



Pilot

ENGLISH SKILLS FOR UNIVERSITY

Teacher's Book

2

Terry Phillips
and Anna Phillips

Garnet
EDUCATION



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Unit	Topic areas	Listening	Speaking	Reading	Writing
1 Education	subjects key skills for life education systems	listen and identify words connected with education identifying multi- syllable words from stressed sound predicting: revisions predicting: change of topic learn about History, Geography, Maths, Business and IT	giving a talk about own education giving a talk (1): • <i>revision of key skills</i> pronounce vowel sounds use <i>learn</i> with a variety of phrases	text type: leaflet with subheading using subheadings finding main V with time clauses finding main V with place clauses learn about History, Geography and Maths	text type: system description spelling vowel sounds the noun phrase: articles present simple vs present continuous adding extra information to a basic SVO
2 Daily Life	ICT regular events/ chores the Internet times	recording advantages and disadvantages understand bar charts learn about digital communication	giving a talk about daily life talking about time giving a talk (2): • <i>varying expression of information</i>	text type: magazine article preparing to read: predicting topics learn about the Internet	text types: survey and report silent letters joining sentences with <i>and</i> or <i>but</i> adding extra information to noun phrase: • <i>before main N</i> • <i>after main N</i>
3 Work and Business	employment sectors types of job job applications interviews and CVs life skills	transferring information to a table understanding pie charts predict numbers and percentages learn about employment sectors and types of worker	giving a presentation in an interview talking about jobs	text type: article with figures dealing with long sentences (1): • <i>breaking sentences at and / or / but / because / so</i> understanding line graphs and block graphs learn about qualifications and jobs	text type: a job application letter spelling with double consonants using articles: <i>a, an</i> using patterns: statement + example joining sentences with <i>because, so</i>
4 Science and Nature	climate weather animals	predicting from <i>and, but, or, because</i> guessing spelling complete the key to a map learn about climate types	taking part in a tutorial about human adaptation to climate adjectives for weather	text type: scientific article using an introduction to predict topics and order of topics learn about animal adaptation	text type: descriptive comparison using comparatives using <i>only</i> and <i>also</i>
5 The Physical World	structure of the Earth the Solar System continental drift world extremes	recognize key words recognize superlatives using diagrams to record information learn about planets and eclipses	taking part in a discussion about the geology of the continents talking about the past: with day/date; <i>last</i> + period; <i>ago</i> making sketch maps using adjectives in <i>how</i> questions	text type: magazine article with headings and subheadings dealing with long sentences (2): • <i>introductory phrases</i> learn about world extremes	text type: description of physical features using superlatives describing size using <i>be + the</i> + noun to make reversible sentences
Review 1					

Unit	Vocabulary	Pronunciation	Grammar patterns
1	places on campus common verbs describing photographs	pronouncing vowels: revision saying ~ing	<i>I'm reading a novel about France. Are you living at the university? What are you working on this week? We studied triangles in Maths last week. Children learn to read words at six in Britain.</i>
2	everyday actions everyday objects frequency adverbs	stressing phrases	<i>I am never late. I never come late. I sometimes go to a restaurant. How often do you visit your parents?</i>
3	adjectives of personality collocations relating to work possessive adjectives	saying to in the infinitive with following consonant stress within words: with change of part of speech	<i>I'm going to talk about Africa today. Are you going to do Geography at university? When is she going to start school? I would like to work in a bank. Do you want to work in a hotel?</i>
4	conversation openers <i>like</i> as a preposition	saying <i>the</i>	<i>Asian elephants are smaller than African elephants. Elephants are more protected than giraffes.</i>
5	the planets prepositions of place and movement adjectives of size and location talking about location: on a page; on a map	saying superlative adjectives	<i>The nearest planet to the Sun is Mercury. Lake Baikal is 640 kilometres long. Lake Baikal has a length of 640 kilometres. The Himalayas appeared 25 million years ago.</i>

Unit	Topic areas	Listening	Speaking	Reading	Writing
6 Culture and Civilization	life events customs life expectancy	understanding new words hearing numbers with decimals	questions using <i>actually</i>	understanding commas understanding prepositions	using the present continuous to describe change writing about customs
7 Inventions and Discoveries	accidents transport safety	predicting the structure of a talk listening and taking notes	improving your pronunciation describing interrupted actions	predicting the order of information in a text guessing words from context	using the past continuous using <i>when</i> with interrupted actions writing a report of an accident conducting and writing about a survey
8 Art and Literature	types of story types of film famous stories in literature	examples and lists listening to a research report	recognizing fact and possibility talking about favourite films conducting a survey	identifying titles and characters understanding summaries of stories	summarizing stories writing about a genre of film
9 Sports and Leisure	types of hobby history of hobbies	recognizing change of subject	talking about a personal hobby using <i>make</i> specialist vocabulary giving a talk	skim-reading to check predictions reasons and concessions	using <i>too</i> and <i>also</i>
10 Nutrition and Health	keeping food fresh food poisoning health advice	using <i>too much</i>	referring to graphs and charts using <i>more</i> , <i>less</i> and <i>few</i> reacting to information	doing research	using <i>should</i> / <i>shouldn't</i> + infinitive conditionals expressing fact / possibility
Review 2					

Unit	Vocabulary	Pronunciation	Grammar patterns
6	recognizing superlatives	vowel sounds hard c / soft c	<i>The population of Africa is rising quickly.</i> <i>The children are reading a novel.</i> <i>Life expectancy continued to rise in the 20th century.</i> <i>Calment died in 1997.</i> <i>He gave her a present.</i> <i>The guest gave a present to the woman.</i> <i>When someone dies, the family buys a stone.</i>
7	organizing vocabulary adjectives, nouns and phrasal verbs related to transport	stressing long verbs	<i>What happened?</i> <i>The car was travelling at 80 kph when a wheel broke. / When the wheel broke, the car hit a wall.</i>
8	homophones group words using <i>say, tell, talk, speak</i> reflexive pronouns		<i>They were flying at about 50 metres.</i> <i>The pilot checked the height.</i> <i>I saw myself in the mirror.</i>
9	words with more than one meaning adjectives ending in <i>-ing</i> and <i>-ed</i>	unstressed syllables	<i>It is very big.</i> <i>It is not strong enough.</i>
10	countable and uncountable nouns	weak forms of common grammatical words	<i>You shouldn't smoke.</i> <i>If you live in a hot country, you need more water.</i> <i>If you lie in the sun, you will probably develop skin cancer.</i>

Introduction

English Skills for University is unique for two reasons. Firstly, it is designed exclusively for teenage and young adult false beginners. Secondly, it is aimed at students who will go on to study wholly or partly in English. These two points make *English Skills for University* a very different course from other EFL or ESL products.

Meeting the needs of English for Academic Purposes (EAP) students

English Skills for University is not designed for students living in an English-speaking environment. It does not, therefore, deal with survival English, or attempt to meet the needs of the ESL learner. *English Skills for University* does not assume that graduates from the course are going to become world travellers, using English as a lingua franca. Instead, it assumes they are going on to further study in English, perhaps in their own country. Therefore, the units covered build knowledge and skills which will assist in further English-medium study.

Each level contains ten units, with two reviews, based on the Encyclopaedia Britannica organization of human knowledge. This means that students learn useful, transferable content as well as useful transferable vocabulary and skills as they work through the course.

Both levels are organized by unit, as follows:

- 1 Education
- 2 Daily Life
- 3 Work and Business
- 4 Science and Nature
- 5 The Physical World
- 6 Culture and Civilization
- 7 Inventions and Discoveries
- 8 Art and Literature
- 9 Sports and Leisure
- 10 Nutrition and Health

Work within each unit is therefore constrained by a lexical set, which is based on the Waystage vocabulary list from the Council of Europe Framework. The course aims to ensure that students gain confidence in using a limited set of lexical items as they work through the unit, rather than constantly having to cope with new words which happen to appear in presentation texts.

English Skills for University recognizes that there is more to knowing a word than knowing its base meaning and so, by the end of each unit, students should be confident in using words in written or spoken form and proficient at recognizing the word in both forms. They will often also know some common collocations of words and important grammatical points about words, such as plural formation.

The structure of the course

English Skills for University is divided into two levels: 1 and 2. Students can enter the course at Level 1 or 2. Each part provides at least 100 hours tuition. The whole course therefore provides at least 200 hours tuition.

In each level, there are ten units and two review units. Each unit provides six hours of tuition as follows:

- Lesson 1: Listening
- Lesson 2: Speaking
- Lesson 3: Vocabulary and Pronunciation
- Lesson 4: Reading
- Lesson 5: Writing and Grammar
- Lesson 6: Writing and Grammar

Each review unit also contains six hours of tuition, but the second Writing and Grammar lesson is replaced with a Portfolio lesson, which integrates skills points from the preceding units.

In the Workbook, there are two lessons for each unit, which provide further practice of the four skills.

The approach of the course

English Skills for University adopts a recurrent structure within each unit. This is broadly a TEST – TEACH – TEST approach, which appears to be the best to accommodate all the needs of false beginners. Most lessons begin by giving the students an opportunity to show what they know, before they are presented with a specific skill or set of vocabulary to learn.

As the name implies, the course is skills-based. The main aim of each lesson is to improve the named skills, e.g., Listening or Speaking. The majority of exercises will be aimed at that skill. So you will find that listening activities often do not require any speaking, reading activities do not require much or any writing, etc. This does not mean, however, that there are no multi-skill activities, just that the focus should remain on the named skill, in order to ensure that students understand more easily the learning objectives.

Vocabulary learning

The authors of *English Skills for University* believe that the key to good language learning is the acquisition of a broad, useful, transferable vocabulary. As mentioned above, vocabulary learning is not just about meaning. It is also about form in speech and writing, and about collocation and usage.

English Skills for University looks at a lexical set in each unit in each of the four skills in turn. Firstly, students are taught to hear the set of words, in isolation and in context. They are then given the opportunity to produce the same set of words in speech, in isolation and context. Then the same set of words is used in a variety of texts for recognition in context. Finally, students are given the opportunity to prove their ability to produce the same set of words in writing, with the correct spelling and usage.

Key activities

A number of activities are so basic to learning that they appear in most or all lessons for a particular skill.

Listening

Listen and point

This may look like a primary school activity, but it is the best way to prove ability to relate objects and action verbs to the sound of the words, in isolation and the stream of speech, without having to engage in any other linguistic activity, e.g., speaking or writing. It greatly aids the aural learner and, because there is a physical element, may assist the kinaesthetic learner. Explain this to students if you speak the same language. Clearly, in a large class, you cannot check that all the students are pointing to the correct place, but you can deal with this by doing these exercises in pairs or small groups. In a false beginners class, the chances are that at least one person in a small group will know each word – at least at the beginning, when this is an unexpected activity.

Listen and do

This TPR (Total Physical Response) activity may also look like a primary school activity, but it is the best way to prove ability to relate spoken language to its communicative purpose without a linguistic output. It greatly aids the kinaesthetic learner.

Listen and tick the next word

A key listening skill is the ability to predict the next word. It is part of the hypothesis checking of active listening. We can only cope with the speed of incoming data in the stream of speech if we have, to some extent, predicted the content.

Listen and draw

Another way of checking understanding without a linguistic output.

Listen and number

A key listening skill is the ability to hear a specific word or phrase in the stream of speech.

Skills Checks – hearing specific phonemes

How can a student recognize a word in the stream of speech if he/she cannot recognize the phonemes it contains? *English Skills for University* presents discrete phonemes, then phonemes in contrast, and checks students' ability to hear and then discriminate.

Skills Checks – listening skills

These highlight the specific learning objective and assist the inductive learner.

Speaking

Look and name

This is the converse of *Listen and point*. At this point, the teacher can focus on ensuring that students can correctly name depicted items and make a reasonable approximation of the pronunciation.

Listen and look

Although this may appear to be a listening activity, it is actually an essential precursor to speaking. Students are usually given the opportunity to hear a conversation before reading it. This greatly helps aural learners, and ensures for all learners that there is an aural trace of sounds in their brain, which they can recover to help with their own pronunciation.

Work in pairs – information gap

Activities often involve an information gap – one student has information and the other has to fill the gap.

Work in pairs – role play

Students are given the opportunity to practise transactional conversations which they have previously heard. This assists aural learners.

Work in pairs – talk about yourself

Students are given the opportunity to talk about themselves, using the patterns they have practised in a preceding role play.

Talk about yourself

This is often a development from *Work in pairs – talk about yourself*. Students are taught to take the individual sentences from the pairwork and turn them into a connected text for an oral presentation.

Give a presentation

This is one of the key speaking skills in EAP. Students are taught a range of sub-skills to improve their ability to present.

Take part in a discussion

Another key speaking skill for EAP. Once again, the necessary sub-skills are built up step by step.

Ask and answer

This activity often contains desiccated sentences – i.e., sentences which only retain the content words. This kind of exercise probably mimics the production of sentences in the human brain. It is likely that we retrieve the content words first, then the function words which carry them in a given sentence.

Rebus conversations

A rebus is a picture which prompts a word or a sentence. It is a child's puzzle, but it is used in *English Skills for University* because it mimics real-world language production. We store meanings above linguistic level, then translate them into words. Thus a picture of a map of England + a question mark can prompt the question 'Are you from England?' This probably assists all learners, but especially visual learners.

Skills Checks – saying specific phonemes

English Skills for University presents discrete phonemes for accurate production then phonemes in contrast, and checks students' ability to say and/or discriminate. These Skills Checks often point out common sound/sight relationships, e.g., *ow* may be /aʊ/ or /ə/.

Vocabulary and Pronunciation

Matching words and photographs

This activity helps to extend the target lexical set in the most basic way – giving students a picture of a key item to associate with the written and spoken word.

Working with numbers

EAP contains more numbers than social English and they are, arguably, much more important. *English Skills for University* takes students through a complete

syllabus of numbers in all forms – cardinal, ordinal, percentages, fractions and units of measurement.

Collocation

We know a word by the company it keeps, said the grammarian, Firth. Students learn how to collocate, in particular, verbs and nouns and adjectives and nouns.

Synonymy, Antonymy, Hyponymy, Hypernymy

Key points about words, vital for lexical cohesion work later in their learning.

Conversations

In the conversations in this lesson, students are introduced to a small number of everyday English situations, e.g., finding your way around a town. This is the closest that *English Skills for University* comes to traditional EFL/ESL content.

Reading

The texts

The majority of texts in *English Skills for University* are simulated authentic – in other words, they are pieces of written English that a student might actually encounter in their daily life, or might have to read for their studies. The principle activities based on those texts are real-world, in other words, things that a person might really have to do while reading or after reading such a text. In addition, there are often analytical tasks which help students to recognize key points about the form or organization of information in the text which will help them to read similar texts in the future.

Look and read

The teacher flashes words from the lexical set for students to recognize in written form. Response is in speech and one could argue that this is wrong as it requires a linguistic response. However, by this point, students have had the opportunity to produce the target words in speech on many occasions so spoken response should, on the one hand, not be a challenge, and on the other, should provide a good revision of oral production.

Skills checks – reading skills

Students are taken step by step through key reading skills, including basic points related to the decoding of written text.

Find and circle/underline/box

Students are required to annotate written text to show they can correctly identify key features of punctuation and recognize key parts of speech: noun, verb and adjective. This understanding of parts of speech is fundamental to being able to guess the meaning of a new word in context. If you don't know what part of speech it is, it will be very hard to guess the meaning.

Right or wrong?

Reading is made communicative from the very beginning. For example, students are asked to look at visual prompts and recognize whether sentences correctly describe what they see.

Read and predict then check your hypothesis

As with listening, this is a key reading skill. Reading in real-life is a real-time activity, with readers interacting with the text, rather than working their way through without much understanding and then trying to complete multiple-choice questions.

Writing

The tasks

The majority of writing tasks involve the production of real-world texts, in other words, pieces of connected prose that students might have to do as part of their English studies at a later date, rather than simply sentence level manipulation of grammatical points.

Tick the correct sentences

Writing is made communicative from the very beginning. Students are asked to look at visual prompts and choose the correct sentence to describe what they see. They are then asked to correct the false sentences, based on the visual prompt.

Read and complete

This usually involves the identification of the missing vowel, because, in English, consonants are largely

phonemic (sound = sight), whereas vowels are not. If students write the correct vowels in a word, the chances are the word will be correctly spelt.

Number the boxes in order

English is a syntactic language, in other words, meaning is largely carried by the order of words, rather than by paradigms which indicate case or gender. Therefore, students need constant practice in putting words in an acceptable 'English' order. In *English Skills for University*, most sentences are based on the SV(O/C)(A) pattern.

Skills Check – spelling

These checks teach common patterns of sound-sight.

Skills Check – writing skills

This is sometimes the converse of the Reading Skills Checks. For instance, students are asked to identify the capitalized words in the Reading lesson then to add the capitals in the related Writing lesson. At other times, the Writing Skills Checks cover points which are not important to the reader, but vital to the writer. In particular, many of these checks cover points of grammaticized lexis, such as the use of determiners with different kinds of nouns.

Grammar

Tests

These are diagnostic tests. Each item relates to one of the sentence or phrase pattern points in the unit. Students and teacher alike can see points of difficulty at a glance.

Parallel production

Many units contain this kind of task, where students are asked to use a model text to create a text of a similar nature about a different subject, or where information is transferred from table to text and back again, for example.

Tables

It is not necessary that all students do all the work on the tables page. In theory, students should only work through the patterns which have caused them problems during the unit. In practice, this might be difficult to

ascertain, particularly with large classes. But bear in mind that students don't need to do anything on this page which they can do easily and accurately by the time they get here.

English is an SV(O/C)(A) language. Students need to gain a firm grasp of this concept and to understand what can fit into each of the categories. The sentence/phrase patterns in this lesson build into an invaluable compendium of this basic structure, which should ensure that students are confident to build from this to compound and complex sentences in later courses.

Colour coding is used in the tables. This greatly assists all students to match function and form in the pattern, but is, of course, of especial value to the visual learner.

The colours used for the parts of speech are:

Noun = purple
Verb = red
Adjective = yellow
Pronoun = dark blue
Preposition = green
Adverb = light blue
Punctuation / 'other' = grey
Question word = pink

Metalanguage is also used, so students learn to correctly identify the parts of speech and the parts of a phrase or sentence. The key parts are:

Subject = S
Verb = V
Object = O
Complement = C
Adverbial = A

Note that *adverbial* does not mean *adverb*, necessarily. A prepositional phrase such as *on the coast* can be an adverbial.

Workbook activities

The Workbook contains activities which can largely be done by students working on their own, although there are a few pairwork and group work activities. In general, the activities both practise and extend the work in the Course Book. New vocabulary is rarely introduced in these activities, but students are often required to synthesize information from the unit.

Key vocabulary

Art (n)	Geography (n)	prepare (v)
assignment (n)	History (n)	primary school (n)
Business Studies (n)	IT (n)	Psychology (n)
communicating (v)	keyboard skills (n)	Religious Studies (n)
compulsory (adj)	knowledge (n)	Science (n)
diagram (n)	Literature (n)	secondary school (n)
draw (v)	Mathematics (n)	skill (n)
evaluating (v)	Music (n)	subject (school) (n)
exercise (n)	nursery school (n)	text (n)
experiment (n)	photograph (n)	tutorial (n)
explain (v)	Physical Education (n)	
flow chart (n)	pie chart (n)	

Lesson 1: Listening

Objectives

In this lesson, students will:

- listen and identify words connected with education;
- identify multi-syllable words from their stressed sound;
- learn to recognize a change of topic;
- learn about History, Geography, Science, Maths, Business and IT.

Introduction

If students have done Level 1, Unit 1, they will be familiar with the following words.

address	country	number
answer	do	plural
ask	e-mail	point
begin	end	pronunciation
boy	full name	question
capital	girl	read
card	intonation	right
cellphone	listen	singular
city	man	sit
computer	map	stand
consonant	nationality	stress

student	vowel	wrong
table (= information)	woman	
test	write	

If you are in any doubt, check that all the students can identify and produce these words in isolation.


- 1 Say sentences containing each *concrete* item and get them to point to or hold up the item in question.
- 2 Say one item from a pair and get students to say the converse, e.g., *read/write*.

When you have gone through the words once, repeat at high speed.

Then put some or all of the words into sentence context. Use TPR where possible, e.g., *Look at the board. Pick up your pencil.* Ask questions for non-concrete items or actions, e.g., *Are you a student? What's the name of your teacher?*

Exercise A

Refer students to the pictures. Ask them what they can see. Elicit any vocabulary items they know, but do not insist on students saying or understanding the words.

Explain that they are going to hear some school subjects. They must point to the correct picture. Go through the first word – *Mathematics* – as an example. Make sure all the students are pointing to picture 3. Read the transcript or play  1. Watch the students and try to identify any students who are not correctly associating the spoken word with the matching picture.

Transcript 1

Presenter: Unit 1: Education

Lesson 1: Listening

Exercise A. Listen and point.

Voices: Mathematics

History

Geography

IT

Business Studies

Science

diagram

flow chart

bar chart

map

photograph

painting

What time's Business Studies?

Do you have your Science book with you?

We're doing the 16th century in History at the moment.

Where's my Geography book?

Do we have Mathematics today?

What did we do in IT last lesson?

I don't understand this diagram.

What does the bar chart show?

Who is this in the painting?

Do you have a better map?

Look at the photograph of a rainbow.

What does this shape mean in the flow chart?

You can go through this activity several times, speeding up and saying words and sentences in a different order.

Language and culture note

This is a listening lesson, so the point may not arise, but we normally capitalize school subjects. Remember to use a capital letter if you write any of these words on the board.

Exercise B

- 1 Check understanding of the word *subject*. Students should be able to remember the words for each from the listening activity in Exercise A. Briefly correct mispronunciations of the target word, but do not spend too much time on this.
- 2 This activity can be done in different ways. For example, in pairs or small groups, students can make lists (tell them not to worry about spelling). Elicit ideas after a few minutes. Write any useful suggestions on the board. Accept any less useful or more difficult words, but do not write them on the board.


Answers

- 1 IT
2 Business Studies
3 Mathematics
4 History
5 Science
6 Geography
- 2 Answers depend on students, but here are some possible words from their previous learning:

1 IT	flow chart, computer, laptop, program/mer, software, website
2 Business Studies	bar chart, graph, company, income, expenditure, sales, manager
3 Mathematics	triangle, square, circle, add, subtract, multiply, divide
4 History	king, queen, war, was born, lived, died, country, past, ago
5 Science	colours, chemicals, laboratory, experiment, scientist
6 Geography	country, continent, ocean, mountain, lake, river, border

Exercise C

Go over the example with the class. Explain that predicting the end of phrases/sentences is a very important skill. Students will already do this in their native language.

Play  2 and elicit the answer for each sentence. If students find the activity difficult, do the exercise again. Reassure students that with practice, they will become better at doing this.

Transcript & answers

Transcript 2

Presenter: Exercise C. Listen and complete the sentences.

Teacher 1: Can you get out your IT books? Page 23. Look at the flow chart. This is a very simple flow chart. It is about travelling to [PAUSE] university.

Teacher 2: OK. Do you have the diagram? In Maths today, we're going to look at this diagram. It's very famous. It's about finding the area of a [PAUSE] triangle.

Teacher 3: Right. History. Has anyone heard of Henry VIII? He was king of England five hundred years ago, in the 16th [PAUSE] century.

Teacher 4: What are we doing in Business Studies at the moment? Anybody? No? Well, we're looking at famous companies. This week, we are talking about Coca Cola. Look at the bar chart. Here we can see the sales of Coca Cola worldwide in 2000. For example, sales in North America were a little more than five billion bottles. In Latin America, they were a little



more than four billion [PAUSE] bottles.

Teacher 5: OK. In Geography today, we're looking at a new country. Brazil. First, you need to turn to the map. It's on page 45. Brazil is in green on this map. As you can see, Brazil is an enormous country. It takes up half of the continent, that is half of South [PAUSE] America.

Teacher 6: Today we are going to talk about colours. In your books, you have a photograph of a rainbow. Look at the photograph. We see this effect all the time, but can you explain it? Why do we see all the colours of the rainbow sometimes: red, orange, yellow, green, blue, indigo and [PAUSE] violet?

Exercise D

- 1 Make sure students understand that they are going to listen to a lecture about learning. Elicit what kind of students may be listening to a lecture on this topic: *trainee teachers, more experienced teacher or trainers, education students, training managers*, etc.

Now focus students' attention on Skills Check 1. When students have finished reading it, tell them this activity will help them to predict the lecture. Remind students of the previous exercise (Exercise C) where they completed each sentence with a word or phrase. Now set the task. Give students one minute to study all the information in the green boxes. In pairs, students briefly discuss the question, but do not elicit ideas at this point. Before you play  3, reassure students they do not need to understand every word. Play  3 once, then elicit answers.

- 2 Students discuss the two questions in pairs. If students cannot remember the answers from the

first playing of the disk, replay the last section again. Elicit answers. Of course, *knowledge* is a difficult word on two counts, firstly pronunciation, and secondly spelling. You may wish to demonstrate on the board how the noun is built from the verb *know*.

Play the disk once more, with students following the transcript.

Answers

- 1 names and dates, places, formulas/formulae
- 2 a. All the items are called *knowledge*.
- 2 b. Children also learn *skills*.

Transcript 3

Presenter: Exercise D1. Listen to the introduction to the lecture and check your ideas.

Lecturer: Today, I'm going to talk about learning. In particular, I'm going to look at learning at school. Firstly, what do students learn at school? I'm going to talk about the sort of information they learn. Secondly, *why* do they learn those items? I'm going to discuss the reasons for different items.

OK, so first, what do students learn at school? Well, of course, they have subjects – Maths, History, Geography and Science. But what sort of information do they learn in each subject? What knowledge do they learn? Firstly, they learn names and dates. For example, the names of famous people like John F. Kennedy, the President of the United States in the 1960s. Secondly, they learn about places – countries, like Italy, continents like Africa and so on. Finally, they learn important formulas, like the Pythagoras formula for right-


angled triangles – $c^2 = a^2 + b^2$.


