn't make* [c] *was ... could grow* [d] *used ... could* [e] *used ... would* [f] *was ... could* 3 [a] would buy [b] would buy [c] had [d] would use [e] would send

**Reading: El Guabo** 1 (a) organization of 300+ small banana producers in Ecuador (b) 300+ (c) European importing company (d) bananas

2

Most banana producers	El Guabo producers
Sell bananas to big companies.	a. Sell bananas through Fairtrade
Get a low price for their bananas	b. Get a stable price
Can't always sell their bananas	c. Have a guaranteed market
The importing companies make the most profit	d. Producers receive a share of the profit
Workers have hard conditions	e. Producers can buy equipment that helps to f. Improve conditions for the workers
Workers have health problems and can't afford healthcare.	g. Workers wear special clothing to protect them from chemicals. h. Their communities have medical centres.
Workers' families are insecure. They can't afford education for their children.	i. People have job security. Their children go to school.

**Listening 5.6.3** 1 Squash, sow, plough 2 [a] May & September [b] August & December

**Speaking** 1a Sorry, I don't know the name in English. [b] Sorry, I didn't understand.

[c] How do you spell this word? (d) How do you say ...

**Asking for words.** 2 (suggested answers) See page 1 of unit Import: buy in produce from other countries Export: sell produce to other countries Consumer: someone who buys and uses produce

**Pronunciation:** 1 pro'duce (verb)'produce (noun) in'crease (verb)'increase (noun) de'crease (verb)'decrease (noun) im'port (verb)'imports (noun) ex'port (verb) 'exports (noun) 2 Nouns have the stress on the first syllable 3 Verbs: im'prove, pre'vent, re'move, be'lieve, pre'pare Nouns: 'doctor, 'insect, 'mixture, 'cabbage, 'substance

**Dictionary skills:** de'fine (v) defi'nition (n) 'educate (v) edu'cation (n) e'conomise (v) e'economy(n) e'conomist (n) pro'duce (v) 'produce (n) 'product (n) pro'duction (n) pro'ducer (n= person) pro'nounce (v) pronuci'ation (n) re'peat (v) repe'tition

## Unit 5.7

**Describing what happened:** A: Volcanic eruption B: Earthquake C: Eclipse of the sun

**Reading: Hurricanes 1a** A powerful rotating storm near the equator; (b) Hurricanes are produced in the Atlantic Ocean, typhoons in the Western Pacific; (c) About 100 (d) 4 June to November; (e) 60 kph or more. **2** counter clockwise **3** The first storm is given a name beginning with A, the next with B etc. **4** common first names with male and female names alternating; **5** No, because names beginning with Q, U, X, Y and Z are not used. **6a** if it has wind speeds of 119 kph or more (b) if it has wind speeds of 60 kph or more (c) if the storm was very destructive.

**Consequences of hurricanes (a)** destroyed (b) blew down (c) damaged (d) injured (e) swept away (f) affected (g) contaminated (h) devastated.

**Listening 5.7.1: Tsunami 1** [a] On 26th December 2004 [b] 30 metres [c] 800 kph and 2 kilometres [d] 11 [e] 225,000 [f] Half a million people [g] 5 million

**Language Development 1** [a] were [b] were [c] were [d] was [e] were [f] was

**2** [a] have been [b] has been [c] have been [d] have been [e] has been

**3** [a] had to be rebuilt. [b] could be destroyed by an earthquake. [c] will be hit. [d] could be lost. [e] had to be evacuated.

**Vocabulary 1** [a] active; [b] extinct; [c] dormant

**2** Going left to right: Diagram 1 crater and rim; Diag 2 cone, vent, ash cloud, lava flow

**Reading Nicaragua's volcanoes 4** [a] Concepcion and Masaya (Santiago crater) [b] Concepción [c] Masaya [d] Cosiguina [e] Masaya [f] Cosiguina [g] Masaya (Santiago crater)

**Listening 5.7.2 1:** Hal should visit Masaya **2:** Jane and Jason should climb Cosiguina

**Dictionary skills 2a** Look up (b) cut off. (c) swept up (d) look for (e) blown down (f) cut it down (g) blew it away. (h) forward to (i) look after (j) blew them out.

**Pronunciation: Vowel sounds** / ʌ / / ʊ / / ɒ / / ɔv /

<b>Hurricane</b> / ʌ /	<b>Put</b> / ʊ /	<b>Volcano</b> / ɒ /	<b>Cone</b> / ɔv /
<u>agriculture</u>	<u>foot</u>	<u>lost</u>	<u>flow</u>
<u>eruption</u>	<u>look</u>	<u>problem</u>	<u>ocean</u>
<u>flood</u>	<u>tsunami</u>	<u>tropical</u>	<u>rainbow</u>
<u>sun</u>			<u>rotate</u>
<u>thunder</u>			<u>smoke</u>

## Review 5C

**Vocabulary review: Forests** [a] canopy; [b] leaf litter; [c] oxygen; [d] understorey; [e] damp; [f] floor; [g] orchid; [h] roots; [i] emergent; [j] secondary; [k] thorns

Diagram 5C.1 Spells the word: cloudforest

**Language review: Conditionals 1** go **2** isn't **3** would **4** becomes **5** wouldn't **6** won't ... we'll **7** had **8** you'll **9** was **10** didn't