So students all over the world learn names and dates, they learn about places, and they learn famous formulas. We call this knowledge. In the past, students only learnt knowledge at school. Of course, students must also understand. So understanding is also an important part of school life. But nowadays, students in many countries are also learning skills. What skills are you learning at the moment?

Exercise E

Focus students' attention on Skills Check 2. Check understanding. Explain this activity will help them practise understanding changes of topic.

Give students time to read the topics in Table 1. Check understanding. *Evaluating information* may cause difficulty, but students will be able to understand the meaning when they listen to the lecture.

Play  4. Students work individually, then compare answers in pairs. Elicit answers.

Play  4 once more with students following the transcript.

Focus students' attention on Skills Check 3. Check understanding. Ask students to close their books. Say the words from the Skills Check at random, students tell you if the stress is on the first or second syllable. Write some more multi-syllable words on the board:

'*flow chart*

'*student*

'*handwriting*

'*secondly*

be'*lieve*

'*photograph*

'*diagram*

'history
ex'plain
'geography

Students discuss in pairs where the stressed syllable is. Either ask them to look up the answers in their dictionaries, or elicit answers.

Answers

working with other people	6
communicating	5
evaluating information	4
handwriting	2
reading	1
keyboard skills	3

Transcript 4

- Presenter:** Exercise E. Listen. Number the items in the order that the lecturer mentions them.
- Lecturer:** So, nowadays, students learn knowledge and skills at school. The skills help them in the real world. Firstly, children learn to read. Then they learn to write. Handwriting is still important, but, nowadays, keyboard skills are more important in many cases. So, secondly, we teach handwriting and then keyboard skills. As I said, we teach young children to read, to read and to understand. But later, we teach them to read and evaluate. What does that mean? It means to think about information and ask the question: 'Is this true?' There is a lot of information on the Internet, but some of the information is not true. We must teach students to evaluate information. So that's the fourth skill – evaluating information. People must not believe everything they read.

Finally, we teach students to communicate. Students need to give their ideas and to talk about themselves. They need to communicate in speech and in writing. Oh, I almost forgot. Working with other students. This is very important. Students must learn to work with other students and with adults. So that's the last skill.

Exercise F

Students discuss the two questions in pairs or small groups. Monitor. After a few minutes, elicit some of the students' ideas.

Answers

- 1 Answers depend on students.
- 2 Possible answers:
 - study skills
 - problem-solving
 - critical thinking
 - driving
 - staying safe
 - using the Internet safely
 - financial skills
 - interview skills

Closure

You can use Exercise F.

In addition, tell students which words from the lesson they should learn. Spend a few minutes discussing how new vocabulary could be recorded and learnt.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- give a talk about own education;
- pronounce vowel sounds;
- use *learn* with a variety of phrases.

Introduction

Revise the main vowel sounds (which students studied in Level 1) with words from the education lexical set.

Long vs short

1	2
ask	Maths
learn	lesson
speak	listen
taught	wrong
school	book

Diphthongs

1	2
know	noun
say	write


Follow this procedure in each case.

- 1 Say each pair of words several times. Don't let students say anything.
- 2 Isolate the vowel sounds. Don't let students say anything.
- 3 Say each pair of vowels for students to repeat chorally.
- 4 Say each pair of vowels for individual students to repeat.
- 5 Write the pair of words on the board, in a column marked 1 or 2 – see above.
- 6 Say the vowel sound of one of the two words from the pair and students must say 1 or 2.
- 7 As you do more and more pairs, go back over the previous pairs until you are saying sounds at random from the whole set.

Put students into pairs to do the minimal pairs activity below. Each student says one word from each pair and the other tries to work out which.

1	2
hard	had
turn	ten
leave	live
short	shot
pool	pull
no	now
wait	white

Exercise A

- 1 Set the task. Note that there are some new subjects here and some illustrations can indicate more than one subject. Do not elicit answers at this point.
- 2 Play  5. Pause after each word for students to practise the pronunciation. Students can point to the corresponding visual for each word so that you can check understanding.

Transcript 5

Presenter: Lesson 2: Speaking
Exercise A2. Listen and check.

- Voice:**
- 1 Geography
 - 2 History
 - 3 Music
 - 4 Mathematics
 - 5 Science
 - 6 Physical Education
 - 7 Religious Studies
 - 8 Literature
 - 9 IT
 - 10 Art
 - 11 Business Studies
 - 12 Psychology

Pronunciation Check

Refer students to the Pronunciation Check. Check understanding. Elicit pronunciation of each word in the box. Point out that some words have fewer syllables than their spelling suggests: *History*, *Business*, *Mathematics*, *Religious*, *Literature*.


Answers

History	/hɪstri:/
Art	/ɑ:t/
Education	/edʒu:keɪʃn/
Science	/saɪəns/
Music	/mju:zɪk/
Business	/bɪznəs/
Geography	/dʒɒgrəfi/
Religious	/rɪlɪdʒəs/
Psychology	/saɪkələdʒi:/
Studies	/stʌdi:z/

God	Religious Studies
novel	Literature
island	Geography
king	History
Bible	Religious Studies
song	Music
program	IT
laboratory	Science
map	Geography
numbers	Mathematics
customer	Business Studies
painting	Art
tennis	Physical Education
poem	Literature
printer	IT
singer	Music
continent	Geography
triangle	Mathematics
company	Business Studies

Exercise B

Make sure students understand the task; they will hear a word and they must say which subject it matches. If necessary, do two or three prompts with the class as examples.

Play  6. Try not to let the strongest students shout out the answer before the rest of the class each time.

Redo the activity if students were a bit slow the first time round. Finally, ask students to discuss in pairs how many words they can remember for each subject.



Transcript & answers

Transcript 6

Presenter: Exercise B. Listen to some words.
What's the subject?

Voice:	country	Geography
	computer	IT
	dates	History
	football	Physical Education
	landscape	Art

Exercise C

- 1 Ask students to try to predict the questions and answers from the conversation. Do not confirm or correct. Play  7. Ask two or three questions:
Is he at school or university? (School)
Which year is he in? (Year 12)
What's he studying? (History, Psychology and Business Studies)
- 2 Play  8, pausing after each line. Students listen and repeat. Make sure students attempt the correct intonation for each question, and use the appropriate short forms and weak forms.
- 3 Students practise the dialogue in pairs. Monitor and give feedback.
- 4 Check students understand what to do and, if necessary, demonstrate the activity with one of your stronger students. Once again, monitor and give feedback.
For consolidation, ask students to write out a conversation giving true information. This can be done in class or for homework.

Methodology note

In this activity, students are introduced to the present continuous tense. There is no doubt they will have 'learnt' this before. More help on revising the forms and use of this tense is given in the rest of the unit. For now, avoid going into too much explanation, but make sure students are using the target sentences accurately.

Transcript 7

Presenter: Exercise C1. Listen to the conversation.

Female: Are you at school or university?

Male: I'm at school. I'm in Year 12.

Female: What are you studying?

Male: I'm doing History, Psychology and Business Studies.

Female: Really? What are you doing in History at the moment?

Male: We're learning to evaluate information.

Female: What does that mean?

Male: We read something, then we say 'Is this true or false?'

Female: What's your favourite subject?

Male: I like Psychology.

Female: Why?

Male: Because it is important for me. I want to be a teacher.

Transcript 8

Presenter: Exercise C2. Listen and repeat.
[REPEAT OF 7]

Exercise D

Set the task, explaining that students should write the correct word: *to* or *about*. Check the meanings of some of the phrases that might be new to the students, but try not to go into too much detail – a general understanding is sufficient here. Students complete individually, then compare answers in pairs. Play 9 for students to check. Elicit the rule:

to + infinitive

about + noun or noun phrase

Drill some of the phrases.

Transcript & answers

Transcript 9

Presenter: Exercise D2. Listen and check.

Voice: learn to type

learn about graphs

learn to draw a graph

learn to play the guitar

learn about the Second World War

learn to write a business letter

learn about Brazil

learn to find countries on a map

learn to use the Internet safely

learn about spreadsheets

Exercise E

Point out that all the words in the box are adjectives. The example sentence is not the present continuous, but is *be + adjective*. Ask students to find two more adjectives in the box ending in *-ing* (*boring*, *exciting*). However, do not go into lengthy explanations of the difference between *-ed* and *-ing* adjectives (e.g., *interesting* and *interested*) at this point. Elicit the sentence from the rebus conversation with the word *important* – *It's important for me*.

Elicit more sentences about subjects using the adjectives.
I don't like Maths. It's difficult for me.
History is really interesting.
Science is exciting.

Drill some of the sentences.



In pairs, students discuss subjects using the adjectives. Monitor and give feedback.


Answers

Answers depend on students.

Exercise F

Check students understand the task and go over the example. Make sure students understand that they should write notes and not full sentences.

Play  10. Students complete notes individually, then compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium. Play  10 again and ask students to repeat some of the sentences. Once again, check students are using the present continuous forms accurately. If necessary, write the sentences containing the target structure on the board and highlight the forms.

Finally, if you wish, students can study the transcript, with or without hearing  10 again.

Answers

Model notes

school or university?	<i>uni. (1st year)</i>
subjects	IT Business Studies
learning about	IT: flow charts BS: service industries
learning to	IT: draw flow charts BS: write a business plan
why?	IT: important – be comp. programmer BS: want to start company

Transcript 10

Presenter: Exercise F. Listen to a student's talk.

Jane: Hello. My name's Jane Morris. I'm at university. I'm in the first year. I'm studying IT. I'm also doing Business Studies. At the moment in IT, we're learning about flow charts. We're learning to draw flow charts for simple actions. In Business Studies, we're learning about service industries, like banking and tourism. We're learning to write a business plan

for a service industry.

I like IT because it is interesting. It is important for me because I want to be a computer programmer. I like Business Studies, too, because I want to start my own company. OK. That's it. Thank you.

Exercise G

With the Skills Check covered, try to elicit from students who did Level 1 of the course some of the key skills for giving a talk. Refer students to the Skills Check.

Elicit different ways for ending a talk.

- 1 Students make notes for their talks individually. Monitor and give help where necessary.
- 2 In pairs or groups, students help each other to practise their talks.
- 3 Reorganize the class into different groups to give their talks. Tell students they must listen carefully to each talk because you will ask them about other students' talks at the end. Monitor during the talks and give feedback. Recap some of the points from the Skills Check. Finally, ask individual students to tell you what other students from their group want to do.

Closure

Use your feedback on the talk for the closure activity.

Lesson 3: Vocabulary and Pronunciation

Objectives


In this lesson, students will:

- develop vocabulary related to places on campus;
- describe photographs;
- use the present continuous.

Introduction

Divide the class into pairs. Ask students to write a list of ten school or academic subjects. (They should not worry too much about spelling.) Set a time limit of two minutes. Ask two or three pairs of students to read out their lists. Correct and practise pronunciation of each word.

Exercise A

- 1 Set the task and elicit answers. Elicit alternative words where applicable, for example, *café* instead of *canteen*, or *computer room* instead of *resource centre*.
- 2 In this activity, students hear example sentences using the present continuous tense. Check students understand the task. They will hear a description of each photo – students say which photo it is. Play  11. Pause after each description. Students tell their partner which photo they think is being described. Replay the description, if necessary. Elicit the answer.

Answers

- 1 1 laboratory (lab)
2 library
3 canteen / refectory / café
4 park / outside
5 park / outside
5 resource centre / computer room
- 2 a photo 4
b photo 3
c photo 1

d photo 6

e photo 2

f photo 5

Transcript 11

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise A2. Listen to students.

They are describing the photos.

Which ones are they talking about?

- Student 1: a This photo is outside the university building. Maybe they are in a park. There are several students. Maybe they are working on an assignment together. Or maybe they are preparing a presentation. Two students are looking at their laptops. One student isn't working. He's sending a text message on his cellphone.
- Student 2: b Well, there are two students. They're in a café or canteen. They aren't working, obviously. They're having coffee.
- Student 3: c There's one student in this photo. I think she's a medical student or something like that. She's working in a laboratory. She's probably making up a solution.
- Student 1: d There are two students in this photo. They are in a computer room. The teacher is explaining something and pointing at the computer screen. The students are listening carefully. Maybe the student at the front of the picture doesn't understand something.
- Student 2: e There are two students in this photo. They're studying in a library. He's reading a book. And she's reading a book too.

Student 3: f This picture is outside. There's only one student. He's sitting under a tree. He's reading and studying.

Exercise B

These sentences are based on the spoken descriptions of the photos that the students have just listened to. Check students understand the task. Ask students to study the first item in the exercise. Write the first two sentences on the board: *She's working in the laboratory. She's doing an experiment.* Highlight the verbs and elicit the name of the tense (present continuous). If necessary, repeat the procedure with the second item in the exercise, making sure students use the correct tense.

Students complete individually, then compare answers in pairs. Do not elicit answers at this point.



Answers

- 1 She's working in the laboratory. She's *doing* an experiment.
- 2 Two students are studying in the library. They're *reading* books.
- 3 Two students are sitting in the canteen. They *aren't working*. They're *having* coffee. They're *smiling* at the camera.
- 4 These students *are preparing* a presentation for a tutorial. One student *isn't working*. He's *sending* / *reading* a text message. One girl's *looking at* / *smiling at* the camera. Two students are working on their laptops. Maybe they *are doing* some research on the Internet.
- 5 This student *is sitting* under a tree. He's *working* hard on an assignment.
- 6 Two students *are listening* carefully to the teacher. The teacher's *explaining* something. She's *pointing* at the screen.

Methodology note

Short forms have not been given after nouns, only after pronouns. This is because it is rare to *write* short forms in these cases. However, point out that a short form *is used* in speech, e.g., *Two students're studying*; *One girl's looking* ...

Pronunciation Check

Refer students to the Pronunciation Check. Give them time to read the information. Play  12 and  13 for the two pronunciation activities. Make sure students are repeating the short forms for the verbs.

Students can now correct their answers for Exercise B. It does not matter on this occasion whether students have written the short forms or the full ones.

Transcript 12

Presenter: Pronunciation Check. Listen and practise the pronunciation of the *~ing* form of these verbs.

Voice: making
working
sending
listening
preparing
pointing

Transcript 13

Presenter: Listen to the sentences from Exercise B and practise.

- Voices:
- 1 She's working in the laboratory. She's doing an experiment.
 - 2 Two students are studying in the library. They're reading books.
 - 3 Two students are sitting in the canteen. They aren't working. They're having coffee. They're smiling at the camera.
 - 4 These students are preparing a presentation for a tutorial. One

- student isn't working. He's sending a text message. One girl's looking at the camera. Two students are working on their laptops. Maybe they are doing some research on the Internet.
- 5 This student is sitting under a tree. He's working hard on an assignment.
 - 6 Two students are listening carefully to the teacher. The teacher's explaining something. She's pointing at the screen.

Exercise C

Focus students' attention on Skills Check 1. Check understanding and make sure students realize they are practising an exam interview technique. (This is common in Cambridge FCE, PET and CAE exams, for example.)

Check students understand the task. However, point out they should not simply just read sentences aloud from Exercise B. Elicit some example sentences and drill them.

Students work in pairs. Monitor and give feedback. Focus students' attention on Skills Check 2. Check understanding. Highlight the verbs in the example sentences. Drill each sentence. Ask students to give you more sentences of actions that are happening now and examples of actions that are happening around now.

Finally, ask students to write some sentences.

Answers



Answers depend on students.

Exercise D

Ask students to read the two gapped conversations and ask: *Where is each conversation happening?* (First

conversation: *outside, in the corridor*, etc. Second conversation: *in the library, resource centre, at home*, etc.)

Set the task. Students complete the conversations individually.

- 1 Play  14. Elicit answers. Ask students to find and underline all the examples of the present continuous tense.
- 2 Play  15, pause after each question and ask students to repeat.
- 3 Students practise in pairs. Monitor and give feedback.

Transcript & answers

Transcript 14

Presenter: Exercise D1. Listen and check your answers.

A: Hi! Where are you going?

B: I'm on my way to the canteen.

A: Great. I'm going there too. Can we talk about the presentation?

B: Sure. But let's have some coffee first.

C: You're studying hard! Are you working on your assignment?

D: No, I'm not. I'm reading the article from the last lecture.

C: I read that last night. It's very interesting.

D: It's very difficult! Can you explain it to me?

Transcript 15

Presenter: Exercise D2. Listen again. Notice the intonation in each question.
[REPEAT OF 14]

Exercise E

- 1 Set the task. Point out that some verbs can be used with two or three nouns and vice versa. Elicit answers.

-
- 2 Go over the example sentence. Elicit one or two more example sentences. Students continue – they can either make sentences orally in pairs, or it can be done as a written activity.

Closure

Ask a few students to come to the board and write one of their sentences from Exercise E.

Answers

- 1 Possible collocations

do	some research
	an assignments
	an experiment
prepare	a presentation
prepare for	a tutorial
study	a subject
	a text
explain	an exercise
	an answer
	an assignment
work on	a presentation
give	a presentation

- 2 Answers depend on students.

Lesson 4: Reading

Objectives

In this lesson, students will:

- use subheadings;
- learn to find the main verb with time clauses;
- read a text with advice;
- learn about History, Geography and Maths.

Introduction

Make flashcards of the education words in the table below. After flashing each card a few times, tell students to say one of the following when they see a word:

- study subject
- verb
- adjective
- noun

study subject	verb	adjective	noun
History Maths Geography Science Religious Studies IT	explain spell study teach learn	primary secondary	college university

Exercise A

Remind students about preparing to read a text – looking at the heading and the first sentence of each paragraph (the topic sentence). Allow students to look at the text for a maximum of two minutes. Do as a whole class, high-speed activity, to prevent students reading every word at this stage.

Elicit the difference in meaning between a *heading* and a *subheading*. Remind students that *heading* is a noun.

Elicit answers to questions 1 and 2. Avoid explaining the meaning of the phrase *make the most of*. Then focus students' attention on Skills Check 1. Check understanding.

Check students understand each word in question 3. Elicit answers to question 3. Students should now be able to tell you that the article is going to give advice about study skills – how to learn more.

Answers

- 1 Make the most of your lessons
- 2 How can you learn more in lessons? Here are four ideas.
- 3 advice (about ways to learn more)

Exercise B

Set the task. Make sure students read each point in the exercise before reading the text. Students complete individually, then compare answers in pairs. Elicit answers. Ask students to expand on each answer for example, ask:

When can you ask your friends for help? (if you don't understand the information)

How can you prepare for the lesson? (look at the next few pages in your book)

Write the following questions on the board for students to discuss in pairs (or use this for the Closure, see below):

- *Which pieces of advice are most useful?*
- *Which things do you do already?*
- *Can you add another piece of advice?*

Answers

- ask your friends for help
- ask your teachers for help
- prepare for each lesson
- read the information again after one week
- try to remember the main points in each lesson
- write a summary of each lesson

Exercise C

Tell students they are going to learn an important reading skill – finding the main verb in a sentence. This will help them to understand long sentences when they are reading. Students read Skills Check 2. Check understanding. Elicit the tense of the main verb in each sentence:

we learnt = past simple tense

we studied = past simple tense

we are reading = present continuous

Set the task. Students complete individually, then compare answers in pairs. Elicit answers.

Answers

- 1 Before the lesson, ask a question.
- 2 Secondly, after the lesson, write a summary of the important points.
- 3 In Geography last week, I learnt about Brazil.

Exercise D

The lesson now moves on to vocabulary and scanning. Different cultures using the Roman Alphabet have slightly different conventions about capitalization. The exercise revises and highlights the rules in English.

- 1 Set the task. Students discuss in pairs. Elicit answers. Discuss differences with students' own language. For example, they may not capitalize languages or religions.
- 2 If you wish, just select a few words or phrases from the list. Ask different students to come to the board and write examples.

Answers

- 1 All of these are capitalized in English.
- 2 Answers depend on students.

Language note

Both the name of the river/lake and the word itself are capitalized in English, e.g., *Lake Victoria*, *River Nile*. Similarly, both the title and name are capitalized with kings and queens in English, e.g., *King Henry*.

Closure

If you haven't already done so, ask students to discuss the questions in Exercise B as suggested above:

- Which pieces of advice from the text are most useful?
- Which things do you do already?
- Can you add another piece of advice?

If you have time, ask students to scan the text to find:

- 3 study subjects
- 3 dates
- 2 cities
- 2 countries
- 1 nationality
- 1 language
- 1 religion

Do this as a timed, individual activity. Elicit answers, preferably using an OHT or other visual medium.

Answers

See table below.

study subjects	dates	cities	countries	nationality	language	religion
History	16 th century	Brasília	Brazil	Brazilian	Portuguese	Catholic
Geography	1509	São Paulo	England			
Maths	1547					

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- spell vowels sounds;
- study the noun phrase: articles;
- practise using the present continuous.

Introduction

Use flashcards again. However, this time flash the card, then ask students to write the word.

Methodology note

As pointed out in Level 1, seeing a word in the mind's eye is closely related to being a good speller. Flashcards are a good way of forcing the brain to visualize and, hence, may assist in improving spelling.

Exercise A

- 1 Set for individual work and pairwork checking. Feed back, getting the list of words on the board. You may want to bring students up to write the words on the board, which would help kinaesthetic learners.
- 2 Set for whole class discussion. The strange point is that the vowel letter has a different sound in each word. Drill the various sounds. Ask students to tell you other words with that vowel sound. Check the spelling of each word.

Answers

1

ask	ball	day	man	The missing letter is <i>a</i> .
end	begin	write	teacher	The missing letter is <i>e</i> .
listen	find	friend	girl	The missing letter is <i>i</i> .
brown	morning	wrong	go	The missing letter is <i>o</i> .
question	study	university	sugar	The missing letter is <i>u</i> .

- 2 They have the same vowel letter, but that letter has a different sound in each word.

Language and culture note

This activity once again reinforces the fact that English is not phonemic, therefore we cannot work out the spelling of a word from its sound or vice-versa. The fact that students have been using these words in speech with confidence for some time does not therefore mean that they will be able to spell them correctly. What tends to happen is that students learn, for example, the correct pronunciation of *ask* /ɑ:/ before they see the word written, then realize that it is spelt with an *a* and may start saying /æ/.

Exercise B

This revises common patterns of using the definite and indefinite article and no article at all. It also reinforces the point that capitalized study subjects do not require an article.

Set for individual work and pairwork checking. Feed back orally, pointing out the patterns as you go. Build up the table in Answers (on the next page) on the board.

Answers

In – History yesterday, I learnt about – Henry VIII of England. He was – king in *the* 16th century, from – 1509 to – 1547. In – Geography, I learnt that – most Brazilian people speak – Portuguese. I also learnt that *the* capital of – Brazil is – Brasilia. *The* population of –

Brasilia is around two million, but *the* biggest city in – Brazil is – São Paulo with *a* population of more than 20 million. In – Maths yesterday afternoon, I learnt to find *the* area of a right-angled triangle. You multiply *the* base by *the* height. Then you divide by two.

Summary patterns

no article	<ul style="list-style-type: none"> capitalized study subjects names and titles countries except plural countries, e.g., <i>The Netherlands</i> and countries which have or had an 'of' phrase, e.g., <i>The United States of America</i>, <i>The United Kingdom</i> (of England, Scotland, etc.) and a very few total exceptions such as <i>The Sudan</i>, often said simply as <i>Sudan</i> nowadays in any case. cities, except a very few exceptions, e.g., <i>The Hague</i> with quantifiers before nouns, e.g., <i>Most people</i>, but cf. <i>Make the most of</i> = fixed phrase and <i>most + adjective</i> in <i>the most interesting city</i> dates, but cf. centuries and decades
a	<ul style="list-style-type: none"> = any, as in: <i>a right-angled triangle</i> <i>a population of</i> = fixed phrase
the	<ul style="list-style-type: none"> <i>the X of Y</i> = very common pattern – drill this one! implied <i>of</i> phrase, e.g., <i>the base = of the triangle</i> with superlatives

Exercise C

- Set for pairwork. Feed back, writing the words on the board in the correct order. Elicit the use of capitals and the full stop. Point out that the structure is SVO. Elicit ideas. For the green boxes, point out that different orders are possible. Alternatively, write the words and phrases on pieces of card and encourage students to come up and move them around on the white board.
- Set for individual work and pairwork checking. Monitor and assist. Make sure students use capitalization for the study subject.

Answers

Basic sentence

S	V	O
We	studied	triangles

Possible patterns:

In Maths last week, we studied triangles.
 Last week in Maths, we studied triangles.
 We studied triangles in Maths last week.
 We studied triangles last week in Maths.

Methodology note

The principle behind the whole English Skills series is that long complicated sentences start out as simple easy sentences, mostly SVO in structure. If students acquire a natural feel for the SVO structure, they should be able to find the kernel part of the sentence even when there are subordinate clauses, clause embedding and pre- and post-modification of the noun in a complex noun phrase. This activity shows once again the primacy of the basic SVO structure.

Exercise D

Set for individual work and pairwork checking. Monitor and assist. Try to make sure that students are really writing about their studies. You may have to give considerable help with vocabulary to get them to make real sentences about what they have studied.

Answers

Answers depend on students.

Exercise E

Show students the photographs from Lesson 3. Elicit a few present continuous sentences to describe the photos, for example, *She's working in the lab*. Elicit the name of the tense: *the present continuous*.

Focus students' attention on Table 1. Give them a minute or two to study it. Make sure students notice:

- The spoken short forms for each auxiliary verb.
- The two parts for each verb: aux + *~ing*.

Set the task. Students discuss in pairs. Elicit answers. If necessary, refer students back to Lesson 3 for more examples of each use of the present continuous.

Elicit different ways to complete each example sentence:
I'm reading: *a newspaper* / *a text message* / *War and Peace* / *a textbook* / *The Da Vinci code*, etc.

Answers

We use the present continuous to talk about:

- actions at the moment
- actions around now

Methodology note

There is, of course, a third use of the present continuous for talking about future plans and arrangements:

I'm seeing my tutor at three this afternoon.
My parents are visiting me this weekend.

You can mention this if it arises, however, we do not mention this use in this unit in order to avoid confusion.

Exercise F

Students compare Tables 1 and 2 in pairs.

- 1 Elicit answers. Use the board to demonstrate how the subject pronoun and auxiliary verb change positions in order to form the questions.
- 2 Elicit the positive and negative short answer for each question and write them on the board. Highlight that the auxiliary of the answer should (mostly) agree with the question. The pronouns should also agree (with the exceptions of *Are you ...?* *Yes, I am.*).

Questions	Short answers
<i>Are you living at the university?</i>	<i>Yes, I am. / No, I'm not.</i>
<i>Is he studying Psychology?</i>	<i>Yes, he is. / No, he isn't. (is not)</i>
<i>Is she doing an experiment?</i>	<i>Yes, she is. / No, she isn't. (is not)</i>
<i>Are we doing Exercise B?</i>	<i>Yes, we are. / No, we aren't. (are not)</i>
<i>Are they working at the moment?</i>	<i>Yes, they are. / No, they aren't. (are not)</i>

Other points to make and practise are:

- The intonation of closed questions (usually they rise at the end).
- The full form of the auxiliary is needed for the short answers, e.g., *Yes, I am*, not *Yes I'm*.
- The stressed words for short answers (see examples above).

Answers

See table above.

Exercise G

- 1 Check students understand the task. Students complete individually, then compare answers. Show the completed table on the board for students to self-correct.
- 2 If students do not have the language to answer, prompt them with questions:
What kind of word comes first? (question words)
What's next? (the auxiliary)
- 3 Check students understand the task. Elicit possible questions students could ask. Practise the questions and focus on intonation of closed and open questions. Here are some possible questions:
Open
What books are you reading at the moment?
What are you working on?

*What are you studying in
Psychology/History/Maths?*

Closed

*Are you studying Tourism/Business/Psychology?
Are you reading anything interesting at the
moment?*

Are you working on an assignment this week?
Students continue in pairs. Monitor and give
feedback.

- 4 Set the task and elicit one or two examples: *Maria
is working on an assignment for IT this week.*
Students complete individually. Monitor and give
help where necessary. Make a note of common
errors. Give feedback on common errors.

Answers

1	Q word	Aux	S	V	other
What	are		<i>you</i>	reading	?
			<i>they</i>	doing	at the moment?
	is		<i>he</i>	studying	now?
			<i>she</i>	working on	this week?

- 2 Question word + auxiliary + subject pronoun +
past participle (+ other information).
- 3 Answers depend on students.

Exercise H

Ask students to read through the sentences and circle
the verbs. Set the questions – students can discuss in
pairs. Elicit answers.

Answers

- 1 the present continuous
- 2 the present simple
- 3 for regular events, for facts, for likes
- 4 for actions at the present time, or around the
present time

Exercise I

Set the task. Students complete individually, then
compare answers in pairs. Elicit answers.

Answers

- 1 she is staying with friends.
- 2 I'm having tea.
- 3 he's reading *War and Peace*.
- 4 they're doing them alone.

Closure

Ask students quick question about habits, e.g.,
*What do you usually do in the evenings / at the
weekend?*

What do you usually have for lunch?

Try to elicit sentences with the present simple.

Ask students what is happening at the moment:

- in the classroom
- in their town/city
- in the world

Try to elicit sentences with the present continuous.

Methodology note

There is a lot more work on habits in the next unit.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- compare the present simple and present continuous;
- add extra information to a sentence;
- describe a system: education in their country.

Introduction

Dictate some key words from the unit for students to write down. With stronger classes, dictate short sentences from the unit.

Exercise A

Refer students to the photographs. Give students a few moments to look at the photographs and read the captions and words underneath (see Methodology note opposite).

- 1 With a monolingual class, get students to tell you as a whole class. There may be some disagreement! With a multilingual class, set for pairwork and feed back orally.
- 2 Remind students of the expression 'skills for life' – Lesson 1 of this unit – and elicit some ideas: using money, health and safety points, working with other people. Set for pairwork. Feed back, building up a table on the board.
- 3 Make sure students understand *compulsory*. Set for pairwork. With a monolingual class, feed back trying to get consensus. With a multilingual class, ask pairs to tell you some differences they found.

Answers

- 1 Answers depend on students.
- 2 See table opposite.
- 3 Answers depend on students.

nursery school	primary school	secondary school
to share toys	to read	to use the Internet
to balance	to write	to evaluate information
to hold a pencil	to do arithmetic	to work independently
to put on shoes	to understand money	to communicate effectively

Methodology note

Remember, the idea behind the photographs and the words is to help students with visual memory. Hopefully, they will associate each photograph with the word and that will help them remember the word when they need to.

Exercise B

- 1 Set for pairwork. Feed back, writing the words on the board in the correct order. Point out that the two prepositional phrases are not normally in the same sentence because they say similar things. Elicit the use of the capital, the comma with some word orders and the full stop. Point out that the structure is SVVO. The second V is the infinitive. Alternatively, write the words and phrases on pieces of card and encourage students to come up and move them around on the whiteboard.
- 2 Elicit ideas. Point out that different orders are possible. Refer students to the Skills Check. Work through the examples.
- 3 Set for individual work and pairwork checking. Monitor and assist. Make sure students use capitalization for their country. Feed back, building up something like the substitution table in Answers on the next page.

Answers

1	S	V1	V2	O
	Children	learn	to read	words

2 Possible patterns:

Children learn to read at 6 / at primary school in Britain.

In Britain, children learn to read at 6 / at primary school.

In Britain, children at 6 learn to read words.

3 Possible patterns:

S	V1	V2	O	(Prepositional phrase)
Children	learn	to read	words	at 7.
I	learnt	to write	numbers	at primary school.
		to use	the Internet	at secondary school.
		to drive	a car	at 17.

Exercise C

Set for individual work. Monitor and assist.

Feed back, getting some good sentences on the board.

Answers

Answers depend on students.

General note: The material on page 19 can be done as a test, in class or for homework. If done in class, take in the students' books at the end and mark them. Make a note of problem areas, using the grid opposite.

Exercise D

If you are doing the work as a lesson, give students time to discuss the answers, pens down. Then set for individual work. Walk around and mark the questions as they complete them, and make a note of problems for individual students.

Answers

See table below.

Exercise E

Bring in a map and photos of Australia; for preference, show on an OHT or other visual medium. Find out how much students already know about the country, e.g., size, climate, language, animals, geographical location, etc.

Tell students they are going to read information about education in Australia. When they have finished reading, ask a few questions to check understanding.

1 Are you	<i>working</i>	at the moment?	<i>present continuous for actions at the present time</i>
2 What	<i>are you</i>	doing in IT this term?	<i>word order in present continuous questions</i>
3 In your country,	<i>do children study</i>	a foreign language at primary school?	<i>present simple for facts</i>
4 When	<i>do children learn</i>	to read in Mexico?	<i>use of do auxiliary in questions</i>
5 I like English because	<i>it is useful</i>	in your life.	<i>use of full sentence after because</i>
6 Last week, we learnt	<i>to draw</i>	graphs.	<i>use of infinitive after learn</i>
7 We learnt	<i>about</i>	flow charts yesterday.	<i>phrasal verb – learn about</i>
8 IT is not	<i>a compulsory subject</i>	at secondary school in Germany.	<i>word order of adjectives in a noun phrase</i>

Set the task and do one or two notes with the class as examples. Students complete individually. Elicit answers, preferably using an OHT or other visual medium.

Answers

Model notes

	Australia
<i>Stages</i>	
<i>nursery</i>	3–5
<i>primary</i>	5–12/13
<i>secondary</i>	12/13–18
<i>Subjects at secondary school</i>	Eng., IT, Maths, Sci., PE, a for. lang. = Jap, Fr., Ger or Chi RS = not compulsory
<i>Knowledge</i>	important facts about Aus., Oceania and the world
<i>Skills</i>	skills for life, e.g., work with other people

Exercise F

Once again, if possible, show a map and photos of Germany. Elicit some information about the country.

Ask students to study the notes. Ask questions to check understanding and make sure students understand the abbreviations.

Set the task. Elicit the first sentence and write it on the board as an example. Students copy then complete the writing activity individually. Monitor and give help where necessary. Make a note of common errors.

Give feedback on common errors to the whole class. Briefly discuss the differences between the Australian and German systems of education.

Answers

Model answer

Education in Germany

In Germany, children start nursery school at three. They stay for three years. At six, they go on to primary school. Primary school lasts four years. At ten, they start secondary school. They finish secondary school at 19.

At secondary school, there are six compulsory subjects. All students study German, History, Mathematics, Science, Physical Education. They also study a foreign language. They can choose French or English. IT is not a compulsory subject.

German students learn knowledge and skills at school. They learn important facts about Germany, Europe and the world. They also learn skills for life. For example, they learn to evaluate information.

Exercise G

The activity can be set in class or set as an assignment. If you prefer, students can choose another country to write about. In this way, students can later compare the information they have discovered.

Students should begin by drawing up a new table with the same headings as in the previous exercises. Students make notes in the table about their own country.

Finally students write about their own country. Monitor and make notes of common errors. Give feedback.

Closure

Give feedback on common errors noted during the writing phases.

Key vocabulary

digital communication

cellphone (n)
laptop (n)
mp3 player (n)
social networking site (n)
texting (v)
voice call (n)
website (n)

daily routine

brush my hair (v)
brush my teeth (v)
catch the bus (v)

get dressed (v)
get home (v)
get up (v)
go to bed (v)
go to sleep (v)
have a shave (v)
have a shower (v)
leave home (v)
lock the door (v)
pack my bag (v)
put on make up (v)
wake up (v)

frequency adverb

always (adv)
never (adv)
often (adv)
sometimes (adv)
usually (adv)

others

advantage (n)
alarm (n)
disadvantage (n)

Lesson 1: Listening

Objectives

In this lesson, students will:

- record advantages and disadvantages;
- learn to understand bar charts;
- learn about digital communication.

Introduction

If students have done Level 1, Unit 2, they will be familiar with the following words.

afternoon	first	night
beach	hour	now
birthday	information	park
break	invitation	swimming pool
café	invite	time
calendar	last	timetable
cinema	later	today
clock	lunch	watch
date	mall	week
day	month	year
evening	morning	
every	nice	

Write the words in the table below on the board, or give out on a handout, and ask the students to put the words into groups of:

parts of the day	<i>afternoon, evening, morning, night</i>
periods of time	<i>month, week, day, today, hour, lunch, month, (birthday), year</i>
places in town	<i>café, mall, swimming pool, park, cinema</i>

Check pronunciation, especially stress of multi-syllable words.

Write the verb *communicate* on the board and elicit the meaning. Elicit the noun *communication*. Elicit the stressed syllable in each word.

Ask students to make a list, in pairs, of as many different ways of communicating as they can.

Answers

Possible answers:

speaking	facial expressions
writing	TV
phoning (including cellphones)	radio
text	Internet


e-mail
art/paintings

hand signs/gestures
music

Do you use Google for research?
What is your favourite social
networking site?

Exercise A

Refer students to the illustrations. Ask them what they can see. Elicit any vocabulary items they know, but do not insist on other students saying or understanding the words.

Explain that they are going to hear some methods of communication. They must point to the correct illustration. Go through the first word – a *cellphone* – as an example. Make sure all the students are pointing to the lady with the phone. Play  16. Watch the students and try to identify any student who is not correctly associating the spoken word with the correct item.

Go on to the questions. Once again, students only have to point.


Transcript 16

Presenter: Unit 2: Daily Life
Lesson 1: Listening
Exercise A. Listen and point.

Voices: a cellphone
a laptop
an mp3 player
a face-to-face conversation
a text message
an e-mail message
a Google page
a social networking site

Do you have your cellphone with you?
Do you have a laptop?
Do you have a good mp3 player?
Do you have many face-to-face conversations every day?
Can you send me a text message?
How many e-mails do you get every day?

Exercise B

Check understanding of the word *Sociology*. It is the study of people in groups. Set the task and give students time to read the questions. Play  17. Elicit answers.

Ask: *What is the lecturer going to talk about next?*
Elicit ideas, but do not confirm or correct.

Answers

communication: e-mails, texts, cellphone conversations
entertainment: mp3 players
research: Google, websites


Transcript 17

Presenter: Exercise B. Listen to the first part of a Sociology lecture.

Lecturer: In Sociology this week, we're looking at the daily life of teenagers in the modern world. Today I'm going to look at teenagers and technology. Teenagers are living in the digital age. What does that mean? It means that teenagers use digital methods for communication. Digital methods use a computer in some way. Communication methods include e-mails, text messages and cellphone conversations. They also use digital methods for entertainment. Entertainment methods include mp3 players. Finally, they often use digital methods for research. Research methods include search engines like Google and they also include websites.

Exercise C

Ask students to read through the sentences. They should try to predict what the correct answer is going to be.

Play  18. Elicit the correct answer. Note that the lecturer doesn't say specifically that teenagers send texts, but this fact can be inferred from what he says. Briefly discuss with the class if they find this information surprising – but try not to pre-empt the rest of the lecture.

Answers

3 They send a lot of text messages.


Transcript 18

Presenter: Exercise C. Listen to the next part of the lecture. What does the lecturer say about teenagers? Tick one or more sentences.

Lecturer: So this is the digital age. Teenagers in many countries use digital methods to communicate with their friends. They don't often talk to them face to face. And they don't often talk to them on the phone. Teenagers today communicate in a different way from their parents.

Exercise D

Spend a few minutes checking students understand the information in the bar chart. Elicit how long approximately teenagers spend on each item (according to the bar chart), but do not confirm or correct.

Set the task and play  19. Students complete individually, then compare answers in pairs. Elicit answers. Once again, ask if they find any of the information surprising. In fact, the use of social networking sites is much lower in the USA than in Britain, perhaps because access to broadband is lower in the USA – c.57% to c.80% (2009).

Answers

social networking sites	12
e-mail	22
voice calls	45
texting	111


Transcript 19

Presenter: Exercise D. Listen to the next part of the lecture. Write the number of minutes next to each bar.

Lecturer: How long do teenagers spend on digital media every day? According to recent surveys, American teenagers spend, on average, 111 minutes every day texting friends. One hundred and eleven minutes. That's nearly two hours, every day. They spend another 45 minutes talking to their friends on their cellphones. So that's 156 minutes on their cellphones – texting and making voice calls. They also communicate with their friends by e-mail. That's another 22 minutes every day. Finally, they spend 12 minutes a day on social networking sites. So, American teenagers spend 190 minutes every day, on average, communicating with their friends on digital media. That's more than three hours.

Exercise E


Refer students to the Skills Check. Check students understand the words *advantages* and *disadvantages*. Also check the word *recording*; in this context, it means *making a note of*.

- 1 Refer students to Table 1 and set the task. Play  20. Students make notes individually, then compare answers.
- 2 Elicit a few phrases students could use:
Digital methods are really good / bad.

Texting is not a good thing.

Students discuss in pairs. Elicit some of their ideas.

Keep the discussion brief.

- 3 So far, the students have listened to the lecture in 'chunks'. Now play the whole lecture through.
Play  21. Follow the lecture in the transcript.

Methodology note

At the moment, try to avoid *I think/I don't think* because of the problem of the negative moving back to the introductory phrase. For example, we don't usually say *I think texting is not a good thing*. Instead we say *I don't think texting is a good thing*.

Answers

1	<table><tr><th>advantages</th><th>disadvantages</th></tr><tr><td><i>keep in touch with friends</i> <i>stop them getting lonely</i></td><td><i>don't learn to talk face to face</i> <i>gets in way of school/university work</i></td></tr></table>	advantages	disadvantages	<i>keep in touch with friends</i> <i>stop them getting lonely</i>	<i>don't learn to talk face to face</i> <i>gets in way of school/university work</i>
advantages	disadvantages				
<i>keep in touch with friends</i> <i>stop them getting lonely</i>	<i>don't learn to talk face to face</i> <i>gets in way of school/university work</i>				

- 2 Answers depend on students.

Transcript 20

Presenter: Exercise E1. Listen and make notes in Table 1.

Lecturer: So American teenagers spend more than three hours every day communicating with friends. They use digital methods. Is this a good thing or a bad thing? Some people say it is good. Let's look at the advantages. Firstly, teenagers use digital methods to keep in touch with their friends. Sometimes their friends live in a different town or a different part of the city. But they can talk to them every day. Secondly, for teenagers, digital methods are like friends. They are friends in their pockets or handbags. They are friends in their laptop. They stop them feeling lonely.

However, some people say that digital methods are a bad thing. Let's consider the disadvantages. Firstly, teenagers don't talk to people face to face. They don't learn this important skill for life. Secondly, digital methods get in the way of schoolwork and university work. Teenagers are texting and e-mailing each other. They are not doing research. They are not doing homework. They are not doing assignments. What do you think?

Transcript 21

Presenter: Exercise E3. Listen to the whole lecture.

Lecturer: In Sociology this week, we're looking at the daily life of teenagers in the modern world. Today I'm going to look at teenagers and technology.

Teenagers are living in the digital age. What does that mean? It means that teenagers use digital methods for communication. Digital methods use a computer in some way. Communication methods include e-mails, text messages and cellphone conversations. They also use digital methods for entertainment. Entertainment methods include mp3 players. Finally, they often use digital methods for research. Research methods include search engines like Google and they also include websites.

So this is the digital age. Teenagers in many countries use digital methods to communicate with their friends. They don't often talk to them face to face. And they don't often talk to them on the phone. Teenagers today communicate in a different way from their parents.

How long do teenagers spend on digital media every day? According to recent surveys, American teenagers spend, on average, 111 minutes every day texting friends. One hundred and eleven minutes. That's nearly two hours, every day. They spend another 45 minutes talking to their friends on their cellphones. So that's 156 minutes on their cellphones, texting and making voice calls. They also communicate with their friends by e-mail. That's another 22 minutes every day. Finally, they spend 12 minutes a day on social networking sites. So, American teenagers spend 190 minutes every day, on average, communicating with their friends on digital media. That's more than three hours.

So American teenagers spend more than three hours every day communicating with friends. They use digital methods. Is this a good thing or a bad thing? Some people say it is good. Let's look at the advantages. Firstly, teenagers use digital methods to keep in touch with their friends. Sometimes their friends live in a different town or a different part of the city. But they can talk to them every day. Secondly, for teenagers, digital methods are like friends. They are friends in their pockets or handbags. They are friends in their laptop. They stop them feeling lonely. However, some people say that digital methods are a bad thing. Let's consider the disadvantages. Firstly, teenagers don't talk to people face to face. They don't learn this important skill for life. Secondly, digital

methods get in the way of schoolwork and university work. Teenagers are texting and e-mailing each other. They are not doing research. They are not doing homework. They are not doing assignments. What do you think?

Exercise F

- 1 Check students understand the task. They do not need to give exact figures and they will probably have to guess how much time they spend on each method.
- 2 Divide the class into pairs or small groups. Students can compare:
 - their bar charts with Figure 1 (American teenagers).
 - their bar charts with the others in their group.

Answers

Answers depend on students.

Methodology note

If you prefer, you can set this as an assignment. Give students 24 hours to try to record how much time they spend on each method of communication. They will need to keep a log or use a stopwatch.

Closure

Discuss the results for Figure 2 with the class. You can ask questions such as:

- *Are your results similar to the American teenagers or different?*
- *Who spends the most time on each method?*
- *Does anyone spend too much time on a method?*
- *Is anyone thinking about spending less time on a method in the future?*

Lesson 2: Speaking

Objectives

In this lesson, students will:

- talk about time;
- give a talk about daily life;
- vary sentence patterns.

Introduction

Write the verb *get* on the board and elicit the past tense – *got*. Explain that, in English, this verb has many different meanings. Elicit the meanings of these sentences (write them on the board):

Yesterday I got home very late. (arrived)

Tomorrow morning, I'm going to get up early. (get out of bed)

I get lots of spam e-mails. (receive)

Please get me a bottle of water from the canteen. (bring)

You get the bus in the main square. (catch)

Methodology note

Some students may also want to know the past participle of *get*. In British English, this is *got*. However, in American English, *gotten* is used by some native speakers.

Exercise A

Check understanding of the phrase *daily life*. Explain that students will learn phrases for actions or activities in our daily lives.

Set the task. Students complete individually, then compare answers in pairs. Elicit the infinitive form for each answer (see Methodology note opposite), practising pronunciation as you do so. Focus on the following:

- The pronunciation of the long vowel in *leave*.

- The words *home* and *bed* are not generally used with an article with the meanings in this activity.
- We say *have* a meal/breakfast, etc., not *take*.
- The verbs *get* and *wake* have two parts to them in this context *wake up*, *get up*. However, do not go into too much detail about phrasal verbs (multi-word verbs) at this point.

Methodology note

Students may want to use the present continuous in order to describe the photographs: *He's waking up*, *he's catching the bus*. That's fine as long as they understand that from Exercise B, they will need to use the present simple in order to describe daily routines and habits.

Answers


- 1 wake up
- 2 get up
- 3 have breakfast
- 4 leave home
- 5 catch the bus
- 6 listen to lectures
- 7 have a sandwich
- 8 listen to lectures
- 9 get home
- 10 have a meal
- 11 go to bed
- 12 go to sleep

Exercise B

In this activity, students will revise present simple questions and telling the time. If you think your students are a bit rusty on telling the time, refer them to Skills Check 1 on the opposite page before you set the task. Otherwise, Skills Check 1 can be done at any point in the lesson.

Skills Check 1

Ask a pair of students to read out the times. Student A reads out the left-hand column, Student B reads out the times in the right hand-column.

Set the task and go over the example. Play  22. Elicit answers, preferably using an OHT or other visual medium.

Answers

See clocks below.

Transcript 22

Presenter: Lesson 2: Speaking
Skills Check 1. Listen to some times.

- Voice:
- 1 quarter past six
 - 2 half past seven
 - 3 ten to eight
 - 4 eight o'clock
 - 5 five past nine
 - 6 twenty five past ten
 - 7 six fifteen
 - 8 seven thirty
 - 9 seven fifty
 - 10 eight
 - 11 nine o five
 - 12 ten twenty-five

Now set Exercise B. Divide the class into pairs. Practise the example question and answer.

Elicit the name of the tense – *present simple* – and what we use it for (habits, routines, daily activities, etc.).

Students work in pairs. Monitor and give feedback. Ask individual students to report on the times of their partner's activities – this will revise the 3rd person present simple. For example:

Mariela gets up at seven in the morning.

Alfredo doesn't have breakfast.

Answers


Answers depend on students.

Exercise C

Briefly discuss these questions with students:

- *What do you know about China?*
- *Is university life in China similar to or very different from your country?*
- *Do you think Chinese students use a lot of digital communication?*

Elicit ideas, but do not confirm or correct.

Set the task. Play  23. Tell students they need to draw a table like the one in the Course Book in their notebook – they will need more room to write their answers. Elicit answers, preferably using an OHT or other visual medium. When speaking, encourage students to use full sentences in order to give practice

1 + 7



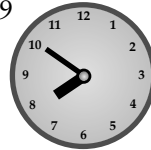
6.15

2 + 8



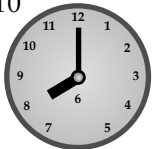
7.30

3 + 9



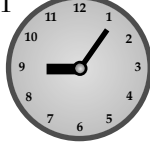
7.50

4 + 10



8.00

5 + 11



9.05

6 + 12



10.25


in the 3rd person present simple: *She wakes up at 6.30, she has lunch at 12.00.*

Refer back to the questions you asked at the beginning of the activity, ask: *Were your predictions about Chinese students correct?*

Students may find they had preconceived ideas about student life in China and may be surprised about how much technology Chinese students in fact use.

Optional activities:

Do one or more of these either now or at the end of the lesson:

- Play  23 again with students following the transcript.
- Drill some of the sentences.
- Students read the transcript and circle all the examples of the present simple tense.

Answers

time	action	digital communication
6.30	wake up, get up	turn on cellphone; get text messages
7.00	breakfast	don't listen to mp3 player
7.30	leave house/catch bus	listen to music; text friends
8.00	lectures start	turn off cellphone – don't use in lectures; sometimes record lectures on mp3 player
12.00	have lunch; talk to friends	don't listen to mp3 player
12.30	go home	listen to music on mp3 player; text friends
p.m.	look at notes	laptop – do research on Internet; listen to music on mp3 player; friends call/send texts
6.00	have dinner	laptop – social networking site; talk to friends
9.00	go to bed/go to sleep	turn off laptop; turn off cellphone

Transcript 23

Presenter: Exercise C. Listen to a talk by a university student in China.

Lian: My name is Lian. I am from Beijing. Beijing is the capital of China. I am a university student. I want to tell you about my daily life. In particular, I want to tell you about using digital communication in my daily life.

I always wake up at 6.30 and I get up immediately. I turn on my cellphone. I sometimes get text messages from my friends very early in the morning.

I wash and I get dressed and I go downstairs. At 7.00, I have breakfast. I don't listen to my mp3 player during breakfast.

At 7.30, I leave the house and catch the bus to the university. I always listen to music on the bus. I sometimes text my friends.

Lectures start at 8.00. I turn off my cellphone. Some people use their phones in lectures, but I don't. But I sometimes record lectures on my mp3 player.

I have lunch at 12.00. I talk to my friends. I don't listen to my mp3 player. I go home at 12.30. I listen to music on the way home and I text my friends.

In the afternoon, I look at my notes. I turn on my laptop and I do research on the Internet. I use Google. I listen to music on my mp3 player and I work at the same time. Sometimes my friends call me about the assignments, but usually they send me texts.

At 6.00, I have dinner, then I go back to my laptop. I log on to a social networking site and I talk to my friends. We talk about university

work and other things.
At 9.00, I turn off my laptop and
my cellphone. I go to bed and I go
to sleep.

Exercise D

Refer students to Skills Check 2. Give students a few minutes to read and study the information. Elicit the differences between the first set of example sentences and the second:

Sentence 2 – The time is at the beginning of the sentence, not the end.

Sentence 3 – The time is spoken as words instead of numbers.