**Vocabulary Review: Farming** Organic farming: mulch, crop rotation, traps, manure, green manure, compost, Conventional: pesticide, chemical fertilizers, spray, herbicide

**Language Review: Passives 1** are trained **2** has never been climbed **3** was cultivated.

4 is protected ... it can never be destroyed. 5 could be ploughed 6 was badly cut ... was taken ... to be treated. 7 was broken ... had to be killed. 8 will be sold

**Vocabulary Review: A Similar words** [a] lava: hot liquid rock that flows from a volcano; larva: a young insect that is not yet adult [b] prey: an animal that is hunted by a carnivore; pray: speak to God [c] bean: a kind of vegetable seed that you can eat; been: past participle of verb to be [d] rain: water that falls from clouds; rein: equipment used to control a horse when riding [e] sew: make or mend clothes using a needle and thread; sow: put seeds in the ground to grow crops [f] meat: flesh from animals that you eat; meet: arrange to be in the same place as someone else [g] dear: word you use with people you love; deer: a shy herbivore with long legs [h] rode: past tense of verb to ride; road: way for buses, cars, people etc to travel on

**B Words with more than one meaning** [a] bark: outer part of a tree / noise a dog makes [b] host: someone who receives guests / an animal or plant that has a smaller animal or plant living on it as a parasite / bread used in Christian ceremony of communion [c] blow (v): what the wind does when it moves/ send air from your mouth / damage or destroy something with an explosion; blow (n): a hard hit with the hand [d] plant (n): living thing that grows in the earth with leaves, roots etc / a factory/ machinery; plant (v): to put plants in the ground so they will grow. [e] wave: movement of the sea / a movement of your hand/ the form in which light or sound moves / curves in your hair [f] stable (adj): steady, not moving or changing; stable (n): building where horses are kept

Module 6 is suitable for groups who can practice with a teacher. The 'answers' are mainly in the Teachers' Notes

## Unit 6.1

**Model answers for the writing tasks are given in the student's book.**

**Listening task 6.1.1 What can go wrong?**

a) and (b) arrival – unhappy; accommodation – unhappy; cloud forest – happy; farm visit – happy; Walk to a waterfall with swimming – unhappy; Visit to the coffee cupping lab – unhappy;

**Reading: An enquiry.** 1 to visit a community; look for birds. 2a) 8 (b) UK (c) 3

## Unit 6.2

See Teacher's Notes

## Unit 6.3

**The teachers' notes contain scripts marked with the pauses and stress.**

**Know your visitors:** 1 Ask for opinions 2 Check understanding 3 Ask questions 4 Relate to visitors' experience

**Showing things:** Note: some phrases can be used in more than one situation.

**A** Give the name (of a place, part of a process, piece of equipment) [h] [i] **B** Describe what happens here or how something is used: [c] [d] **C** Describe the process [g] **D** If there are people working, describe what they are doing and how they do it [g] [j] **E** Point to an interesting detail [a] [f] **F** Hand something to the visitors to feel, smell or look at closely [b] [e] [f]

## Unit 6.4

**Listening 6.4.1** The teachers' notes contain the answers / points for the discussion.

**Time Quiz** It's likely that Latin Americans will be nearer to the opinion on the left that North Americans and Europeans will be nearer to the right. However – not everyone fits the generalised pattern! Remember there are no right / wrong answers – the purpose is to raise awareness of the fact that visitors *may* view things differently.

The visitor: If someone keeps me waiting, I feel angry.

**Reading: Health and Safety 2a)** There's no such thing as an accident – someone must be responsible. (b) They can be taken to a court of law and made to pay money to the victim. (c) It is a legal requirement to warn people of possible risks. (d) They think about safety. They are very cautious. They often expect to be told what to do or not do.

**Attitudes** [a] The visitors' attitude was: When someone handles food, they could be spreading bacteria if their hands are not very clean. They don't want to eat food that's been handled because they think they could get sick. The shopkeeper's attitude was: She does did what she always did and couldn't understand the problem. The guide suggested ... letting the visitors handle their own food. Was this a good suggestion? Yes, but the visitors were probably still worried that the food had been handled earlier.

[b] The visitors' attitude was: Everyone is responsible for their own lunch. They didn't expect to have to share food with the guide, so they didn't bring enough for two. Perhaps they thought that if the guide didn't bring lunch, it was probably because he didn't want anything. The guide's attitude was: It is normal for people to share whatever they have. People never sit and eat food when there are others who don't have any. He perhaps wondered why visitors from rich countries (who must have much more money than he does) didn't want to share even a bit of food.

[c] The visitors' attitude was: They wanted to eat because they were hungry. They also prefer to eat food while it's hot. Perhaps they felt there would be time for talking after the meal. The guide's attitude was: The evening meal is a social event. People should be relaxed, enjoy the company and make it last. For him, it was impolite to sit down, stuff food into your mouth and not talk to others around the table.

**Listening 6.4.2:** 1a) This is another case of visitors expecting something to go exactly according to plan and not accepting that in some countries, you have to be a bit more flexible. In the first version, the guide simply points out the reality. He makes no apology and doesn't try to find a solution to the problem. (b) In the second version, the guide is polite and apologises. He shows some understanding for how the visitors feel and he offers a solution which the visitors accept. (c) The Americans were more satisfied in the second version.

2 [a] both [b] V2 [c] V1 [d] V2 [e] V2