Sentence 4 – a phrase is used instead of an exact time.

Elicit variations like *half an hour later* and write them on the board:

One hour / (about) ten minutes + later / after that / earlier

- 1 Again, students create their own table in their notebooks. Elicit examples for the notes in the table, preferably using an OHT or other visual medium. Students complete individually.
- 2 Divide the class into pairs. Students should say some of their sentences for their talk to their partner. Students help each other with pronunciation, accuracy and finding different ways to give information (as explained in Skills Check 2). Monitor and give help where necessary.

Answers

Answers depend on students.

Exercise E

Divide the class into groups of four or five. Set the task. Students take turns to give their talks. Make sure listeners are following the instruction to find differences from their daily life and use of digital communication. Monitor and make notes of common errors. Give feedback on errors. Elicit answers to the task for listeners.

Answers

Answers depend on students.

Closure

Use your feedback on the talks for the closure.

Lesson 3: Vocabulary and Pronunciation

Objectives


In this lesson, students will:

- develop vocabulary related to everyday items;
- stress phrases correctly;
- talk about regular events with frequency adverbs.

Introduction

Revise daily activities and telling the time from the previous lesson. Students will learn more daily activities in this lesson.

Exercise A

- 1 Check understanding of the word *routine*. Set the task. Students complete in pairs. Do not elicit answers at this stage.
- 2 Play  24. Elicit answers. Point out that these verbs are not reflexive in English; we say *I get dressed* and not *I dress myself*.
- 3 Give students time to read the four verbs and think of possible antonyms. Then elicit answers.

Answers

- 1/2
- 1 have a shower
 - 2 clean my teeth
 - 3 have a shave
 - 4 put on my make up
 - 5 get dressed
 - 6 brush my hair
 - 7 pack my bag
 - 8 lock the door
- 3
- a. get undressed/take off clothes
 - b. unpack bag
 - c. unlock door
 - d. take off make up


Transcript 24

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise A2. Listen and check your answers.

Voice: have a shower
clean my teeth
have a shave
put on my make up
get dressed
brush my hair
pack my bag
lock the door

Pronunciation Check

Refer students to the Pronunciation Check. Practise the example sentences. Elicit the name of the tense used: present simple. Point out we use this tense because these are actions we do every day – they are *habits* or *routines*.

Play  25, pausing after each sentence for students to repeat.

Transcript 25

Presenter: Pronunciation Check. Listen and practise.



Voice: I get dressed.
I brush my hair.
He has a shave.
She puts on her make up.
We pack our bags.
They lock the door.
I take off my jacket.
I unpack my bag.
She unlocks the door.

Exercise B

- 1 Go over the examples and practise. Students continue in pairs. Monitor and give feedback.

- 2 Set the task. Students work in pairs. Elicit answers. Make sure students use the phrases *first* and *next*. Monitor and give feedback. For consolidation, ask students to write some of their sentences.

Exercise C

- 1 Give students time to study the rebus conversation. In pairs, students predict possible questions and answers. Play  26. Which sentences did students predict correctly?
- 2 Play  27. Students listen and repeat. Check students are using good intonation patterns for the questions. Practise also stressing the correct words and the linking of *do you* /dju:/.
- 3 Students practise the conversation in pairs. Then ask students to practise once more and give true information. Monitor and give feedback.
- 4 Ask a few students to give information about their partner; make sure students use the correct 3rd person form of the present simple tense.

Transcript 26

Presenter: Exercise C1. Listen.

- A: When do you usually wake up?
 B: At half past six.
 A: Do you get up immediately?
 B: No. I get up at about quarter to seven.
 A: What do you usually have for breakfast?
 B: I always have coffee and two pieces of toast.
 A: How do you get to school?
 B: Sometimes I walk and sometimes I go by car.
 A: What time do you have lunch?
 B: At quarter past one.
 A: Do you ever sleep in the afternoon?
 B: No, I don't. I never sleep in the afternoon.

Transcript 27

Presenter: Exercise C2. Listen and repeat.
 [REPEAT OF 26]

Exercise D

If you think your students are unfamiliar with frequency adverbs, you may wish to do this exercise after Exercise C2 above, before students practise the conversations in pairs.

Set the task. Students complete individually. Elicit answers.

Answers

100%	always
75–90%	usually
60–75%	often
20–30%	sometimes
0%	never

Exercise E

Students complete the task individually, then compare answers in pairs. Refer students to the Skills Check if you haven't already done so. Elicit answers. You can point out that the word *sometimes* is more flexible than the other frequency adverbs and can also go at the beginning or end of sentences:

Sometimes we feel tired.

We feel tired sometimes.

Answers

- 1 I am *always* happy.
- 2 He *never* goes to the sports centre.
- 3 She's *sometimes* kind. / She's kind *sometimes*.
- 4 They *often* ask lots of questions.
- 5 We *usually* have dinner at 8.00 p.m.
- 6 How *do you usually* get to university?
- 7 Do you *ever* eat in a restaurant?
- 8 How *often* do you have takeaway food?

Exercise F

- 1 Check students understand the task. Students complete individually, then compare answers in pairs. Point out that we do not say *everydays*. The rule is *every + singular noun*. Also, in American English, students will hear *on the weekend*, rather than the British *at the weekend*.
- 2 Students can make lists of new phrases in pairs. Elicit answers and write them on the board. Point out which phrases use the articles *the* or *a*.

Answers

1	a. every	f	a week
	b. most	a	day
	c. at	b	days
	d. on	d	Fridays
	e. in	e	the evening
	f. twice	c	the weekend
	g. three	g	times a week

- 2 Possible answers:

<i>every + singular noun</i>	month week evening weekend Monday Christmas morning
<i>most + plural</i>	weeks weekends Sundays months years
<i>at</i>	lunchtime 2.00 7.30 the weekend weekends
<i>on + singular or plural = every Tuesday</i>	Tuesday Tuesdays
<i>in + noun</i> <i>in + the + noun</i>	January the morning
<i>twice + a + noun</i> <i>three times + a + noun</i>	a month a year a day an hour

Exercise G

Set the task and go over the examples. Elicit some more ideas for routines and activities and write them in prompt form on the board:

- pizza/dinner
- play tennis
- go to the beach
- have a shower
- work/library
- watch TV

In pairs, students make sentences orally. Monitor and give feedback. Ask individual students to repeat their sentences for the class.

Finally, for consolidation, students can write some sentences.

Closure

Ask students to tell you:

- something they never do.
- something they always do in the evenings.
- something they often do at the weekends.
- something they usually do on a Saturday evening.
- something they sometimes do at lunchtime.
- something they do every week.

Lesson 4: Reading

Objectives

In this lesson, students will:

- prepare to read: predict topics;
- read a text with a point of view;
- learn about the Internet.

Introduction

Make flashcards for this lesson of the key vocabulary items.

As before, use the flashcards in a number of ways.

- Show the whole of each card, students repeat.
- Show the card with only the first two or three letters visible – students say *word* or *words* – if more than one is possible.
- For the daily routine cards:
 - cover the end of the phrase and get students to complete it in one or more ways.
 - cover the verb and get students to tell you the correct verb in each case.
- Hand out individual cards and get students to hold them up when you say the appropriate group name – *digital communication*, *daily routine* or *frequency adverbs*.
- Hand out each set of words to three groups and get them to organize them into groups and name each group.

Methodology note

In this lesson, students will learn about the advantages of the Internet. In the Workbook, there is a text about the disadvantages of the Internet. If you wish, you could use the two texts in one lesson as an information gap activity, with each half of the class reading each text, then coming together to exchange information.

Exercise A

- 1 Put students in pairs and give them a few moments to consider the question. Some pairs may have ideas, but do not spend too long on this, which is revision of work in Level 1.
- 2 Focus students' attention on the Skills Check. Give them a minute or two to read it. Check understanding of words in the box such as: *title*, *paragraph*, *heading*, *prediction*. Ask students to cover the box and then ask them:
What four things should you look at before you read the text? (illustrations, the title, the introduction and the headings)
Why should you do this? (it helps predict information)
Why is prediction important? (it helps you to understand the text)

Exercise B

- 1 Set the task, emphasizing that students should only read the title and first paragraph. (You can ask students to cover the rest of the text or set a time limit of two minutes for reading.)
Students compare answers in pairs. Elicit answers.
- 2 Set the task and check students understand that *R = Research*, *C = Communication* and *SL = social life*. Once again, emphasize that students should not read the whole text, only the headings.
Students complete individually, then compare answers in pairs. Elicit answers.

Answers

- 1 d. good things about the Internet
- 2 a. clubs SL
b. e-mail C
c. Facebook SL
d. Google R
e. information R
f. instant message C
g. library R
h. telephones C

Exercise C

There are two ways you can tackle this activity.

- Do it as a pairwork discussion and then elicit answers as usual.
- Or, ask students to write notes in a table – see below. Then elicit answers using an OHT or other visual medium.

Answers

	Past	Present
Research	<i>books, library</i>	<i>the Internet</i>
Communicate	<i>letters, phone</i>	<i>e-mail, text</i>
Meet people	<i>clubs, magazines</i>	<i>websites</i>

Exercise D

Set the task. Students complete individually, then compare answers in pairs. Elicit answers.

Answers

1 reference book	3	a lot of money
2 librarian	4	camera on a laptop or PC
3 expensive	6	information about a person
4 webcam	5	make for the first time
5 create	2	person in charge of a library
6 profile	1	book with factual information

Closure

Draw two boxes on the board. Write verbs in the left-hand column and noun phrases in the right-hand column (as below). Students make as many pairs of words and phrases as they can. All the words are from the text.

Students think of more words to go with each verb.

do find consider	research information a word
look up take send	an idea a long time a letter
join make	an e-mail a club a message
	nothing notes

Answers

Possible answers:

consider an idea

do nothing

do research

find information

join a club

look up a word

make notes

send a letter / e-mail / message

take a long time

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- study the noun phrase: add extra information before and after the main noun.

Introduction

Select 6–10 words from the unit so far and dictate them as a spelling test.

Exercise A

- 1 Give students time to read the extracts, then elicit ideas:
 - They are all nouns.
 - They are main nouns.
 - They have another word/phrase in front.
 - They have another phrase after.
- 2 Focus students' attention on Skills Check 1. Give them a minute or two to read it. Ask one or two questions to check understanding.
- 3 Ask students to circle the extra information before the nouns. Elicit answers. Elicit what kind of word the extra information is, i.e., a noun, an adjective or a quantity.
- 4 Tell students we can find extra information **after** the noun phrase. Then ask students to read Skills Check 2. Check understanding.
- 5 Ask students to underline the extra information after the noun in the extracts. Elicit answers. Recap the reading strategy they have learnt, preferably by eliciting and writing on the board:
 - find the main noun
 - look at extra information before the noun (adjectives, nouns, quantities)
 - look at extra information after the noun (preposition + phrase)

Answers

before the noun	main noun	after the noun
an important	part	of our lives
the search	box	of a website
the resource	centre	at school
a small number of	books	for research
an instant	message	on MSN

Exercise B

Tell students this gives them more practice of the information in Skills Check 1. Set the task – students discuss answers in pairs. Elicit answers.

Ask students to write a sentence for each noun phrase, for example:

*There isn't a **primary school** in the village.*

*The **important facts** are in my assignment.*

Point out that adjectives or extra nouns come between any article and the noun.

Answers

a school	a primary school
years	seven years
the facts	the important facts
a subject	a compulsory subject
a language	a foreign language
the question	the real question
the city	the biggest city
results	thousands of results
communication	digital communication
message	instant message

Exercise C

Check students understand the task. Elicit further answers as examples, if necessary. Students write their

noun phrases. This is quite a difficult exercise, so monitor and give help where necessary. Ask a few of the students to read out two or three of their phrases.

If time, and depending on the level of your class, write some of the students' suggested phrases on the board. Ask students to write a full sentence for each one.

Answers

Possible answers:

a book about Psychology
a country in Asia
a part of the city
a website on the Internet
an interest in Geography
children in primary schools
teachers of History
the area of a triangle
the population of Brazil

General note: As detailed previously, this part of the lesson picks up each of the points in this unit, and gives the necessary input to answer each question correctly.

It can be done in class or, in the most part, set for homework. If done in class, here is a possible approach.

Exercise D

Set for individual work and pairwork checking.
Feed back.

Answers

Possible answers:

Table 1

1	Pronoun	2	Verb	3	Adjective	4
	I		<i>am</i>		late.	
	You		<i>are</i>		tired.	
	He		<i>is</i>		ill.	
	She		<i>is</i>		<i>friendly.</i>	
	They		<i>are</i>		<i>rude.</i>	

Table 2

1	S	2	V	3	O	4	Other	5
			visit		<i>my parents</i>		at weekends.	
			meet		<i>friends</i>		on Fridays.	
			<i>do</i>		college work		in the afternoon.	
			play		sports		<i>in the evening.</i>	

Table 3

1	S	2	V	3	Prep	4	Other	5
			<i>eat</i>				a restaurant.	
			<i>study</i>		in		the library.	
			go				pray.	
			listen		to		<i>music.</i>	
			write				my parents.	

Table 4

Q word	Aux	Pronoun	Verb	Noun
<i>How often</i>			visit	your parents?
When	do	you	do	<i>college work?</i>
<i>What</i>			<i>do</i>	at weekends?

Exercise E

Set for pairwork. Feed back. Drill the sentences.

Answers

- 1 The frequency adverbs generally go in position 3 with the verb *be* and in position 2 with other verbs.
- 2 *Sometimes* can go in positions 1, 3 and 4/5 with *be* and in position 1, 2 and 4/5 with other verbs.

Exercise F

Set for pairwork. Monitor and assist.

Answers

- 1 every day = every + singular
- 2 most days = most + plural
- 3 once = fixed phrase
- 4 twice a week = fixed phrase
- 5 three times = three + plural

Exercise G

Set for pairwork. Feed back.
Drill the sentences.

Answers

Frequency phrases can go in Position 1 or 4/5.

Exercise H

Set for individual work and pairwork checking. Allow students to look back at the book and check their own work. Drill the questions.

Exercise I

Set for individual work and pairwork checking.
Monitor and assist.

Answers

Answers depend on students.

Exercise J

Set for pairwork. Monitor and assist. Allow good interactions to be repeated in front of the class.

Answers

Answers depend on students.

Language note

Imperatives can be used with the frequency adjectives *always* and *never*. The frequency adverbs come before the verb.

Closure

Do remedial work with groups or individuals on problematic areas.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- recognize silent letters;
- join sentences with *and* or *but*;
- recognize the meaning of pronouns;
- do a survey on the usage of digital media.

Introduction

Dictate some of the phrases from Lesson 5, Exercise B, e.g., *the real question*.

Exercise A

- 1 Give students a minute to think about the answer with the Skills Check covered. Elicit ideas, but do not confirm or correct.
- 2 Focus students' attention on Skills Check 1. Check understanding.
- 3 Set the task. Students complete individually, then compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium.

Answers

See table opposite.

Methodology note

Focus students' attention on Skills Check 2, and check understanding, either before you set Exercise B1, or later in the lesson.

Exercise B

- 1 Tell students they are going to read a text about the daily lives of university students. Before you set the task, give students a minute or two to quickly read through the text. Set the task for individual

a. anser	<i>answer</i>
b. assinment	assignment
c. busness	business
d. diffrent	different
e. evning	evening
f. frend	friend
g. intrest	interest
h. nowledge	knowledge
i. laboratry	laboratory
j. lisen	listen
k. litrature	literature
l. Mathmatics	Mathematics
m. mountins	mountains
n. ofen	often
o. refrence	reference
p. rite	write

completion. Elicit answers, referring back to Skills Check 2, if necessary.

- 2 Set the task, making sure students can remember what *pronouns* are. Students complete individually, then compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium – use arrows on the text to show how the pronouns link back.

Spend a few minutes highlighting the verbs used in the text and the use of frequency adverbs. This text is a model for the final writing activity so it is important students are made aware of the construction and cohesion.

Optional activities:

- Ask some general comprehension questions or ask students to retell you some of the facts in the text.
- Make copies of the text with the pronouns deleted or 'gapped' (or use an OHT or other visual medium). Students add the correct pronouns.

Answers

1/2 Researchers in Britain recently looked at the daily life of university students. They (the researchers) talked to 1,000 students at university *and* they asked them (the students) about their use of digital communication.

Most students in the survey never turn off their cellphones. They (the cellphones) are always on during face-to-face meetings *and* they (the cellphones) are always on during mealtimes. The students always answer their cellphones during face to face meetings *and* they (the students) always answer them (their cellphones) during mealtimes. The cellphones are sometimes on during lectures *but* they (the cellphones) are usually on silent. The students always listen to their mp3 players on their way to and from university *but* they (the students) never listen to them (their mp3 players) during lectures.

The students sometimes communicate with their friends by voice calls and by e-mail *but* they (the students) usually communicate with them (their friends) by text message.

Exercise C

This can be done as a test, in class or for homework. If done in class, take in the students' books at the end and mark them. Make a note of the problem areas, using the grid below.

Answers

1 <i>I am never</i>	late for college.	<i>order of frequency adverbs with be</i>
2 <i>He often plays sports</i>	after college.	<i>order of frequency adverbs with other verbs</i>
3 <i>They</i>	<i>often eat in the restaurant.</i>	<i>order of frequency adverbs with other verbs</i>
4 <i>Sometimes I visit</i>	my parents at the weekend.	<i>order of sometimes</i>
5 <i>I</i>	<i>pray every day.</i>	<i>order of frequency phrases</i>
6 <i>We study</i>	<i>in the library every afternoon.</i>	<i>order of frequency phrases</i>
7 <i>I eat in a restaurant</i>	<i>once a week.</i>	<i>fixed expression</i>
8 <i>She writes to her parents</i>	<i>every week.</i>	<i>agreement between every and noun</i>
9 <i>How often</i>	do you study at the weekend?	<i>question form about frequency</i>
10 <i>What do you do</i>	most evenings?	<i>use of do as pro- verb</i>

Exercise D

- 1 Set the task carefully (see Methodology note below) and check students understand. Monitor while they carry out the task to check they have understood it. You may need to set a time limit, reduce the number of people in the group, or set as an outside class task.
- 2 Remind students to write a heading for their survey report. Monitor while students are writing and give help where necessary. Refer students back to the report in Exercise B, if necessary.
Make a note of common errors.

Methodology note

There are many ways this activity can be completed.

Information gathering

This could take up quite a lot of time, so you may wish to set this as an assignment. You could start it off in class to check students have understood. If your class is small, you have two choices. Students can either gather information from a smaller number for the survey, e.g., five students. Or students can question students from outside the class. This can be done as an assignment outside the class in their own time. They could ask students on the campus, in the canteen, etc.

Of course, this may mean that students resort to their native language in order to collect the information. However, this does not matter as the final report will be in English. With larger classes, you have a choice of gathering information within the class itself, or sending students outside to get information from a larger corpus.

Writing the report

Again, this can be done in class or for an assignment. Alternatively, the initial stages of the report can be done in class (first draft, editing, etc.) and the final draft written at home.

Closure

Give feedback on common errors noted during the writing phases.

Alternatively, you can discuss the information gathered during the survey. Was any of it surprising? How do their results compare with those of American teenagers? (See Lesson 1.)

Key vocabulary

achievement (n)	employee (n)	manual worker (n)
advertisement (n)	employer (n)	manufacturing (n)
agriculture (n)	employment (n)	office worker (n)
applicant (n)	explanation (n)	organized (adj)
application (n)	factory (n)	patient (adj)
background (n)	farm (n)	personality (n)
bank (n)	farmer (n)	professional (n)
bank clerk (n)	finance (n)	punctual (adj)
boring (adj)	friendly (adj)	responsibility (n)
builder (n)	government (n)	retail (n)
bus (n)	hobby (n)	salary (n)
bus driver (n)	imaginative (adj)	sea (n)
co-operative (adj)	independent (adj)	shop (n)
comfortable (adj)	interest (n)	shop assistant (n)
computer (n)	interview (n/v)	smart (adj)
confident (adj)	kind (adj)	trainee (n)
construction (n)	leisure (n)	transport (n)
employ (v)	manager (n)	

Lesson 1: Listening

Objectives

In this lesson, students will:

- transfer information to a table;
- learn how to understand pie charts;
- predict numbers and percentages;
- learn about employment sectors and types of worker.

Introduction

If students have done Level 1, Unit 3, they will be familiar with the following words.

accountant	driver	hospital
actor	engineer	hotel
bank	factory	job
builder	family name	lawyer
come	farmer	like
court	go	mean
doctor	hate	office


owner	receptionist	spell
painter	repeat	start
personal assistant (PA)	sailor	waiter
play	say	want
player	secretary	work (n/v)
programmer	shop	writer

If you are in any doubt, check that all the students can identify and produce these words in isolation.

- 1 Say relevant words from the list above and get students to say *job*, *place* or *verb*.
- 2 When you have gone through the words once, repeat at high speed.
Then put some or all of the words into sentence context.

Exercise A

Refer students to the photographs. Ask them what they can see. Elicit any vocabulary items they know, but do not insist on other students saying or understanding the words. They should all be able to name some of the items and most of the colours.

Explain that they are going to hear the words from this unit. Tell students to point to the correct picture. Say or play the first word – *bank* – as an example. Make sure all the students are pointing to picture 1. Say the individual words or play  28. Watch the students and try to identify any student who is not correctly associating the spoken word with the handout.

You can go through this activity several times, speeding up and saying words and individual sentences in a different order.

Transcript 28

Presenter: Unit 3: Work and Business
Lesson 1: Listening
Exercise A. Listen and point.

Voices: bank
builder
factory
farm
shop
bus
sea
shop assistant
farmer
bus driver

Do you want to work in a shop?
Would you like to be a farmer?
Are you going to work for the government?
He loves the sea. He's a lifeguard.
He's a machine operator in a factory.
She's working in a bank at the moment.
Every summer, I work on my

uncle's farm.

I don't want to work outside, for example, on a building site.



Methodology note

Good language learners are risk takers. They put themselves into situations where they cannot possibly understand everything which is said, but they learn to cope with the situation. Poor language learners need to be shown that they can understand what is being said without knowing every word. This activity begins to build the necessary skill of not panicking when they hear language they don't understand.

Exercise B

This activity is about *employment sectors*; this is a phrase students will probably not understand. You can take one of two approaches to this:

- 1 Teacher centred. Pre-teach the phrase in the following way. Say the word *employ*. Say: *It means give someone a job. So employer means someone who gives you a job. Employment means jobs.* Remind the students that there are many different kinds of jobs. We can see different kinds in the pictures. Now we are going to hear the names for the different kinds of jobs – the different *employment sectors*.
- 2 Student centred. When you set the task, tell students not to worry about the phrase *employment sector*. Complete the task, and then elicit the meaning. Elicit/teach the other forms: *employ, employer, employee*.

Set the task and go over the example. If you wish, say each employment sector word before you play  29. Students complete individually, then compare answers in pairs. Elicit answers. These are quite long, difficult words so you may need to replay  29.

Optional activities:

- 1 Elicit the stressed syllable in each word below.
'agriculture 'leisure
con'struction manu'facturing
'finance 'retail
'government 'transport
- 2 Ask students to complete the sentences below. If you think the target word is too hard for them to pronounce, ask students to point at the word in their books or hold up flashcards of the words. Alternatively, do it as a written activity at the end of the lesson for consolidation.
 - a *Bank clerks work in* _____. (finance)
 - b *Builders and architects are in* _____. (construction)
 - c *Engineers often work in* _____. (manufacturing)
 - d *Farmers and farm workers are in* _____. (agriculture)
 - e *Hotel workers and restaurant workers are in* _____. (leisure)
 - f *Lorry drivers, bus drivers, train drivers – they are all in* _____. (transport)
 - g *A lot of people work in shops and supermarkets. They are in* _____. (retail)

Answers

agriculture	4
construction	2
finance	1
government	6
leisure	5
manufacturing	3
retail	8
transport	7

Transcript 29

Presenter: Exercise B. Listen and match the employment sectors and the photographs.

Lecturer: She works in a bank. She's in finance.
They are builders. They're in the construction sector.

He works on a machine in a large factory. He's in manufacturing.
He grows crops and raises animals on a small farm. He's in agriculture.
He's a lifeguard on the beach. He's in the leisure industry.
She's a minister. She's a very important person in government.
He's a bus driver. He works in the transport sector.
She's a shop assistant. She's in retail.

Exercise C

Focus students' attention on Table 1. Check students understand the title of the table. Elicit which sector each drawing in the table represents. Ask a few quick questions to check understanding:

What country is this about? (the UK)

Is this information true now? (probably)

Who collected the information? (an organization called Labour Market Trends)

When did they print the information? (June 2004)

How many different sectors are shown? (seven – or eight if you count *Other*)

Why is the total 100? (they are percentages)

Ask students to predict the biggest employment sectors in UK. Set the task, making sure students understand they are listening for percentages.

Play 30. Students complete individually, then compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium. Point out that the final table is difficult to read in its current form. It would be much easier to arrange it with the largest percentage (*government*) at the top and the lowest at the bottom. However, it's probably better to put *other* at the very bottom so *agriculture* comes just above.

Discuss with the class if they found the answers surprising. Ask students if they think the figures are similar for their country.

Answers

Table 1: UK employment by sector
(Winter 2003)

Sector	%
	1
	15
	6
	20
	7
	16
	28
other	7
Total	100

Source: Labour Market Trends, June 2004

Transcript 30

Presenter: Exercise C. Listen to part of a lecture about employment in the UK. Complete Table 1.

Lecturer: I'm going to talk to you today about employment sectors. Perhaps you are thinking already about work after university. Which sector do you want to work in? I'm going to tell you about employment sectors in the UK. Then I'm going to ask you to do some research into employment sectors in your country. OK. So, first, where do most people work in the UK? According to a survey by Labour Market Trends in June 2004, most people in the UK work in the government sector. Does that seem strange? Remember. Most doctors and nurses work for the government.

Most teachers in schools, colleges and universities work for the government. And of course, there are many clerks and typists in local government offices. Twenty-eight per cent of people in the UK work for the government in one way or another. Twenty-eight per cent. In second place in the survey, we have the leisure and retail industries. Leisure and retail. Leisure means hotels and holiday travel. Retail means shops, of course, and supermarkets. Britain is a popular holiday destination and 20% of people in Britain work in hotels, restaurants and shops.

Finance is in third place. Sixteen per cent of people – that's one sixth – work in banks, insurance companies, etc.

So that's government first – 28%, leisure and retail second with 20% and finance third on 16%.




What's fourth? Agriculture perhaps. No. Not nowadays. At one time, most people in Britain worked on a farm, but now only 1% are in agriculture.

Manufacturing is not very important now either, but still 15% work in that sector. After manufacturing, we have transport at 7% and construction at 6%. Other industries, like fishing, make up the remaining 7%.

So, from fourth down we have manufacturing on 15%, transport 7%, construction 6% and agriculture just 1%.

Have a look at those figures for a few minutes. Do you think they are similar in your country?

Exercise D

- 1 Focus students' attention on the four photographs. Ask them to name, in pairs, some of the words for the jobs they can see. For example, *cleaner*, *doctor*, etc. Do not elicit answers. Set the task. Play  31. Students discuss in pairs. Elicit answers. Write the phrase for each type of worker on the board. Say each phrase again for the students, but you don't need to ask them to repeat them at this point.
- 2 Set the task and give students time to read through the list of words and phrases in the first column. Check understanding of the words and phrases, but do not go into too much detail as the meanings will become clearer after listening to  32. Play  32. Students complete individually, then compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium.
- 3 Ask students to discuss in pairs what kind of worker they would like to be and why.

C Secretaries, typists and clerks are office workers.

D Doctors, lawyers and teachers are professionals.

	M	P	O	MW
boring			✓	
comfortable			✓	
easy			✓	
hard				✓
high salaries		✓		
interesting	✓			
long hours	✓			
making things				✓
outside				✓
responsibility	✓			
years of study		✓		

Transcript 32

Presenter: Exercise D2. Listen to the next part of the talk. What does the speaker say about each type of job?

Lecturer: OK, we have heard about employment sectors. Now let's look at another important point about jobs. There are different kinds of jobs. What *kind* of job do you want to do? Are you going to be a manager? Managers often have interesting jobs. But they work long hours and they have a lot of responsibility. Or do you want to be a professional, like a doctor or a lawyer or a teacher? Professionals earn high salaries in most countries, but you must do many years of study. What about office work? Do you want to be an office worker? Some people think office jobs are boring, but they are often quite easy and you work in comfortable conditions. Finally, perhaps you would like to be a manual worker. Perhaps you want to work with your hands.

Methodology note

This is mainly a listening lesson, so don't worry too much about the quality of the students' production at this point. They will have more chances to talk about this in the Speaking lesson, and in the Workbook activities.

Answers

- 1 A. manual workers
B. managers
C. office workers
D. professionals
- 2 See table opposite.
- 3 Answers depend on students.


Transcript 31

Presenter: Exercise D1. Listen and check.

- Voice:** A Cleaners, builders and farm workers are manual workers.
B People in charge of companies or offices are managers.

Manual work is usually hard, but some people like working outside, and some people like making things. What kind of worker do you want to be?

Exercise E

- 1 Give students time to study the table. Ask questions to check understanding, for example:
Which country is this about? (the US)
When was the information collected? (August 2010)
What is the title? (US employment by type of worker)
In pairs, students discuss ideas for possible percentages and numbers for each type of worker. Elicit ideas, but do not confirm or correct.
- 2 Check students understand the task. Make sure students understand that in each pair, each student listens for one type of figure only. Play  33. Students complete individually, then exchange information. Elicit answers, preferably using an OHT or other visual medium. Briefly discuss the information with the class:
Were any of the figures surprising?
How do the figures compare with their country?
Refer students to the Skills Check. Point out that, in a lecture, they may not have a table to fill in. They will probably have to make the table quickly themselves.
- 3 Using the information from Table 2, students complete the key for Figure 1.

Transcript 33

Presenter: Exercise E2. Listen to the last part of the talk.

Lecturer: How easy is it to get each type of job? Well, the world is changing. At one time, nearly everyone was a manual worker. But what about today? It is difficult to get accurate figures for different kinds of jobs. But I have some information from the United States.

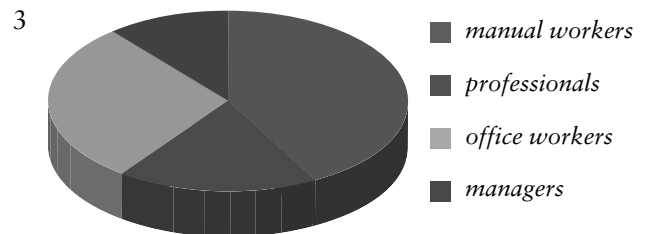
In the United States, there are about 120 million people with a job. Fifty million are manual workers. Fifty million – that's about 42% of the workforce. In second place, we have office workers. There are about 35 million office workers which is 29% of the workforce. Next, we have professionals. They account for 22 million jobs which is 18%. Finally, there are managers. There are 13 million managers in the USA. That's 11% of the total workforce.

Answers

- 1 Answers depend on students.

- 2

	millions	%
manual workers	50	42
office workers	35	29
professionals	22	18
managers	13	11
	120	100%



Closure

- 1 Refer students to the transcripts if you haven't already done so. Give students time to read through and ask you any questions. Play the lecture again, or part of the lecture, with students following the transcript.
- 2 Recap all the vocabulary learnt in the lesson – there is quite a lot. Tell students to learn the meanings for homework.
- 3 Ask students to research similar information about types of worker or employment sectors for their own country.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- talk about jobs;
- learn how to say *to* in the infinitive with following consonant;
- give a presentation in an interview.

Introduction

Ask students the questions below, which use key words from Lesson 1. Elicit answers from several people in each case.

Alternatively, with a large class, put students in groups, ask each question and get the students to tell other people in their group. Then ask the questions again and nominate one group to answer in each case.

What sort of people are professionals?

What sort of people are office workers?

What sort of people are manual workers?

Where do managers usually work?

What about professionals?

Where do manual workers work?

What sort of job does your father do?

What about your mother?

Is anybody in your family a professional?

Is anybody in your family a manager?

Exercise A

- 1 Check/teach the lexical set of *employ/employment/employer/employee*. Set the task and go over the example. Elicit the employment sectors and practise the pronunciation.
- 2 Students work in pairs. Elicit some of their ideas and practise pronunciation.
- 3 Students talk about the different employment sectors and jobs with a partner. Monitor and make notes of common errors.

Answers

1/2

1 agriculture	farmer, farm worker, fruit picker
2 manufacturing	engineer, factory worker, factory manager
3 finance	bank clerk, accountant, bank manager
4 construction	builder, carpenter, painter, electrician
5 leisure	sports trainer, hotel receptionist, waiter, barman
6 retail	shop assistant, shop manager, checkout operator, shelf stacker
7 government	doctor, nurse, teacher, politician
8 transport	train driver, bus driver, lorry driver

3 Answers depend on students.

Pronunciation Check

Focus students' attention on the Pronunciation Check. Ask them to read the information and the example sentences. Ask students to give you more examples of verbs in the infinitive: *to work*, *to live*, *to listen*, *to write*, *to walk*, etc.

Highlight the example sentences, showing the verbs can be substituted. We can say:


I'd like to work in the retail sector.

I want to work in the retail sector.

I'm going to work in the retail sector.

All three forms show future plans or intentions.

Drill the example sentences, making sure students use the weak form of *to* /tə/.

Play  34 for further practice.

Transcript 34

Presenter: Pronunciation Check. Listen and repeat the sentences.



- Voices:**
- 1 I'd like to work in the retail sector.
 - 2 I want to study agriculture.
 - 3 I'm going to study finance.

- 4 She'd like to have a job in the leisure sector.
- 5 He wants to become a doctor.
- 6 Would you like to work in an office?
- 7 Are you going to work in the construction sector?
- 8 Does Adriana really want to be a tourist guide?

Methodology note

The pronunciation of *to* changes in front of a verb which begins with a vowel. There is also an intrusive sound, e.g., to employ = /tu:w emplɔɪ/. Such verbs are relatively uncommon, so it is not necessary to teach this complex area of pronunciation at this point.

Exercise B

- 1 Give students a minute or two to study the flow chart. Check understanding. Set the task. Play  35. Elicit answers. Play  35 once more and pause after each line for students to repeat. Make sure students are using appropriate intonation patterns for the questions.
- 2 Elicit the three possible questions from the flow chart and drill them. Highlight the question forms on the board.
For faster classes, encourage students to vary the question forms with *Do you want to ...*, e.g., *Do you want to work outside?*
- 3 Students try out the flow chart on each other, asking questions with *Would you like ...* as appropriate. Monitor and give feedback. Briefly discuss the results of the flow chart.

Methodology note

Some native speakers pronounce *would you* with the sound /dʒu:/ in the middle. It is probably not necessary to teach this at this point.

Answers

- 1 leisure or transport
- 2 The three possible questions are:
Would you like to work inside?
Would you like to meet new people?
Would you like to travel?
- 3 Answers depend on students.

Transcript 35

Presenter: Exercise B. Listen to Paul and Jane.
Which sector is good for Paul?

Jane: What kind of job would you like to do after college, Paul?

Paul: I don't know, really.

Jane: There's a flow chart in this magazine. It helps you choose an employment sector.

Paul: Show me.

Jane: No, I want to test it. I'll ask you some questions then I'll tell you a good sector for you.

Paul: Right.

Jane: First question. Would you like to work inside?

Paul: Yes.

Jane: OK. Second question. Would you like to meet new people?

Paul: What? In my job?

Jane: Yes.

Paul: Yes, I would.

Jane: Right. Third question. Would you like to travel?

Paul: Yes, definitely.

Jane: OK. It says: the leisure industry or the transport industry. Do you agree with that?

Paul: Mmm. I'm not sure about the transport industry, but I'd like to work in the leisure industry.

Exercise C

Focus students' attention on the hotel reception noticeboard. Ask a few questions to check understanding:

What is a career? (A set of jobs in the same field, usually involving more responsibility as time passes.)

When does the training day start? When is the third session?

Who is the trainer?

Set the task and give students time to read through the four choices (subjects).

Make sure students understand the vocabulary:

career = series of jobs in the same field, usually involving more responsibility as time passes

resume = information about education, work experience, hobbies and interests

presentation = talking to people – in this case, in a job interview

Play 36. Elicit the answer. Elicit what the presentation is usually about (yourself).

Answer

4 preparing your presentation

Transcript 36

Presenter: Exercise C. Listen to the introduction to a talk at the training day. What is the trainer going to talk about? Tick one subject.

Trainer: In this session, we are talking about job interviews. Sometimes people do badly in job interviews because they don't prepare. So, in this session, I'm going to talk about preparing for a job interview. You can prepare in many ways, but I'm only going to talk about one way. In a job interview, the interviewer often starts with 'Tell me about yourself'. We call this a presentation. You must speak for one or two minutes. You must

prepare for this presentation. So that's the subject for this session.

Exercise D

- 1 Again, give students time to read through the choices. You can give a brief explanation, if necessary, for any new words, but the meaning will become clearer as students work through the task. Play 37. Students complete individually, then compare answers in pairs. Elicit answers.
- 2 In this activity, the meanings of new words should become clearer. Replay 37, if necessary. Students discuss the question in pairs. Elicit ideas.

Answers

1 background	Family, home town, nationality
2 education	School, university, subjects, exams
3 achievements	Play piano, captain football team
4 career plans	future



Transcript 37

Presenter: Exercise D. Listen to the next part of the talk.

Trainer: OK. So let's look at some areas for your presentation. Firstly, you can talk about your background. This means your family and your home town or city. Maybe your nationality too. Next, talk about your education. Tell the interviewers about your school and your university. Tell the interviewers about your subjects. Why did you choose your subjects? Which exams did you pass? Thirdly, talk about any achievements. Maybe you learnt to play the piano or maybe you were captain of the football team. Finally, talk about your future career plans. What would you like to do in the future? Why?

Exercise E

This activity helps students with pronouncing sentences for their presentation in the final activity.

- 1 Set the task. Refer students back to the numbering in Exercise D. Work through the example. Set for pairwork. Feed back orally.
- 2 Mark up a sentence as an example with the class. Students work in pairs to complete the activity. Play  38. Students make alterations, if necessary. Elicit answers. Play  38 again, pause after some of the sentences for repetition practice.
- 3 Set the task and elicit possible sentences. Remind students of the pronunciation points covered previously in the lesson, if necessary. Correct any inaccuracies and drill them. Monitor while students are producing further sentences in pairs. Give feedback.

Answers

1/2 Stressed words or syllables in italics.

I have a <i>certificate</i> in First <i>Aid</i> .	3
I have <i>two</i> brothers and <i>one</i> sister.	1
I passed the <i>secondary</i> certificate with 83%.	2
I want to <i>work</i> in the <i>leisure</i> industry.	4
I was <i>head</i> girl at my <i>secondary</i> school.	3
I went to <i>secondary</i> school in <i>Rome</i> .	2
I'd like to be a <i>manager</i> .	4
I'm from Recife in <i>northern</i> Brazil.	1

- 3 Answers depend on students.

Transcript 38

Presenter: Exercise E2. Listen and check.

Voices: I have a certificate in First Aid.

I have two brothers and one sister.

I passed the secondary certificate with 83%.

I want to work in the leisure industry.

I was head girl at my secondary school.

I went to secondary school in Rome.

I'd like to be a manager.

I'm from Recife in northern Brazil.

Exercise F

Refer students to the Skills Check. Check understanding. Point out you may not be able to do every stage in this lesson, but students will practise some of them.

- 1 Students should make notes on the four areas from Exercise D:

Background

Education

Achievements

Career plans

Students should then write out their presentation.

Encourage them to use a simple introduction and conclusion, for example: *Here is some information about me ... / Well, first I will tell you about my background ... / That's everything/all.*

In pairs, students practise saying their presentations to each other. Students should comment on the presentations and make improvements, if necessary. Monitor and give help where necessary through all stages.

- 2 Redivide the class into groups of 4–5. Students give their presentations to each other. Monitor and make a note of common errors. Elicit from students the career plans of the students they have listened to, e.g., *Eduardo would like to be doctor.*

Closure

Give feedback on the presentations.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:



- develop vocabulary related to job interviews and life skills;
- learn about stress within words – with change of part of speech.

Introduction

Write the words in the left-hand column below on the board, or say the words, and ask students for a word that can come next. Possibilities from the first two lessons are given in the right-hand column below, but others exist, of course.

high	salaries
well	paid
long	hours
manual	workers
secondary	school/certificate
job	interview

Exercise A

- 1 Check students understand the word *stages*. Set the task. Elicit answers. Check particularly the meaning of *resume* and *application*.
- 2 Play  39. Students mark the stress in each word individually, then compare answers. Elicit answers. If necessary, say each word again or replay  39. Practise the pronunciation of each word.

With faster classes, you can ask the students what information you get in each item; e.g., job advert – job title, salary, etc.

Answers

- 1 On this occasion, the photographs are in the same order as the words.


- 2 a job adVERTisement
a REsume
an appliCATION letter
a job INterview

Transcript 39

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise A2. Listen to the phrases in the box. Where is the main stress on each phrase?

Voice: a job advertisement
a resume
an application letter
a job interview

Exercise B

- 1 Set the task (see Methodology note opposite). Tell students to read through the conversation(s) before they start writing answers. Check the meaning of new words and phrases: *background information*, *trainee*, *purchasing department*.
- 2 Play  40 so students can check their answers. Note that in conversations 1 and 2, the missing words are verbs. In conversation 4, they are prepositions.
- 3 Drill some of the lines from the conversation. Focus on one or two of the following pronunciation areas:
 - intonation of questions
 - pronunciation of target vocabulary
 - stressed and unstressed words in each sentence/question
 - short forms: *didn't*, *what's*, *I'm*, etc.

Monitor while students are working in pairs. Make a note of common errors. Give feedback.

Methodology note

The conversations can be dealt with in several different ways. Here are a few suggestions. You can deal with each conversation one at a time and give feedback before moving onto the next one. Or you can set all four at once. Another alternative is to number the students 1–4 around the class, each student dealing with the conversation for the corresponding number.

Transcript & answers

Transcript 40

Presenter: Exercise B2. Listen and check.

1

A: Did you see this job advertisement?

B: No, I didn't. What's it for?

A: Supastore is looking for a Trainee Manager.

B: Are you going to apply?

A: Yes, I think so.

2

A: Can you help me with my job application?

B: Sure. What's the problem?

A: They want my resume and a covering letter. What do I put in the letter?

B: Tell them about yourself, then tell them the reasons that you are applying for the job.

3

C: Thank you for coming to the interview.

A: Thank you for inviting me.

C: Let's start with some background information.

A: Certainly.

C: Tell me about yourself ...

4

C: This is the manager of Supastore. We met yesterday at the interview.

A: Oh, yes. Hello.

C: Hi. We would like to offer you the job of Trainee Manager.

A: That's wonderful.

C: We want you to start in the Purchasing Department.

A: Yes, of course.

Exercise C

Set the task, pointing out that some verbs can go with more than one noun. Students work in pairs. Elicit answers.

Ask students to choose four phrases and write a sentence with each.

Answers


Possible answers:

see	1	a job
apply for	2	a job advertisement
write	3	a presentation
prepare	4	a resume
have	5	a salary
talk about	6	an interview
earn	7	long hours
work	8	yourself

Exercise D

Refer students to the Pronunciation Check. Check understanding and practise pronunciation of the example words, then move onto Exercise D.

- 1 Set the task. Students complete the table individually, then compare answers in pairs. (Students should be able to make an educated guess for the spelling of most of the new words.) Do not elicit answers.

- 2 Play  41. Elicit answers. Write the spelling of the words on the board or use an OHT or other visual medium. Practise the pronunciation of some of the words. There is more practise of these words in the Workbook.

Answers

verb	noun	noun (person)	adjective
<i>a'pply</i>	appli'cation	'applicant	
<i>em'ploy</i>	em'ployment	em'ployer / em'ployee	un / em'ployed
'interview	'interview	'interviewer / interview'ee	
'qualify	qualifi'cation		un / 'qualified
<i>train</i>	'training	'trainer / trai'nee	un / 'trained

Transcript 41

Presenter: Exercise D2. Listen and check your answers.

Voice: apply application applicant

employ employment employer
employee employed unemployed

interview interview interviewer
interviewee

qualify qualification qualified
unqualified

train training trainer trainee
trained untrained

Exercise E

Discuss with class what 'life skills' are. If they are not sure, they will find out in this activity! This is a good activity for building confidence, especially if students are nervous about entering the job market.

- 1 Set the task. Give students time to read through all the questions. Give help with understanding any new vocabulary, for example: *tidy, on my own, make up stories*, etc. Students complete individually. Do not elicit answers, but students can compare in pairs if you wish.
- 2 Refer students to the key. Explain these words are all adjectives for describing people. Demonstrate that if students ticked item a., it means they are punctual – an important life skill. Students complete the task. Ask students to tell you two or three of the adjectives that apply to them. Make sure they use full sentences, for example:
I'm patient, kind and confident.
I'm an organized and friendly person.
I'm not organized, but I'm smart and imaginative.
Give help with, and practise the pronunciation of the adjectives where necessary. Ask students to mark the stressed syllable in all the new words.

Closure

Recap the 'people' adjectives. Ask students to close their books. Ask: *What do you do if you are punctual?* Elicit: *You always get to lectures on time.* Continue in the same way with the other words.

Lesson 4: Reading

Objectives

In this lesson, students will:

- deal with long sentences – break sentences at *and/or/but/because/so*;
- read a text accompanied by a line graph and a block graph;
- learn about qualification and jobs.

Introduction

Use flashcards in the ways indicated before.

Exercise A

Check/teach the meaning of the word *qualifications*.

Make sure students understand they should only read the heading and the introduction at this point. Set a time limit, if necessary, to make sure they do this. Elicit the answer.

Answers

The reasons for continuing with your education.

Methodology note

The question in the heading *What is the point in going on?* would have more than one meaning for native speakers. Here the meaning is simply *What are the reasons for continuing your education?*

Avoid explanations of the form *(no) point in + doing something*. As long as students have a rough idea of the meaning, that's fine.

Exercise B

Again, make sure students do not read the main text at this point. Refer them to the two tables. Ask some questions to check understanding before you set the task:

Look at Figure 1. What information is on the y axis/vertical line? (money, salary)

What information is on the x axis/horizontal line? (age)

Look at Figure 2. What information is on the y axis/vertical line? (qualifications)

What information is on the x axis/horizontal line? (percentage of people with no jobs/work)

It doesn't matter if students do not fully understand all the vocabulary or information at this point – it will become clearer as they work through the exercise.

Set the task. Do the first question with the class as an example. Students complete individually, then compare answers in pairs. Elicit answers. Discuss the information the students have found out and their reactions to it. Is the information surprising? Do students think the information is similar in their own country?

Answers

Table 1

1 What does a person with a degree earn at 19?	0 – often does not have even a part-time job
2 What does a person with a degree earn at 30?	nearly £600 per week
3 What about a person with secondary qualifications?	about £400 per week
4 What about a person with no qualifications?	less than £300 per week
5 What happens to a person with a degree at age 22?	they start earning more money than a person with secondary qualifications

Table 2

6 What percentage of graduates are unemployed?	2.5%
7 What about people with secondary qualifications?	6%
8 What about people without qualifications?	7%

Exercise C

- 1 Set the task. Students discuss in pairs.
- 2 Students read the text then compare answers in pairs. Elicit answers.
- 3 Ask students if they can think of other reasons.

Answers

- 1 The figures show that you earn more money with better qualifications and you have a better chance of having a job.
- 2 The article says the same as the two figures.
- 3 People with qualifications get more interesting jobs, have careers.

Exercise D

Refer students to the Skills Check. Check understanding, especially of the word *clause*. A clause is, in many cases, the same as a sentence, but you can have more than one clause in a sentence. A clause, like a sentence, must have a subject and a finite verb.

Set questions 1 and 2 together. Students complete individually, then compare answers in pairs. Elicit answers.

Note: There is more work on *because* and *so* in the Workbook.

Answers

Firstly, you earn more money	because	you have good qualifications.
People with no qualifications do not get good jobs	because	most managers want qualified people.
In addition, unqualified people have jobs,	but	they do not often have a career.
They start at one level	and	they get promoted every three or four years.
Secondly, you may lose your job	and	you may become unemployed.
However, well-qualified people are not common,	so	a person with qualifications can usually get another job quickly ...

Exercise E

Set the task. Students complete individually, then compare answers in pairs. Elicit answers. Spend a minute or two focusing on the compound adjective *well-paid*. Point out there is another compound adjective in the text and elicit it – *well-qualified*. With a fast class you can elicit the opposites – *badly-paid*, *badly-qualified*.

Note: there are extension activities based on this text in the Workbook.

Answers

1 reasons	3	continue
2 promoted	7	education after school
3 go on	1	explanations
4 well-paid	4	get good money for a job
5 earn	5	get money or a salary for a job
6 unemployed	2	get a better job
7 higher education	6	without a job

Closure

Ask more questions about the two figures, for example;

What is the title of Figure 1? (qualifications and earnings)

What does 'earnings' mean? (the money you earn/salary)

How old is the information/data? (the information is from 2010)

What is the title of Figure 2? (qualifications and unemployment rate)

What does 'unemployment' mean? (without a job)

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- spell with doubled consonants;
- use the indefinite article;
- use statement + example;
- study the *going to* future.

Introduction

Dictate eight or ten key words from the unit so far.

Exercise A

- 1 If students don't immediately know the answer, they can discuss for a minute or two in pairs. Otherwise, refer them immediately to Skills Check 1.
- 2 Set the task. Students complete individually. Meanwhile, write the correct words on the board. Students correct their own work. Spend a minute or two revising the meanings of some of the words, if necessary.

Answers

- a. apply
- b. assignment
- c. assistant
- d. communicate
- e. different
- f. million
- g. offer
- h. office
- i. professional

Exercise B

- 1 Students might think this is a very easy task because they 'know' when to use *a* or *an*. However, with some words, it is not always an easy choice

since the rules of usage depend on pronunciation and not spelling.

Students complete the task individually, then compare answers in pairs. Do not elicit answers.

- 2 Refer students to the Skills Check 2. Rule 3 will probably need further explanation and you will need to pronounce the examples for the class. *Useful* = /jʊsfəl/ (the /j/ sound means the word has a consonant sound initially) and *honest* = /ɒnəst/ (the letter *h* is not pronounced).

Now elicit answers for question 1.

Answers

- 1
 - a. a job
 - b. a bank
 - c. a manager
 - d. an advertisement
 - e. an e-mail
 - f. an office
 - g. an international bank
 - h. an English company
 - i. an average salary
 - j. a European
 - k. a university
 - l. a UN job
 - m. an hour
 - n. an Xbox

Exercise C

Focus students' attention on Skills Check 3. Check understanding.

Now return to Exercise C. Remind students about the life skills they learnt about in Lesson 3. Elicit some of the adjectives used to describe people: *punctual*, *patient*, *kind*, etc.

Go over the example pair of sentences, highlighting which one is the statement and which one is the example. Set the task. Point out that they can also use the pattern *I am organized*.

Monitor while students are writing, making sure that the example each time is a logical extension of the statement. Give feedback.

Optional activity:

Write some negative statements on the board about a 'bad' employee. Students write a logical example for each.

- *He isn't very well organized.* (He never finishes his assignments on time.)
- *She isn't a patient person.* (She doesn't like caring for older people or children.)
- *My boss isn't punctual.* (He's always late for meetings.)
- *The assistant manager isn't very smart.* (She doesn't look clean and tidy.)

Exercise D

- 1 Set for individual work and pairwork checking. Feed back.
- 2 Ask students to write the sentences, then tell each other.

Answers

- 1 • to introduce a lecture
• to talk about future plans
- 2 Answers depend on students.

Exercise E

Set for pairwork. Feed back. Drill the questions.

Answers

- 1 The rule is: change the order of the S and first part of V1. Use the word *auxiliary* if you wish.
- 2 The same as for any verb *be* construction, i.e.,:
 - Yes: S + first part of V1 (auxiliary)
 - No: S + first part of V1 (auxiliary) + *not*

Exercise F

- 1/2 Set for pairwork. Feed back orally. Drill the questions.
- 3 Set for pairwork. Monitor and assist.
- 4 Set for individual work and pairwork checking. Monitor and assist.

Answers

1/2

Q word	V1	S	V1	V2	Other
What	are	you	going	to talk	about?
Where	is	he		to study	next year?
When		she		to start	school?
How	are	we		to get	to college?
Why		they		to leave	next year?

Students should notice that the question form is the same as for *yes/no* questions, with the addition of the question word.

3/4 Answers depend on students.

Exercise G

- 1 Give students a few moments to study the tables. They should note:
 - both verb forms are followed by the infinitive with *to*;
 - one verb uses a modal – *would*.
 Elicit the sentences then drill them. Make sure students are saying *to* with schwa (/ə/).
- 2 Set for individual work and pairwork checking. Do not confirm or correct.
- 3 Give students a few moments to check then drill the questions.
- 4 Set for pairwork. Elicit and drill. Ask a few questions to check that they can use the correct answers.
- 5 Set for pairwork. Make sure students notice that there is agreement with *want*, but not with *would like*. Elicit and drill.
- 6 Set for pairwork. As above – same point about agreement. Elicit and drill.

Answers

- 4 *Yes, I do/No, I don't; Yes, I would/No, I wouldn't*
- 5 *She wants to/She would like to*
- 6 *Does he/Would he*

Closure

Do remedial work with groups or individuals on problematic areas.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- join sentences with *because* and *so*;
- write a job application letter.

Introduction

Remind students about doubled consonants.

Point out that vowels can be doubled too. Ask students if they can tell you any words with doubled vowels. Get students to spell any words with doubling.

Dictate some of the following words from the unit with doubled vowels:

career

choose

look

see (point out that you mean ‘use your eyes’)

good

need

soon

degree

too (point out that it is not the number)

weekend

Exercise A

Make sure students realize these sentences are from a letter of application; if necessary, revise the meaning of *application*.

Give students time to read through the incomplete sentences; they should cover the box with the answers. Ask them to predict what comes next – the joining words *and*, *because* and *so* give students an idea of the kind of information.

Set the task. Students complete answers (preferably in writing) individually, then compare answers in pairs.

Elicit answers. Ask a few questions to check understanding:

Where does Francesca study? (Milton University)

What does she study? (Psychology)

What kind of job does she want? (shop assistant)

Spend a few minutes focusing on the different tenses used in each sentence/clause. There is a wide range of tenses used here, so the activity is useful for tense revision.

Refer students to the Skills Check, which explains the difference between *because* and *so*.

Methodology note

The three activities on this page prepare students for the final writing task – a letter of application. When setting and carrying out the final activity, you can refer students back to these activities so they can compare sentences for grammar, vocabulary and syntax, etc.

Answers

1 I saw your advertisement for a trainee manager in the <i>Daily News</i> this morning. I am writing to you because ...	I would like to apply for the job.
2 My name is Francesca Mori. I am 21 and ...	I am studying at Milton University.
3 I am doing a degree in Psychology. I am going to finish my course in two weeks and ...	I want to start work immediately.
4 I am going to stay in Milton so ...	I want a job in the city.
5 I would like to work in the retail industry because ...	I love working in shops.
6 During my degree course, I worked as a shop assistant at the weekends so ...	I understand retail work.

Exercise B

Students read the statements with the right-hand column covered. Revise the adjectives once more, if necessary. Elicit ideas for examples. Then students uncover the right-hand column and complete the exercise. Elicit answers. Ask students to underline the verbs in each statement and example. Elicit the tense (present simple.) Elicit why this tense is used; the writer is describing everyday activities and habits.

Answers

1 I am a punctual person.	3	At home, I often look after my little brother. He is four.
2 I love meeting people.	1	I am never late for lectures or meetings.
3 I am patient.	4	I do not ask for help on assignments. I do everything myself.
4 I am independent.	2	I go to many clubs at university.
5 I am an organized person.	5	I often do the shopping for my family and I cook many meals.
6 I am an imaginative person.	6	I write stories and I paint pictures.

Exercise C

Set the activity. Students discuss in pairs. Don't let the discussion go on too long if students have no idea. Elicit answers.

Point out some of the other phrases are fine for e-mails or texts to friends. The phrase *Dear Mr or Mrs* is never used.

Briefly discuss and compare with the students how this differs from business letters in their own culture.

Methodology note

We use *Yours faithfully* when the letter begins *Dear Sir or Madam*. This is used when we do not know the name of the person we are writing the letter to. We use *Yours sincerely* if we begin *Dear Mr X* or *Dear Mrs Y*. However, you do not need to go into this with the students in this unit.

Answers

Starting: Dear Sir or Madam

Ending: Yours faithfully, (+ signature)

Exercise D

This can be done as a test, in class or for homework. If done in class, take in the students' books at the end and mark them. Make a note of the problem areas, using the table opposite.

Answers

See table opposite.

Exercise E

- 1 Elicit ideas for the notes. Then students complete individually. Monitor and give help where necessary.
- 2 Remind students of key language from the previous activities that they can use in their letters. Students should write a first draft, then exchange with a partner for comments. Monitor throughout and make notes of common errors. Give feedback.

Methodology note

You could bring in some adverts from a local paper that students could 'reply' to. Or write some simple adverts yourself for jobs that you think your students would be interested in.

Answers

Answers depend on students.

1 I would	<i>like</i>	a well-paid job.	<i>form of verb after modals (would)</i>
2 I don't	<i>want</i>	to work inside.	<i>negation of present simple vs negation of modals (would)</i>
3 He	<i>would</i>	like to leave school.	<i>no agreement between subject and modals (would)</i>
4 She wants	<i>to work</i>	for the government.	<i>form of verb after want</i>
5 Do you	<i>want</i>	to go on to college?	<i>interrogative of present simple vs interrogative of modals (would)</i>
6 I am going	<i>to finish</i>	my course in July.	<i>infinitive with to after be going</i>
7 I want to work for the government	<i>because</i>	I want to help my country.	<i>statement then reason</i>
8 What	<i>are you going</i>	to do after university?	<i>full form of be going in questions</i>

Key vocabulary

affect (v)	fur (n)	region (n)
altitude (n)	high (adj)	season (n)
autumn (n)	hot (adj)	skin (n)
bear (n)	humid (adj)	spring (n)
beautiful (adj)	leg (n)	storm (n)
climate (n)	lightning (n)	summer (n)
cloudy (adj)	lips (n)	sunny (adj)
cold (adj)	low (adj)	temperature (n)
dangerous (adj)	mild (adj)	tropical (adj)
difficult (adj)	modern (adj)	valley (n)
dog (n)	neck (n)	warm (adj)
dry (adj)	nose (n)	weight (n)
effect (n)	paw (n)	wet (adj)
fast (adj)	protected (adj)	winter (n)
foggy (n)	rain (v)	

Lesson 1: Listening

Objectives

In this lesson, students will:

- predict with *and*, *but*, *or* and *because*;
- guess spelling;
- complete the key to a map;
- learn about climate types.

Methodology note

In this lesson, during the listening activities, students will hear examples of the comparative forms of adjectives in context. Students have not formally been taught these on the course so far, but will probably be aware of them. More examples are given in the reading text in Lesson 4 and the forms are presented fully in the grammar lessons (Lessons 5 and 6). If you wish, you can focus on the examples in this lesson, or leave them until the later lessons.

Introduction

If students have done Level 1, Unit 4, they will be familiar with the following words.

animal	gorilla	pink
bear	grass	plant
bird	green	red
black	grey	sand
blue	horse	sky
brown	hot	snow
chimpanzee	human being	sun
cloud	insect	tortoise
cold	kangaroo	tree
colour	leaves	white
fish	monkey	yellow
fruit	orange	

Write the words from the table opposite on the board, or give out on a handout, and ask the students to put the words into groups of:

animals	<i>bear, bird, chimpanzee, fish, gorilla, horse, human being, (insect), kangaroo, monkey, tortoise</i>
weather	<i>cloud, cold, hot, sky, snow, sun</i>
colours	<i>black, blue, brown, green, grey, orange, pink, red, white, yellow</i>

Check pronunciation, especially stress of multi-syllable words.

Exercise A

This activity is mostly revision, so you should be able to deal with it fairly quickly.


Briefly exploit the photographs, ask students:

Where was each photo taken?

Which month(s) of the year was it taken?

Which photo do you like best?

Try to avoid the words for the seasons, as these are taught in Exercise B; unless you are sure students already know the words.

Set the task. Play  42 and pause after each word so that students can discuss which photo(s) it is in.


Elicit answers, preferably using an OHT or other visual medium of the pictures and saying each word yourself.

Transcript 42

Presenter: Unit 4: Science and Nature
Lesson 1: Listening
Exercise A. Listen. Which
photograph(s) can you see each
item in?

Voices: trees
leaves
flowers
the sea
sand
the sky
clouds
snow
rocks
people

Exercise B

- 1 Check students understand the task. They will hear four presentations or descriptions by students. Play  43. Students do not need to understand every word, and you should avoid explaining all the words at this stage. Students discuss answers in pairs. Elicit answers.
- 2 Students may be able to do this without replaying the CD. Students can write *autumn* or *fall* for photograph 1, depending on which is most useful for them. Encourage students to guess the spelling of the words, if necessary. Elicit answers.
In pairs, students take turns to describe a photo. For consolidation, students can write a description of each photo, if there is enough time.

Optional activities:

- Revise the months of the year, especially the pronunciation. Point out the spelling and pronunciation similarities with the two words *August* and *autumn*.
- Replay the descriptions with students following the transcript.

Methodology note

Don't spend too much time on this activity if your students are already familiar with the words for the months and seasons.

Students may know the word *fall* (American English) rather than the British English word *Autumn*. They can learn both forms.

Answers

- 1 autumn
- 2 summer
- 3 spring
- 4 winter

Transcript 43

Presenter: Exercise B. Listen to four descriptions by students.

Student 1: This photograph is from Russia. Um ... Russia is in Europe and Asia. The photograph shows the city of St. Petersburg in winter. There's a lot of snow and the temperature is below freezing. In Europe, winter is December to February. But it can be much longer in St Petersburg.

Student 2: This photo's from Barbados in the West Indies. As you can see, it's a beautiful day in summer. It's hot ... um ... and the sea is calm. There are only a few clouds in the sky.

Student 3: This photograph was taken in Holland. Holland is a small country in Europe. It's famous for its flowers. In the photograph, it's spring and we can see thousands of tulips, ... um ... red and yellow. In the northern hemisphere, spring starts in March and ends in May.

Student 4: This is a photograph of Vermont. Er ... Vermont is in the east of the United States. People say it's the most beautiful place in the world in autumn. This photograph shows the lovely autumn colours in a forest. In Canada and the USA, people say *fall* and not *autumn*.

Skills Check

You can do this either before or after working on Exercise C.

Ask students to close their books. Dictate the words in the Skills Check (*Bosnia, Canada, Venezuela*, etc.) and tell students to guess the spelling if they are not sure. When you have dictated all the words, ask students to open their books again, read the Skills Check and check their spelling.

Ask students which words they spelt incorrectly, and which letters they had problems with. This should confirm what they have just read in the Skills Check.

Exercise C

Set the task and give students time to look at the table. Tell students they will have to guess the spelling of some of the place names – this is an important sub-skill of listening to talks and lectures.

Play 44. Students complete individually, then compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium.

Check students know where each country is; use a world map if necessary. Discuss briefly with students if they found any of the information about the seasons surprising.

Replay the talk, preferably with students following the transcript. Discuss with students why they got some answers wrong and what information they misheard or missed completely on the first playing.

Answers

Place	Number of seasons	Other information
Islamabad, Pakistan	4	cold = Dec–Mar hot = Apr–June wet = July–Sept cool = Oct–Nov
Baga, Nigeria	2	dry = Oct–Apr wet = Mar–Sept
Nazca, Peru	2	summer = Dec–Mar winter = Apr–Nov

Transcript 44

Presenter: Exercise C. Listen to a short talk about seasons. Complete the table. Guess the spelling of each place name.

Lecturer: OK so most parts of the world have four seasons. For example,

Islamabad, which is the capital of Pakistan, has a cold season, a hot season, a wet season and, lastly, a cool season. The cold season is from December ... um ... to the end of March. And ... er ... the hot season is from the beginning of April to June ... yes ... June. Now, the wet season is from July to September. And so, finally, the cool season starts in October and ends in November. So that was Pakistan. However, some parts of the world only have [PAUSE] two seasons. For example, Baga, which is in the north of Nigeria, in Africa, has a dry season and a wet season. Um ... the dry season is from October to April. And the wet season is from May to September. Baga is in the northern hemisphere. But some places in the southern hemisphere also have two seasons. For example, Nazca in Peru [PAUSE] which is in South America, has a summer season and a winter season. The summer season is from December to March because Peru is in the southern

hemisphere. And the winter season is from April to November. Now let's look at the seasons in ...

Exercise D

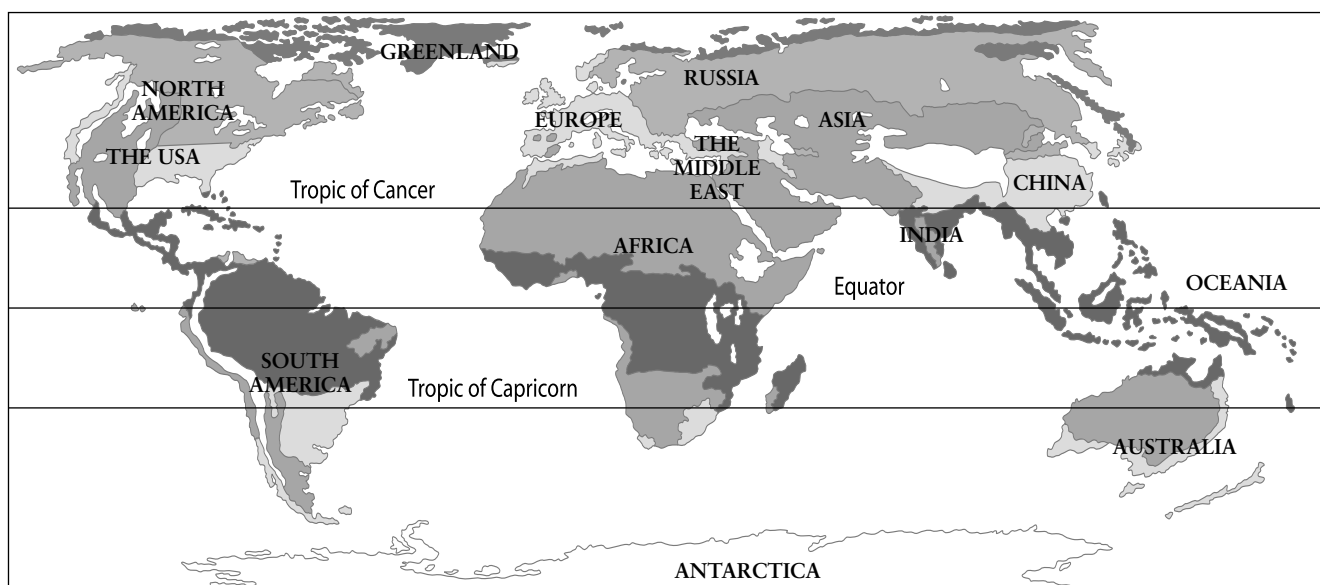
- 1 Set the task. Check pronunciation of the words *continent*, *country* and *region*, and the meaning of the word *region*. Students discuss in pairs. Elicit answers.
- 2 Set the task. Students work in pairs or small groups of three. Give them a time limit of two minutes to find all the places. Elicit answers using an OHT or other visual medium of the world map.

Answers

1

continents	countries	regions
North America	The USA	Greenland
South America	Russia	The Middle East
Europe	India	
Africa	China	
Asia	Australia	
Oceania		
Antarctica		

2 See map below.



Language note

Are there six continents or seven? It depends on what you read. The names change too! Most people in the UK now talk about Oceania, which includes Australia and the South Pacific islands, rather than calling Australia a separate continent.

different times of the year. So we must look at the normal weather in each season: summer, winter, spring and autumn. And not just one year. We need data from many years. We must look for patterns over many years.

Exercise E

Elicit ideas for the meaning of the word *climate*, but do not confirm or correct. Tell students they will hear the meaning in the lecture. Play 45. Set the task. With faster classes, you could teach the meaning of the word *pattern* as an alternative to *normal weather*. Students work in pairs.

Elicit the correct order of the words in the box.

Answers

It is the normal pattern of weather in a region over a long period of time.

Transcript 45

- Presenter:** Exercise E. Listen to the introduction to a lecture about climate.
- Lecturer:** Now, today [PAUSE], we're going to talk about climate around the world. So, world climate. Firstly, I'll give you a ... um ... a definition of climate. Then I'm going to look at the main types of climate. OK, so first, what is climate? We all know the word *weather*. Rain, and wind and sun. Is climate the same as weather? No, it isn't. Weather is part of climate, but they are not the same. Climate is connected with a particular region. It is the normal weather in a particular region. But it is more than that. Most regions in the world have seasons. Two, three or four

Exercise F

- 1 Focus students' attention on the key. Check they understand this shows the different types of climate. Try to elicit some of the missing words, but leave any the students don't know. Do not confirm or correct any of their other ideas at this stage. Set the task. Play 46. Elicit answers, preferably using an OHT or other visual medium.
- 2 Elicit ideas.

Answers

1	polar	very cold and very <i>dry</i>
	<i>continental</i>	cold and <i>humid</i>
	<i>mild</i>	warm and humid
	<i>dry</i>	hot in daytime, but <i>cold</i> at night
	<i>tropical</i>	hot and <i>humid</i>
	<i>mountain</i>	altitude affects <i>climate</i>

- 2 Answers depend on students.

Transcript 46

- Presenter:** Exercise F. Listen to the main part of the lecture. Look at the key above.
- Lecturer:** Right. That's our definition. Now, let's look at the main climate types. [PAUSE] As I said, there are six main types. Let's start with the climate at the poles. It's called the ... er ... polar type. The area around the North Pole has a polar climate. That's northern Canada, Greenland, and the northern part

of Europe and Russia. As you probably know already, the polar climate is very cold ... and very dry. Second, we have the continental climate. It is very common. Now, the continental climate is warmer than the polar climate. But it is still cold. And it is also humid. A humid climate has a lot of water in the atmosphere. The air is wet. So, that's the polar climate and the continental climate.

Next, we have the mild climate. Mild means not hot and not cold. The eastern states of the US have a mild climate. A lot of Europe has a mild climate and a few parts of southern Africa and southern and eastern Australia. [PAUSE] China also has a mild climate.

The fourth climate type is called dry. Dry, in this case, means no rain, or not very much rain. We can find this climate in all the continents. It is in the western states of the USA, and in the southern parts of South America. It's in large parts of Africa and Asia, and it is the climate of most of Australia ... Of course, deserts have a dry climate, like the Sahara desert in North Africa. Dry climates are very hot in the day, but in winter, they are very cold at night.

The fifth climate type is called tropical. Why tropical? It is the climate in many areas between the tropics – the Tropic of Cancer north of the Equator and the Tropic of Capricorn south of the Equator. The tropical climate is hot, sometimes very hot. It is also humid.

Finally, we have the mountain climate. Mountains, of course, are



high. Some mountains are very high. The height, or altitude of these mountains affects the climate. The highest mountains in the world are the Rockies in the west of the US, ... um ... the Andes in the west of the South America, then the ... er ... Alps in the centre of Europe and, of course, the Himalayas in the north of India. In these mountain areas, it is colder than the rest of the region. Why? Because the area is high above sea level.

Skills Check

Remind students how important it is to predict information when listening. Explain that they are going to learn another strategy for this.

Students read the information in the box. Check understanding.

Exercise G

Tell students this activity practises the sub-skill they have just read about in the Skills Check. Set the task. Play  47; students select the best way to complete each sentence then compare answers in pairs. Then play  48. Students correct their own answers. Go over any answers students had difficulty with.

Optional activities:

- Replay the disk with students following the transcript.
- Give out copies of the transcript with the joining words 'gapped'. Students complete the missing words.

Answers

it is still cold.	3
information about climate types.	1
not cold.	4
not very much rain.	5
the land is very high.	8
the South Pole.	2
the Tropic of Capricorn.	7
very cold at night.	6

Transcript 47

Presenter: Exercise G. Listen to the summary. Number the next piece of information in each case.

Lecturer: So, to sum up. In this lecture, we have heard a definition of climate and [PAUSE]. So ... there is a polar climate at the North Pole and [PAUSE]. We talked about the continental climate. That is warmer than the polar climate, but [PAUSE]. Third, the mild climate. Mild means not hot and [PAUSE]. What's next? It's the dry climate. Now, um, dry climates have no rain, or [PAUSE]. Deserts are obviously dry climates. They are very hot in the day, but [PAUSE]. And now the fifth climate. The tropical climate. Tropical climates are between the Tropic of Cancer and [PAUSE]. Finally, there is the mountain climate. Mountain areas have a special climate because [PAUSE]. And so there we have our six climates ...

Transcript 48

Presenter: Listen and check.

Lecturer: So, to sum up. In this lecture, we have heard a definition of climate and information about climate types. So ... there is a polar climate at the North Pole and the South Pole. We talked about the continental climate. That is warmer than the polar climate, but it is still cold. Third, the mild climate. Mild means not hot and not cold. What's next? It's the dry climate. Now, um, dry climates have no rain, or not very much rain. Deserts are obviously dry climates. They are very hot in the day, but very cold at night. And now the fifth climate. The tropical climate. Tropical climates are between the Tropic of Cancer and the Tropic of Capricorn. Finally, there is the mountain climate. Mountain areas have a special climate because the land is very high. And so there we have our six climates ...

Closure

Ask students to choose one of the six climate types. Play 48 again and ask students to listen for the information about their climate type only.

In groups of six, students tell each other about their climate type. For a home assignment, students can write about one or more of the climate types. They should describe the climate and say which continents, countries or regions have this particular climate. Alternatively, students can write a simple description of the climate of their own country.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- talk about human adaptation to climate;
- take part in a tutorial.

Introduction

Before students open their books, find out how much they know about the Inuit and the Masai people. It's possible that students may know the word *Eskimo* for the Inuit people, but this word is no longer generally acceptable.

Ask students to look at the photos and the captions. Encourage students to guess the meanings and pronunciation of some of the caption words. You can point out some pronunciation points, such as:

- Two words with *oo*: *hood* and *igloo* – but the pronunciation is different.
- *Spear* rhymes with *ear*, *dear*, etc., and not *sea*, *teach* or *learn* or *wear*.
- *Mud huts* have the same vowel sound in each word.

These words are useful for this lesson. However, students do not need to learn these words unless they want to. Write some questions on the board for students to discuss in pairs, for example:

- *Which region would you like to visit? Why?*
- *Which region is the most beautiful?*

Remind students of the meaning of the word *region* (taught in the previous lesson).

Exercise A



Drill some of the questions, reminding students about intonation. Check understanding of the phrase *sea level*. Then students ask and answer in pairs.

Elicit some of their ideas.

Answers

Answers depend on students – you might like to return to these questions at the end.

Exercise B

- 1 Revise the meaning of the word *region*. Ask students to study the handout about a tutorial. Tell them not to worry if they don't understand every word, they will be explained later. If you haven't already done so, find out how much students already know about the Inuit and Masai people. Set the task. Play  49. Students discuss answers in pairs. Elicit answers.
- 2 Set the task for pairwork. Students should recognize the definition for climate, as they worked on it in the previous lesson. Point out that *change* can be a verb or a noun. If you are short of time, ask half the class to find the words for a–d and the other half to find the words for e–g. Before you elicit answers, play  49 again, and ask students to listen to the pronunciation of the highlighted words. Now elicit answers and help with pronunciation of the target words.

Answers

- 1 Extra information: *Room B7; other living things in the region.*
- 2 a. climate
b. tutorial
c. faculty
d. environment
e. adapt
f. geography
g. living things

Transcript 49

Presenter: Lesson 2: Speaking

Exercise B. Listen to a tutor. Look at the handout on the right.

Tutor: Don't forget that we have our second tutorial on Wednesday ...

what's the date? ... The 15th? Yes, Wednesday the 15th. It's at three o'clock. The topic this week is ... let me see ... 'How do humans adapt to their environment?' OK. So, think about that question and do some research before the tutorial. I want you to look at either the Inuit of Northern Canada, or the Masai of East Africa. Find out about their region and, in particular, research the geography of the region and the climate. OK, so that's next Wednesday 15th at three. How do humans adapt to their environment? See you then.


Exercise C

Tell students they are now going to listen to the tutorial from the handout in the previous exercise.

Remind students about the tutorial question (you could possibly elicit it with the tutorial information covered) and write it on the board:

How do humans adapt to their environment?

Underline the words *adapt* and *environment*. Ask students to tell you the meanings from Exercise B. Ask students to study the map and the table and check they understand all the headings. Point out the noun *adaptation* from the verb *adapt*. Ask students to spend a minute in pairs, discussing possible answers for each heading, but do not confirm or correct at this point. For example, under the heading *climate*, students could say 'very cold'.

Play  50. Students complete the table individually, then compare answers in pairs. Remind students to guess the spelling of any words they are not sure of. They should also not worry too much about understanding every word.

Provide feedback by showing an OHT or other visual medium of the completed table of notes. Students self-correct their work. Go over any answers students found difficult. Ask students to find examples of each adaptation in the photographs from the beginning of the lesson.

Answers


geography	<i>N. Canada, Greenland flat, low, ice sheet = ice on sea</i>
climate	<i>v. cold, -75°C! snow from late Aug to Apr</i>
other living things	<i>polar bears, seals, whales, no trees, small bushes</i>
adaptation	<i>thick clothes from animal skins houses from ice</i>

Transcript 50

- Presenter: Exercise C. Listen to part of the tutorial. Make notes about the Inuit in the table on the right.
- Tutor: Right. Anja. So what can you tell us about the Inuit?
- Anja: OK, well, first, geography. They live in Northern Canada and in Greenland. The area is very flat and low. It is only a few metres above sea level. Some of it is an ice sheet.
- Student 1: Sorry. What does that mean?
- Anja: It's a large area of ice on top of the sea.
- Tutor: OK. Go on.
- Anja: Right. The Inuit live in a polar climate so it is very cold. It snows from late August to April.
- Tutor: Interesting.
- Anja: Oh, I forgot to say. The temperature in winter sometimes goes down to minus 75.
- Student 1: Sorry. What did you say?
- Anja: Minus 75.
- Student 2: Minus 75! That's freezing!
- Tutor: What other living things are in their environment?
- Anja: Well, there are polar bears, seals

- and whales. There aren't any trees and there are only a few bushes.
- Tutor: So how do they adapt to their environment?
- Anja: Well, there are two main ways. Firstly, they have very thick clothes. They make coats and hats from fur. The fur comes from polar bears. And they make boots from seal skin. And secondly, they live in houses called igloos. They make the houses from ice but they are very warm.
- Tutor: Anything else?
- Anja: Um. Yes, they use the dogs from the region. The dogs pull sledges on the snow.
- Student 1: What are sledges?
- Anja: They are carts, but they don't have wheels.

Exercise D

- 1 Ask students to complete as many sentences as they can. It does not matter if they cannot do all of it at this point. Do not elicit answers.
- 2 Refer students to the Skills Check. After they have read the information, you may need to explain the following:
Go on = continue
Anything else? = is there one more thing/point?
 Then allow students to check their answers from question 1.
- 3 Before you ask students to practise, play  50 again. If you wish, you can pause after the sentences containing the target language from the Skills Check. Ask students to repeat the sentences. Remind students to use polite intonation for the questions. In particular, help them with the phrase *anything else?*
 Students practise in pairs. Monitor and give feedback.

Answers

- S1: Right. So what can you *tell us about* the Inuit?
 S2: OK, well, first, geography.
- S1: Some of the land is an ice sheet.
 S2: Sorry. What is *an ice sheet*?
 S1: It's a large area of ice on top of the sea.
- S2: OK. *Go on*.
 S1: Right. The Inuit live in a polar climate so it is very cold.
- S1: Oh, I forgot *to say*. The temperature in winter sometimes goes down to minus 75.
 S2: Sorry. What did *you say*?
 S1: Minus 75.
- S1: So how do they adapt to their environment?
 S2: Well, there *are two main ways*. Firstly, they have very thick clothes. Secondly ...
- S1: Anything *else*?
 S2: Um. Yes, they use the dogs from the region.

Exercise E

- 1 Students read the information about the geography of the Masai. Ask questions (or write them as prompts for students to ask and answer in pairs):
Where do the Masai come from/live? or *Which countries are the Masai from?*
Which continent do Kenya and Tanzania belong to?
Are there any mountains?
What does 'valley' mean?
 Elicit full sentences for each answer, i.e., as if giving sentences for a presentation.

Optional activity:

- In pairs or small groups, students practise presenting the information so far (about the geography of the Masai region).
- 2 Divide the class into groups: A and B.
 Group A = climate

Group B = living things

Photocopy and distribute the texts on page 89.

Make sure students read their allocated text only.

Go round and give help with understanding the texts where necessary.

Ask students to practise making sentences from the notes. Remind students to use phrases from the Skills Check, for example:

There are two main ways ...

Again, give help where necessary.

Exercise F

Redivide the class into new groups so you have two or three students from Groups A and B in each. Students should exchange information about adaptations to climate and living things in the Masai regions. Remind students to use questions and phrases from the Skills Check.

Answers

Model tutorial

T: Right. Bruno. So what did you find out about the Masai?

B: OK, well, first, geography. They live in Kenya and Tanzania in East Africa. The area is very flat. It is part of the Nile valley.

S1: What does *valley* mean?

B: It's a low area between two hills or mountains. It sometimes has a river.

T: OK. Go on.

B: Yes. The Masai live in the tropics, but the area is very high. It is around 2,000 metres above sea level.

T: So does it get very hot?

B: Well, the temperature goes up to 30 degrees Celsius in the summer.

T: OK.

B: Oh, I forgot to say. It rains a lot, too.

T: What other living things are in their environment?

B: Well, there is grass. There aren't many trees and there are only a few bushes.

T: So how do they adapt to their environment?

B: Well, there are three main ways. Firstly they wear thin clothes in summer. Secondly, they live in huts. They make the huts from mud.

S2: What is mud?

B: It's earth with water. Mud huts are cool in the summer. Finally, there are thousands of cows in the valley. The cows are very important. They give the Masai milk and meat.

T: Anything else?

B: Yes. The cows move to different parts of the valley in summer. The Masai follow the cows.

Optional activity:

In addition to, or instead of the tutorial about the Masai, students can research and make notes about a region in their country. They can then role-play a tutorial on that topic.

Closure

Give feedback on how students performed in the tutorial activity.

You could ask students to write about the Masai for homework for consolidation.

PHOTOCOPIABLE

	details	adaptations
climate	tropics, but high (2,000 m above sea level); max temp in sum: 30°C; rains a lot	wear thin clothes in summer live in mud huts – cool in summer, warm in winter (mud = earth and water)

	details	adaptations
other living things	grass, not many trees or bushes cows – they move in different seasons	get milk and meat from the cows; follow the cows from one place to another

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- develop vocabulary related to weather;
- use the preposition *like*;
- say *the*;
- start a conversation about the weather.

Introduction

Choose one of the following:

- Revise information from Lesson 1. In pairs or small groups, students try to remember the names of the six climate types and the kind of weather for each type:
Polar – very cold and dry
Continental – cold and humid
Mild – not hot, not cold
Dry – hot, not much rain
Tropical – hot and humid
Mountain – cold
- Revise information from Lesson 2. In pairs or groups, students try to remember as much information as they can about the Masai or the Inuit.

Exercise A

This activity practises some of the language taught already and also prepares students for the conversations they are going to listen to later. It also demonstrates that the phrase *be like* can be used with any tense – e.g., *is like*, *was like*, *will be like*.

Elicit one or two possible answers for each question, making sure that students don't say *It's like ...* Don't concentrate on the question form as this is dealt with in detail next.

Monitor and give feedback.

Answers

Answers depend on students – and the weather!

Exercise B

- 1 Focus on the Skills Check and give students a minute to read it. Tell students that *like* can be a verb or a preposition and write the following sentences on the board:

Do you like hot weather? (v)

What's your tutor like? (prep)

Refer students to the word box and set the task for individual work and pairwork checking. Feed back, checking pronunciation of weather words once more.

Show which nouns can become adjectives by adding *-y*:

cloud – cloudy

sun – sunny

fog – foggy

wind – windy

Some people may also say *rainy* and *snowy*.

However, the adjective from *rain* is usually *wet*.

Ask students which two weather words are both nouns and verbs? (*rain*, *snow*).

- 2 Give students a minute or two to look at the pictures, but don't ask any questions about them yet. Focus on the example question and answer. Say the question for the class. Using a visual medium of the photos in the Course Book, or holding the book up, ask the question: *What's the weather like?* Elicit the correct answer for two or three of the photos until students have got the idea. Check students understand the task. Students work in pairs. Monitor and check students are using the question correctly. Check also that students do not use *like* in the answer. Now elicit answers, helping with pronunciation where necessary, for example: *cloudy*, *snowing*, *foggy*, *raining*. Drill some of the sentences if you wish.

Answers

- cloudy (adj)
cold (adj)
dry (adj)
foggy (adj)
hot (adj)
raining (v)
snowing (v)
stormy (adj)
sunny (adj)
wet (adj)
windy (adj)
- Possible answers:
Photo 1: It's foggy.
Photo 2: It's windy/sunny/dry.
Photo 3: It's hot/sunny/dry.
Photo 4: It's snowing./It's cold.
Photo 5: It's raining./It's wet./It's cold.

Exercise C

Refer students to the questions in Exercise A. Set the task. Students complete individually. Write each question on the board and elicit correct answers.

Answers



- What's the weather like today?
- What was the weather like last weekend?
- What will the weather be like tomorrow?

Optional activity:

Students select a photo and then say or write at least three sentences about it. Their partner has to work out which photo they are describing, for example:

The sky is blue. There are one or two clouds in the sky. It isn't windy. It's sunny and warm. (Photo 3)

Exercise D

- Ask students to try to predict the questions and answers from the conversation. Do not confirm or correct. Play  51.
- Play  52, pausing after each line. Students listen

and repeat. Make sure students attempt the correct intonation for each question, and use the appropriate short forms and weak forms.

- Students practise the dialogue in pairs. Monitor and give feedback.

Make sure students use appropriate intonation patterns for the exclamations:

- It's great!* (wonderful/terrible)
- You're lucky!* (crazy)
- It's pouring!* (snowing/freezing/boiling)

You can teach a few other expressions if there's time (see words in brackets above).

- Check students understand what to do and, if necessary, demonstrate the activity with one of your stronger students. Once again, monitor and give feedback.

For consolidation, ask students to write out a conversation giving true information. This can be done in class or for homework.

Transcript 51

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise D1. Listen. Follow the conversation in the pictures.

A: Hi. How are things?

B: They're good, thanks.

A: What's the weather like with you?

B: Oh, it's great. Very warm and sunny.

A: You're lucky! It's terrible here.

B: Why? Is it raining?


A: Yes, it is. It's pouring!

B: Oh, dear.

Transcript 52



Presenter: Exercise D2. Listen and repeat.
[REPEAT OF 51]

Exercise E

Give students time to read the questions for each conversation. Play  53. In pairs, students ask and answer in pairs. Elicit answers.

Optional activities:

You can exploit the conversations further in many different ways. Here are a few ideas:

- Replay  53 with students following the transcript.
- Students practise the conversations using the transcript or from prompts on the board. Or provide A's part of each conversation only, students have to remember B's part.
- Give students a gapped version of the transcript with some of the verbs missing. Students fill in the verbs, then listen to  53 to check.

Transcript & answers

Transcript 53

Presenter: Exercise E. Listen to some conversations. Answer the questions about each conversation.
1

A: What's the weather forecast for the weekend?

B: Well, it's going to be cloudy on Saturday.

A: Oh, no! What about Sunday?

B: It's going to rain, I'm afraid.

A: Typical! It always rains at the weekend!

2

A: Does it often snow in London?

B: No, it doesn't, but it often rains.

A: What's the average temperature in the summer?

B: I'm not sure. About 17 degrees, I think.

3

A: Bulent. What's the climate like in your country?

B: Well, in the summer, it's hot, and there isn't much rain.

A: What about in the autumn or the winter?

B: In the winter, it's sometimes very cold.

4


A: It's getting colder.

B: Yes, it is. Winter's nearly here.



A: It's dark at five in the evening now.

B: I hate the winter.

Pronunciation Check

Focus students' attention on the Pronunciation Check. Play  54 of the examples and ask students to repeat.

Set the task – does *the* have the sound 1 or 2?

Play  54 for students to check their ideas. Play  54 again; students repeat each sentence.

Answers

What's the forecast for the weekend? (1, 1)

What's the average temperature in the summer? (2, 1)

What about in the autumn? (2)

It's dark at five in the evening now. (2)

Transcript 54

Presenter: Pronunciation Check.
Listen and Check.

Voice: What's the forecast for the weekend?


What's the average temperature in the summer?

What about in the autumn?

It's dark at five in the evening now.

Skills Check

Students study the Skills Check. Ask students if they talk about the weather much in their culture or if this is something that only the British do. Students say the example expressions.

Play  55 for students to listen to different ways of continuing the conversations. Students practise starting and continuing conversations in pairs. Monitor and give feedback.

Transcript 55

Presenter: Skills Check. Listen to the start of some conversations.

A: It's nice today.

B: Yes, it is. Lovely ...

A: Is it raining outside?

B: I'm afraid so. It's horrible ...

A: What a lovely day!

B: It is. It's beautiful! Much better than ...

Closure

Choose one of the following:

- Ask students individually to make a list of three words that were difficult to pronounce in this lesson (in their opinion). Next students should compare with their partner and agree on three words between them. Ask two or three pairs for their lists of 'difficult' words. Practise pronunciation of the students' chosen words with the whole class.
- For monolingual classes, write two or three sentences on the board, for example:
What's the weather like today?
What a lovely day!

In pairs, students discuss the best translation into their language. If students don't all share the same first language, groups of students with the same native language can discuss the translations.

Lesson 4: Reading

Objectives

In this lesson, students will:

- use an introduction to predict topics and the order of topics;
- read a text with an introduction and separate topics;
- learn about animal adaptation.

Introduction

Revise these words from previous lessons in this unit, using flashcards:

- *environment*
- *climate*
- *region*
- *snow*
- *leaves*

Tell students they will learn a little about *climate change* in this lesson. Briefly discuss with the class what this phrase means.

Exercise A

Revise the meaning of the words *adapt* and *adaptation* again, if necessary. Then ask students to read the Skills Check.

Set the task, checking students know which parts of the text are the headings and the introduction. (Although not marked as such in this text, the first paragraph is the introduction.)

Do not elicit answers. However, you can check understanding of words such as *environment*, *behaviour* and *consider*.

Students read the rest of the text and check their ideas. Tell students not to worry about reading and understanding every word. You can now elicit the answers.

Answers

- 1 animal adaptation in general
- 2 polar bears
- 3 giraffes
- 4 climate change

Exercise B

Ask students to discuss the question in pairs. Avoid pre-teaching vocabulary such as *paws*, *fur*, etc., as students will have the opportunity to work out the meanings from context later. For this reason, it is probably better not to elicit ideas for this activity.

Answers

Answers depend on students.

Exercise C

Set the task. If students find it difficult, write the answers on the board in the wrong order so that it becomes a simpler matching exercise. Another idea is to give students the first letter of each answer.

Students complete individually, then compare answers in pairs. Give further examples of each word, if necessary. Elicit the part of speech for each word.

Answers

- 1 survive (v)
- 2 camouflage (v)
- 3 reach (v)
- 4 protected (adj)
- 5 shell (n)
- 6 survival (n)

Exercise D

- 1 Set the task – students should be able to find the relevant paragraph for their animal without you telling them. Students should use the text and the photos to work out the meanings of the animal parts of the body. Monitor, while students make notes and give help where necessary. You may need to help students with *thorns*, *spread their weight*.
- 2 In pairs, students explain how their animal has adapted to its environment. They should only use their notes for this and not simply read out chunks of the text. Students can use the photographs or mime to help them explain the adaptations. Use an OHT or other visual medium to show the notes for the body parts.

Answers

Polar bears:

White fur – difficult to see in snow

Thick fur – warm

Big paws – walk on snow, help to swim

Nose – close for swimming

Giraffes:

Brown/yellow skin – difficult to see

Long, thin legs – cool

Long necks – eat leaves from high trees, see lions and leopards in distance

Thick lips – thorns do not hurt

Exercise E

Students discuss the question in pairs. Elicit ideas.

Answers

Possible answer:

Animals can't adapt their bodies quickly. Humans can use machines and other equipment to help them.

Exercise F

This activity focuses on adjectives and comparatives. They are dealt with in more detail in the following (writing and grammar) lessons.

Students discuss the first question in pairs. Elicit answers. Remind students that adjectives come before a noun and after the verb *be*.

Students then find the further examples individually. After a couple of minutes, they can compare answers. Elicit answers.

Optional activity:

Ask students to divide the adjectives into sets, e.g., colours, size.

Answers

- 1 warm, cool = adjectives
stronger, faster, more protected = comparative adjectives
- 2 better
taller
thick
white
difficult
big
good
high
brown
yellow
long
thin
cool
thicker
cooler

Closure

Ask students to read the text again for homework. Tell students which words from the lesson they should learn.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will use different types of comparatives:

- one syllable adjectives;
- multi-syllable adjectives;
- irregular.

Introduction

Ask students to reread the text from the previous lesson *Adapting to the environment*. If you didn't have time to do the final activity on adjectives, it would be useful to do it now.

Exercise A

It is important that students realize that not all words ending *-er* are comparative adjectives. This activity highlights that fact.

Students work in pairs. Elicit answers.

Answers

- 1 better, cooler, faster, stronger
- 2 consider (v), danger (n), summer (n), winter (n)

Exercise B

- 1 Set the task. Tell students to do as many as they can and not worry about the other words. Make sure the Skills Checks are covered. Do not elicit answers.
- 2 Ask students to read the Skills Checks and then correct their own work. Write the correct answers on the board for a final check, if necessary. Recap the rules for forming comparative adjectives by eliciting and rebuilding the information from the Skills Checks on the board with the Skills Checks covered once again.

Answers

a. fast	<i>faster</i>
b. tall	taller
c. thick	thicker
d. cool	cooler
e. cloudy	cloudier
f. big	bigger
g. protected	more protected
h. dangerous	more dangerous
i. good	better
j. bad	worse

Exercise C

Remind students about the information they learnt about the Inuit and the Masai from Lesson 2. If you wish, you can allow them a moment or two to go back and reread the information and look at the pictures, or use a visual medium.

Check students understand the heading in the table. Go over the example. Set the task for individual completion. Monitor and give help where necessary.

Ask a few students to read out one of their sentences, then write them on the board for the rest of the class to compare with their own.

Optional activities:

More able students can be encouraged to add the words *much* or *a lot* to their sentences: *The Inuit town is much/a lot colder than the Masai town.*

Students can compare the towns to their own country or city: *Mexico City is much higher than the Inuit town.*

Answers

Possible answers:

The Inuit town is colder than the Masai town.
It is lower than the Masai town.

It is drier than the Masai town.
 The Masai town is warmer/hotter than the Inuit town.
 It is wetter than the Inuit town.
 It is sunnier than the Inuit town.

Exercise D

- 1 Elicit the location of the two countries Greenland and Kenya. Revise the meaning of *humid* and *protected*. Students discuss the question in pairs. Elicit answers.
- 2 Students complete individually, then compare answers. Elicit answers. Emphasize students must use the word *than* when using comparatives. It is a very common error to miss it out.
- 3 Elicit one or two questions as examples. Then set the task. It can be done as a written activity or students can discuss in pairs. Elicit answers.
- 4 Set the task. Students complete individually, then compare answers in pairs. Elicit answers. Drill some of the sentences.
- 5 Elicit some of the questions as examples. Then students can continue in pairs. Monitor and give feedback on any questions students had difficulty with.

Answers

- 1 To compare two things.
- 2 **Table 1: Comparatives with short adjectives**

Greenland	<i>is</i>	colder		<i>than</i>	Kenya.
Giraffes	<i>are</i>	faster			elephants.

Table 2: Comparatives with longer adjectives

Kenya	<i>is</i>	<i>more</i>	humid	<i>than</i>	Greenland.
Elephants	<i>are</i>		protected		giraffes.

- 3 Is Greenland colder than Kenya?
 Are giraffes faster than elephants?
 Is Kenya more humid than Greenland?
 Are elephants more protected than giraffes?
- 4 Answers depend on students.
- 5 Answers depend on students.

Exercise E

Students discuss questions 1 and 2 in pairs. Elicit answers.

Do the first answer with the class as an example. Students discuss the remaining sentences in pairs. Elicit ideas.

Refer students back to the reading text in Lesson 4. Ask them to find examples of 'unfinished' items in the text:

Paragraph 2:

Some animals are faster. (than other animals)

Some animals have better camouflage ... (than other animals)

Some animals are taller ... (than other animals)

Some animals are more protected ... (than other animals)

Better adapted animals live ... (longer than other animals)

Paragraph 5:

They can wear thicker clothes or make their houses cooler ... (than animals can)

Answers

- 1 We don't say the last part of the sentence. It's obvious what we're talking about.
- 2 a than other people
 b than other plants
 c than other dogs
 d than my friend
 e than animals
 f than humans

Closure

Dictate some adjectives from the lesson. Students must write the comparative. For example:

T: *happy*

Ss write: *happier*

T: *protected*

Ss write: *more protected*

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- use *only* and *also*;
- write a comparison of two kinds of animals.

Introduction

Spend a few minutes revising the information students learnt in Lesson 1 about climates.

Exercise A

The sentences are all extracts from Lesson 1.

- 1 Check the meaning of the word *bushes*. Students met this word in Lesson 2. Set the task. Students complete individually, then compare answers in pairs. Elicit answers.
- 2 Elicit answers.
- 3 Elicit answers.
- 4 Give students time to read the rules and discuss in pairs. Do not elicit.
- 5 Elicit answers to question 4 after students have studied the Skills Check.

Answers

- 1 There are only a few bushes in the area.
Some parts of the world only have two seasons.
The region is cold and it is also humid.
Baga has two seasons and Nazca also has two seasons.
- 2 only
- 3 also
- 4 c

Exercise B

This exercise will check students have understood the information in the Skills Check. Set the task and go over the example. Students complete individually, then

compare answers in pairs. Show the correct answers on the board using an OHT or other visual medium, so that students can check their own work. Refer students back to the Skills Check once again if they had problems.

Answers

- 1 *Jungles are only in tropical climates.*
- 2 In some regions it only rains in winter.
- 3 Tigers only live in Asia.
- 4 There are only about 1,500 tigers in India.
- 5 We only find Giant Pandas in China.
- 6 Pandas only eat the leaves of one plant.
- 7 The temperature is only 2°C today.
- 8 There are only a few rivers in Australia.

Exercise C

Repeat the procedure for Exercise B.

Answers

Possible answers:

- 1 *Some snakes are dangerous. Some insects are also dangerous.*
- 2 It rains in autumn. It also rains in winter.
- 3 We studied animals. We also studied insects.
- 4 The climate is hot. It is also humid.
- 5 The animals live in Europe. They also live in China.
- 6 It was cloudy yesterday. It was also cold.
- 7 Giraffes have long legs. They also have long necks.
- 8 The paws of polar bears help them walk on snow. They also help them swim.

Exercise D

This can be done as a test, in class or for homework. If done in class, take in the students' books at the end and mark them. Make a note of the problem areas, using the grid below.

This activity is a little different from other units as all the individual sentences combine to form a model text for Exercise E.

If possible, show photographs of African and Indian elephants.

Answers

1 There	<i>are</i>	two main kinds of elephant.
2 African elephants	<i>live</i>	in tropical climates in central and south Africa.
3 Asian elephants	<i>also live</i>	in tropical climates in India and southeast Asia.
4 Both kinds of elephant are	<i>grey.</i>	
5 There	<i>are only</i>	about 10,000 African elephants ...
6 ... and 30,000	<i>Asian elephants.</i>	
7 African elephants are	<i>heavier</i>	than Asian elephants.
8 They are also	<i>taller.</i>	
9 Asian elephants have	<i>smoother</i>	skins.
10 Their ears are	<i>smaller.</i>	

Exercise E

Revise the vocabulary and information students learnt about polar bears from Lesson 4.

Set the writing task. Ask students:

What are you going to write about? (two kinds of bears)

What kind of bears? (polar and brown bears)

What's the word for writing about two things? (comparison)

Remind students about the work they did on comparing two things earlier in the lesson.

- 1 Check or elicit the meanings of the headings in the table. Give students a minute or two to study the information in the table. Ask a few questions to check understanding:

Where do polar bears live?

What about brown bears?

How many polar bears are there?

How much do brown bears weigh?

In pairs, students discuss some of the similarities and differences. Elicit ideas. Write one or two sentences on the board that students could use in the next writing stage.

- 2 Focus students' attention on the example sentence for starting the essay. Ask them to copy it and then continue. Elicit one or two more sentences, if you wish, and write them on the board. Students continue, either in class or for homework. If in class, monitor and give help where necessary.

Methodology note

This activity could be done as an information gap activity. Divide the class into pairs, with the Course Book closed. Give information about polar bears to Student A and information about brown bears to Student B.

Elicit and practise the questions needed to find out the information (see example questions in Exercise E, question 1 above).

Closure

Give feedback on common errors noted when monitoring.

Key vocabulary

above (<i>prep</i>)	into (<i>prep</i>)	right (<i>adv</i>)
ago (<i>adv</i>)	Jupiter (<i>n</i>)	rock (<i>n</i>)
away from (<i>prep</i>)	left (<i>adv</i>)	Saturn (<i>n</i>)
behind (<i>prep</i>)	length (<i>n</i>)	the Solar System (<i>n</i>)
below (<i>prep</i>)	liquid (<i>n</i>)	solid (<i>n</i>)
between (<i>prep</i>)	Mars (<i>n</i>)	south (<i>adj</i>)
bottom (<i>adj</i>)	Mercury (<i>n</i>)	the Sun (<i>n</i>)
deep (<i>adj</i>)	the Moon (<i>n</i>)	top (<i>adj</i>)
depth (<i>n</i>)	near (<i>adj</i>)	towards (<i>prep</i>)
the Earth (<i>n</i>)	Neptune (<i>n</i>)	under (<i>prep</i>)
east (<i>adj</i>)	next to (<i>prep</i>)	Uranus (<i>n</i>)
far (<i>adj</i>)	north (<i>adj</i>)	Venus (<i>n</i>)
hemisphere (<i>n</i>)	old (<i>adj</i>)	west (<i>adj</i>)
in front of (<i>prep</i>)	out of (<i>prep</i>)	wide (<i>adj</i>)
in the centre (<i>prep</i>)	over (<i>prep</i>)	width (<i>n</i>)
in the corner (<i>prep</i>)	planet (<i>n</i>)	young (<i>adj</i>)

Lesson 1: Listening

Objectives

In this lesson, students will:

- recognize key words;
- recognize superlatives;
- understand prepositions of location and movement;
- use diagrams to record information;
- learn about planets and eclipses.

Introduction

If students have done Level 1, Unit 5, they will be familiar with the following words.

airport	desert	join
art gallery	east	jungle
boat	flat	lake
bus station	flow	left
cathedral	forest	million
closed	hundred	mountain
coast	Internet café	museum
country	island	north

open	street	turn
railway station	swimmer	village
range	take	visit
restaurant	thousand	waterfall
right	toilet	west
river	tourist	zoo
shopping mall	tourist office	
south	town	

Write the words in the table below on the board, or give out on a handout, and ask the students to put the words into groups of:




natural features	<i>coast, desert, forest, island, jungle, lake, mountain, river, waterfall</i>
places in town	<i>airport, art gallery, bus station, cathedral, Internet café, museum, railway station, restaurant, shopping mall, street, toilet, tourist office</i>

Check pronunciation, especially stress of multi-syllable words.

- Dictate geographic/natural features and get students to draw something. This should work for *mountain, river, island, lake, coast* and *waterfall*.

- Elicit the names of the continents.
- Ask students to put some or all of the words into sentences.

Exercise A

- 1 The idea is for students to predict (or guess) the pronunciation of the words for some of the answers. If they are not very good at it, don't worry. Stop the activity and move on to the next stage. Accept any reasonable answers, but don't spend time on practising pronunciation.
- 2 Set the task. Play  56
- 3 Students are going to hear example sentences with the prepositions *next to* and *between*. They should already be familiar with these words, but this activity checks understanding. Set the task and go over the example. Play  57. Students can point to the correct answer in Figure 1, or you can elicit.
- 4 Check students understand the task. After playing sentence 2, *The nearest planet to the Sun is Mercury*, focus on the word *nearest*. Write on the board:
near – nearer – nearest
Elicit from the class that *near* is an adjective. Check the meaning, if necessary. *Nearer* is the comparative form. Tell students that later in this lesson and unit they will look at more superlatives, such as *nearest*.
Play  58. You can pause and elicit answers after each sentence from the whole class. Or you can ask students to turn to their partner and say the answer. Then play the ending so students can check.

Methodology note

- 1 We usually use the definite article with the word *Earth*, for example in this lesson – *the Earth's core*. However, students may notice we talk about *life on Earth*. In this example, the article is omitted. The phrase *on Earth* is an expression which does not use the article. See more examples of this use in Lesson 6.

- 2 The word *near* can be a preposition, an adverb or an adjective. In the sentences in this lesson, it is an adjective.

Answers

1/2 Answers depend on students.

- 3 1 Mercury
2 Venus
3 Uranus
4 Saturn
5 the Earth
- 4 1 the Sun
2 Mercury
3 Mars
4 Saturn
5 Jupiter
6 Uranus
7 Venus
8 Mercury

Transcript 56

Presenter: Unit 5: The Physical World

Lesson 1: Listening

Exercise A2. Listen and check.

Voices: planets
Jupiter
Mars
Mercury
Neptune
Saturn
The Earth
The Sun
Uranus
Venus

Transcript 57

Presenter: Exercise A3. Listen and point to the item in each case.

- Voice: 1 It's next to the Sun.
2 It's between Mercury and the Earth.
3 It's next to Neptune.
4 It's between Jupiter and Uranus.
5 It's between Mars and Venus.

Transcript 58

Presenter: Exercise A4. Listen and complete each sentence with a name from Figure 1.

- Voice:**
- 1 At the centre of the solar system is [PAUSE] the Sun.
 - 2 The nearest planet to the Sun is called [PAUSE] Mercury.
 - 3 The fourth planet from the Sun is called [PAUSE] Mars.
 - 4 There is a large planet with rings. It is called [PAUSE] Saturn.
 - 5 The largest planet in our solar system is [PAUSE] Jupiter.
 - 6 The planet between Neptune and Saturn is called [PAUSE] Uranus.
 - 7 The planet next to Mercury is called [PAUSE] Venus.
 - 8 The smallest planet is called [PAUSE] Mercury.

Skills Check 1

The Skills Checks can be dealt with at any appropriate point during or after Exercise A.

Ask students to read the information. Ask one or two questions to check understanding.

Go through the other planet names, checking stress and similar letter combinations, i.e.,:

<u>V</u> enus	<u>m</u> en (This pronunciation is wrong because the word is irregular.)
<u>E</u> arth	<u>h</u> ear <u>d</u> (not ear)
M <u>a</u> rs	ca <u>r</u> s
<u>S</u> aturn	sa <u>t</u>
<u>U</u> ranus	<u>u</u> niversity
<u>N</u> eptune	ke <u>p</u> t

Skills Check 2

The information in this Skills Check can be covered after Exercise A4, or before Exercise C.

Remind students that they learnt about comparative adjectives in the previous unit. In this unit, they will practise superlative adjectives. Go over the information. Say the example sentences with the class and elicit the pronunciation of the *-est* ending /ɪst/.

Write the three forms of the adjectives on the board (see below).

Elicit the forms of some more adjectives and elicit the three forms. Add them to the board, for example:

Adjective	Comparative	Superlative
<i>small</i>	<i>smaller</i>	<i>the smallest</i>
<i>deep</i>	<i>deeper</i>	<i>the deepest</i>
<i>large</i>	<i>larger</i>	<i>the largest</i>
<i>long</i>	<i>longer</i>	<i>the longest</i>
<i>tall</i>	<i>taller</i>	<i>the tallest</i>

Methodology note

This looks like information for a speaking lesson, but it is a key skill in listening. Unless you can predict the sound of words that you are likely to hear in a lecture, you will not recognize them when they occur.

Exercise B

- 1 Focus students' attention on Figure 2. Elicit or explain that it is a diagram of 'inside' the Earth. Tell students they should 'guess' the pronunciation of the words in the diagram as they did in Exercise A; refer them back to the Skills Check again, if necessary. After a minute or two, elicit the pronunciation; perhaps by pointing to the words (write them on the board.) However, do not confirm or correct.
- 2 Play 59. Then ask students if they guessed correctly in the previous activity or not.

- 3 This activity further checks/teaches the meaning of prepositions of place. Set the task. Play 60.
If you prefer, you can elicit answers or ask students to write them down.

Give further practice or check understanding, if necessary, by questioning as follows:

- *Where's the inner core?* (at the centre of the Earth)
 - *Where's the outer core?* (above the inner core)
 - *Where's the mantle?* (below the crust)
 - *Where's the outer core?* (it's between the crust and the outer core)
- 4 Check students understand the task and go over the example. Play 61, pausing before the ending of each sentence is given. You can simply elicit answers from the whole class, or ask students to give the answer to their partner. When they have done this, play the end of the sentence so they can check. Try to avoid giving the answer yourself so that students really have to listen independently in order to hear the correct answer.

Answers

- 3 the inner core
the outer core
the mantle
the outer core
- 4 1 the crust
2 the inner core
3 outer core
4 the mantle
5 outer core
6 crust

Transcript 59

Presenter: Exercise B2. Listen and check.

Voice: the Earth
the crust
the inner core
the mantle
the outer core

Transcript 60

Presenter: Exercise B3. Listen and point to the part in each case.

Voice: It's at the centre of the Earth.
It's above the inner core.

It's below the crust.

It's between the inner core and the mantle.

Transcript 61

Presenter: Exercise B4. Listen and complete each sentence with a word or phrase from Figure 2.

- Voice:** 1 The top part of the Earth is called [PAUSE] the crust.
2 The centre of the Earth is called [PAUSE] the inner core.
3 Next to the inner core is the [PAUSE] outer core.
4 Between the crust and the outer core, there is a layer called [PAUSE] the mantle.
5 The mantle is above the [PAUSE] outer core.
6 The mantle is below the [PAUSE] crust.

Exercise C

Set the task and go over the example. Explain that students will need to look at the figures when they listen to each question. Each answer is only one word.

Play 62. Pause after each answer to give students time to write. Do not elicit answers until all the questions have been heard. Students should write the answers individually. When students have written the answers to all the questions, they can compare their answers in pairs. Elicit answers. Replay any questions students had difficulty with.

Optional activities:

- Elicit each of the questions from 62; you could put each answer on the board. For example, write *Mercury*, then elicit: *Which is the nearest planet to the Sun?*
- Play 62 again with students following the transcript (you can also do this for the preceding exercises).

Answers

- 1 Mercury
- 2 Mars
- 3 Jupiter – they can see this from the relative sizes in the diagram
- 4 The inner core
- 5 The mantle
- 6 The outer core

Transcript 62

Presenter: Exercise C. Listen and write the answer.

- Voice:**
- 1 Which is the nearest planet to the Sun?
 - 2 Which planet is between the Earth and Jupiter?
 - 3 Which is the largest planet in the solar system?
 - 4 What is the inner part of the Earth called?
 - 5 Which layer is between the crust and the outer core?
 - 6 Which layer is below the mantle?

Methodology note

You may wonder why you are teaching students the planets, the layers of the Earth's core and the layers of the atmosphere and think that these words are far too complex for this level. That is true, which is why the target of the lesson is *not* to learn these words as such, but rather to associate the sound of each word with the spelling of the word – a key skill in English with proper nouns especially – to pick them out in the stream of speech and to hear the prepositions of place prior to learning how to use them to describe location. It is this last set, the prepositions of place, which are the key learning items for this unit.

Having said that, the information contained in Figure 2 is useful background to the lesson on continental drift.

Point out the basic patterns of sound/sight in the stressed syllables of words in this lesson. Students should be able to use these patterns to predict the sounds of the words, i.e.,:

Sound	Examples	Notes
/æ/	Sa(turn); man(tle); stra(tosphere)	
/e/	Nep(tune); me(sosphere); ex(osphere)	
/ʌ/	crust	
/ɒ/	tro(posphere)	
/ɜ:/	Mer(cury); ther(mosphere)	
/ɑ:/	Mars	
/ʊə/	core	
/ju:/	U(ranus)	common sound of <i>u</i>
/u:/	Ju(piter)	another common sound of <i>u</i>

There is one clear exception: *Venus* is not /vi:nʌs/ and there are only a few words in English where *e* = /i:/. Most of them quite rare, including *penal*, *renal*, *venal*, *senile*.

Exercise D

Briefly exploit the visuals by asking students which planets they can see in each. (Do not pre-empt the lecture by talking about eclipses, etc.)

Give students time to read the two questions, then play 63. Elicit answers.

Answers

- 1 Eclipses of the sun and moon.
- 2 E-C-L-I-P-S-E

Transcript 63

Presenter: Exercise D. Listen to the introduction to the lecture.



Lecturer: Today, we're going to talk about the Solar System. In particular, you're going to hear about two natural

events in the Solar System. First, I'll talk about an eclipse of the Sun and then I'll describe an eclipse of the Moon. Don't worry about the word *eclipse* at the moment. I'll explain it in the lecture.

Language note

In the exercises on this page, the words *solar* and *lunar* are not used to describe eclipses. This is because *eclipse of the Sun/Moon* is an acceptable phrase and practises these higher frequency words. Solar System is, of course, unavoidable by contrast. However, if you want to talk about *solar/lunar eclipses*, do so.

Exercise E

- 1 Set the task. Give students time to read all the words. Play  64. Do not elicit answers, but you can allow students to compare answers in pairs if you wish.
- 2 Play  65 so that students can check their own answers. If students are still not sure of the correct answer, play the full sentences one more time. Avoid giving the answers yourself in order to encourage student independence. You can, however, ask one or two questions to further check understanding:
 - *What is happening in the photograph on the left?* (the moon is moving in front of the Sun)
 - *What do we call that?* (an eclipse of the Sun)
 - *Is it a total eclipse or a partial eclipse?* (a partial eclipse)
 - *How often do total eclipses happen?* (once every 100 years)

Answers

8	completely.
1	diagrams.
7	Earth.
6	eclipse.
2	left.
5	Moon.
12	moves.
9	part.
11	photograph.
3	show?
4	Sun.
10	years.

Transcript 64

Presenter: Exercise E. Listen to the first part of the lecture.

- Lecturer:**
- 1 Now, I've given you a couple of photographs and two ...
 - 2 Can you look at the photograph and the diagram on the ...
 - 3 What does the photograph ...
 - 4 Well, of course, it shows the ...
 - 5 But in front of the Sun, we can see part of the ...
 - 6 The Moon is moving between the Earth and the Sun. We call this natural event an ...
 - 7 This is an eclipse of the Sun. Eclipses of the Sun happen every 18 months somewhere on the ...
 - 8 But this is not a total eclipse. The Moon is not covering the Sun ...
 - 9 We call this kind of eclipse partial, from the word ...
 - 10 On average, total eclipses only happen once every 100 ...
 - 11 Look at the diagram under the ...
 - 12 The red arrows show the way that the Moon ...

Transcript 65

Presenter: Exercise E2. Listen again to this part and check.

- Voice:**
- 1 Now, I've given you a couple of photographs and two diagrams.
 - 2 Can you look at the photograph and the diagram on the left.
 - 3 What does the photograph show?
 - 4 Well, of course, it shows the Sun.
 - 5 But in front of the Sun, we can see part of the Moon.
 - 6 The Moon is moving between the Earth and the Sun. We call this natural event an eclipse.
 - 7 This is an eclipse of the Sun. Eclipses of the Sun happen every 18 months somewhere on the Earth.
 - 8 But this is not a total eclipse. The Moon is not covering the Sun completely.
 - 9 We call this kind of eclipse partial, from the word *part*.
 - 10 On average, total eclipses only happen once every 100 years.
 - 11 Look at the diagram under the photograph.
 - 12 The red arrows show the way that the Moon moves.

Skills Check 3

The best time to cover this information is probably after Exercise E.


Make sure students realize that the word *place* is used in descriptive grammars for prepositions of location. Students study the information.

Answers

Prepositions of place from Exercise E: *in front of the Sun*

Prepositions of movement: *The Moon is moving between the Earth and the Sun.*

Exercise F

- 1 Students discuss the question in pairs. Elicit ideas, but do not confirm or correct.
- 2 Play  66. Ask students if their ideas in question 1 were correct. Now ask students to tell you what happens during an eclipse of the moon. Insist on accuracy, especially with prepositions:
The Earth moves between the Sun and the Moon.

Optional activity:

Play the complete lecture with students following the transcript.

Answers

Answers depend on students.


Transcript 66

Presenter: Exercise F2. Listen to the second part of the lecture and check your answers.

Lecturer: OK. So that's an eclipse of the Sun. Now look at the photograph and the diagram on the right. OK, everyone got that? Now, this photograph shows an eclipse of the [PAUSE] Moon. So, what's happening here? Well, the Earth is moving between the Sun and the Moon. On average, three eclipses of the Moon happen every year somewhere on the Earth. Total eclipses happen nearly as often as partial eclipses. Why do eclipses happen? The answer is simple. They happen because the Moon goes round the Earth and the Earth goes round the Sun. Sometimes, the Earth is between the Moon and the Sun. We call this an eclipse of the Moon.

And of course, sometimes the Moon is between the Sun and the Earth. We call this an eclipse of the Sun. Do other planets in our solar system have eclipses?

Exercise G

- 1 These two activities provide further practice of prepositions. Check students understand the task. Play  67. Pause after each sentence. Elicit answers. Replay any sentences students had difficulty with.
- 2 Check students understand the task. Divide the class into pairs. Give them one minute to study the relevant figure in the Course Book before they close their books. Go round and give help where necessary while they are drawing. When students explain their diagrams to each other, they should try to remember to use the correct repositions. Monitor and make a note of common errors. Give feedback on the points you have noted.

Answers

1	1 The diagram shows an eclipse of the Sun.	3
	2 The diagram shows an eclipse of the Moon.	4
	3 The Moon is between the Earth and the Sun.	3
	4 The Moon is in front of the Sun.	3
	5 The Moon is behind the Earth.	4
	6 The Earth is between the Sun and the Moon	4
	7 The Earth is in front of the Moon.	4

- 2 Answers depend on students.

Transcript 67

Presenter: Exercise G. Listen to some sentences about Figures 3 and 4. Which figure is the speaker talking about in each case?

- Voice:**
- 1 The diagram shows an eclipse of the Sun.
 - 2 The diagram shows an eclipse of the Moon.
 - 3 The Moon is between the Earth and the Sun.
 - 4 The Moon is in front of the Sun.
 - 5 The Moon is behind the Earth.
 - 6 The Earth is between the Sun and the Moon
 - 7 The Earth is in front of the Moon.

Closure

With students' books closed, choose one of the following:

- Ask questions about the information from this lesson about the planets, the Earth's core or eclipses.
- Ask students to redraw Figure 1 or Figure 2 from memory, or the eclipse they didn't draw in Exercise G (so Student 1 draws the eclipse of the Moon, and Student 2 the Sun).

Lesson 2: Speaking

Objectives

In this lesson, students will:

- talk about the past with a day or date;
- talk about the past with *last* + time period;
- talk about the past with a time period + *ago*.

General note: a world map would be very useful to refer to throughout this lesson.

Introduction

Elicit the names of some geographical features for each continent.

If students are likely to find this task difficult, write the names for some physical features students have already learnt about during the course, or that you think they should know, on the board. For example:

The Himalayas (Asia)

The Alps (Europe)

The Andes (South America)

The Ganges (Asia)

The Thames (Europe)

The Rockies (North America)

The Atlas Mountains (Africa)

The Darling (Australia)

Lake Victoria (Africa)

Lake Superior (North America)

Lake Titicaca (South America)

Mount Fuji (Asia)

Mount Vesuvius (Europe)

This could be done as a quiz, with points for each answer. Give an extra point if students can give you a more exact location, i.e., the country or part of a country.

Exercise A

- 1 Give students a brief time to study the maps. Quickly elicit answers, making sure the pronunciation of each continent is correct. Remind students to use the correct verb – *is* – and drill the example sentence. Drill each sentence with the class; keep the pace up.
- 2 Go over the example and drill the example sentence. Highlight the correct preposition – *in*. Students make sentences orally in pairs. Elicit some of their ideas, referring to a world map as and when necessary. Make sure sentences are accurate with regard to use of *is* and *in*, as well as pronunciation of countries and continents. Drill some of the sentences.

Answers

- 1 Number 1 is Asia.
Number 2 is Africa.
Number 3 is Oceania.
Number 4 is Antarctica.
Number 5 is South America.
Number 6 is Europe.
Number 7 is North America.
- 2 Answers depend on students.

Optional activity:

Students make more sentences orally in pairs. Elicit their ideas. Drill some of the sentences. For consolidation, students can write some sentences.

Methodology note

If your students did Unit 4, they should now be very familiar with all the names of the continents. These activities should therefore be fairly easy for the students, so make sure their answers are accurate, both grammatically and phonologically.

Exercise B

Tell students they are going to hear part of a lecture about the continents.

Students read the gapped sentences and complete any gaps they can. Play 68 so that students can check or complete. Elicit answers. Focus on the phrase *millions of years ago* and refer students to the Skills Check.

Transcript & answers

Transcript 68

Presenter: Lesson 2: Speaking

Exercise B. Listen to the start of a lecture. Complete the introduction on the right.

Lecturer: Today, I'm going to talk to you about the history of the continents. I don't mean the human history. I mean the physical history. Where were the continents million of years ago? According to scientists, they weren't in the same places as today. They were in different places, and they looked very different, too.

Methodology note

It appears that there is quite a lot of listening in this speaking lesson. However, much of the vocabulary (names of continents, etc.) and grammar (past simple) is revision, so should not be difficult. In addition, it is important for students to become used to gathering information before they embark on an academic speaking activity such as giving a presentation or, as in this lesson, taking part in a tutorial.

Make sure you deal with the listening activities at a brisk pace, covering the main issues, but not dwelling on minor points, so that you can spend as much time as possible on the final two speaking activities.

Skills Check

Give students time to study the Skills Check on Course Book page 69. Ask students to tell you the verb in each example sentence. Elicit the name of the tense – the past simple. Check students are using the correct pronunciation of the *-ed* ending. Elicit alternative days and dates for the sentences in 1. Elicit alternative phrases with *last* for part 2. You could also ask students to make more sentences with *last* + time period.

Focus on part 3. Ask students to give you sentences about themselves with *ago*:

I was born 20 years ago.

I moved into a new flat three weeks ago.

I saw him a week ago.

I went to the bank two days ago.

I got up a few hours ago.

Exercise C

Ask students to study Figures 2, 3, and 4. Elicit what is happening – the continents are separating/moving. Ask students if they recognize any of the continents in the figures.

Set the task. Play 69. Students complete individually, then compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium.

Ask some comprehension questions to further check understanding:

- *Two hundred and fifty million years ago, how many continents were there?* (one)
- *How many oceans were there?* (one)
- *What does Pangea mean?* (all lands)
- *Two hundred million years ago, how many continents were there?* (two)
- *What was Laurasia?* (the continent in the north)
- *What was Gondwanaland?* (the continent in the south)
- *How long ago did the continents divide into seven?* (about 85 million years ago)

Don't spend too long on this, however, as students will have a further opportunity to understand all the information in Exercises E and F.

Answers

Figure 2: 250 million years ago

Figure 3: 200 million years ago

Figure 4: 80 million years ago

Figure 2:

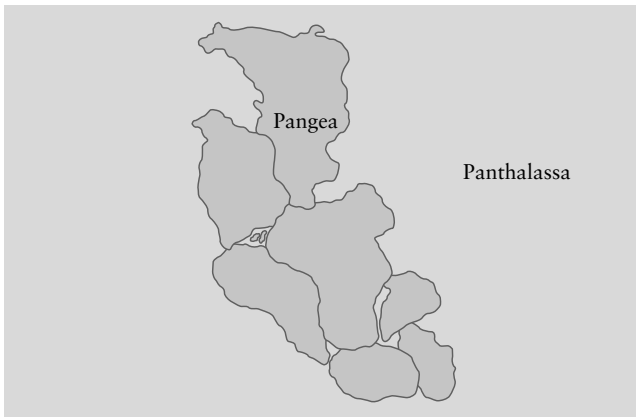


Figure 3:



Figure 4:





Transcript 69

Presenter: Exercise C. Listen to the main part of the lecture and look at Figures 2, 3 and 4 on the opposite page.

Lecturer: So, we need to go back millions of years. Two hundred and fifty million years ago, in fact. Then, there was only one continent. Scientists called it [PAUSE] Pangea. The word Pangea means all lands. Look at the figure. It is difficult to see today's continents. You can see this continent went from the north to the south. Around the continent, there was one ocean, called Panthalassa. This word, of course, means all seas. We now move forward about 50 million years. We are now looking at about 200 million years ago. At this time in the Earth's history, there were two continents. Scientists called the continent in the northern hemisphere [PAUSE] Laurasia and the continent in the southern hemisphere [PAUSE] Gondwanaland. That's Laurasia in the north and Gondwanaland in the south. The present continents of Europe, North America and ... er ... Asia were in Laurasia, and South America, Africa, Oceania and, lastly, Antarctica were in Gondwanaland. And ... um ... the subcontinent of India was also in Gondwanaland. And now we have quite a big step forward in time. Eighty-five million years ago, there were, at last, seven continents. Look at the figure. You can see Europe and Asia were together in the northeast. Now this is interesting, North America and South America were separate in the west. And you can see Africa was in the centre. Antarctica was below Africa, with Australia to the east.

Notice that India was a separate continent. It was east of Africa. So the figure is still not the map of the world that we recognize today.

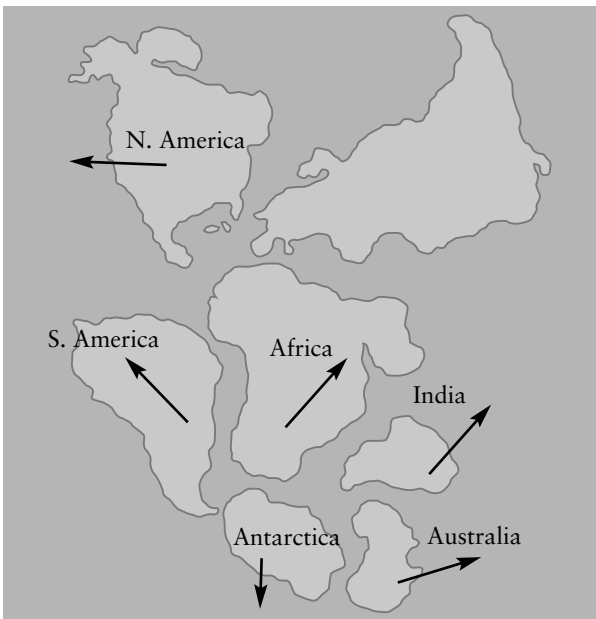
Exercise D

- 1 Check students understand the task. Play  70. Pause and check students are completing the task correctly. If necessary, quickly show a visual medium of the answer (below), without allowing students to copy. Then remove the OHT or other visual medium and play the rest of  70.
- 2 When students have finished comparing answers, show the completed figure on an OHT or other visual medium. Refer students back to Figure 2 from Lesson 1 in order to remind them about the Earth's crust and mantle. Check understanding of the phrases *liquid rock* and *solid rock*.

Methodology note

You can provide a larger copy of Figure 4 for students to write their answers on, using the photocopyable on page 113.

Answers





Transcript 70

Presenter: Exercise D. Listen to the last part and look again at Figure 4.

Lecturer: So how did the continents reach their modern position? Well, for the next 50 million years, the continents kept moving. North America moved away from Europe and Asia. It moved to the west. And South America? That continent moved away from Africa to the northwest. Now can you see Antarctica in the figure? Antarctica moved to the south. Africa, India and Australia moved to the northeast. So all three moved in the same direction. But India kept moving towards Asia. Finally, India crashed into Asia. What happened? Well, something very exciting. The huge Himalayan mountains appeared with the highest mountain in the world, Mount Everest. The Himalayas are the youngest mountain range on Earth. How can the continents move? Why do they move? Well, the continents are on the crust of the Earth. The crust is solid rock. But, as you know, the crust is on the mantle, and the mantle is liquid rock. The crust moves very, very slowly on top of the mantle. Like a stick or piece of wood on water.

Exercise E

- 1 Remind students they will have to take part in tutorials and discussions at university. In this discussion, students are revising information they have learnt previously. Set the task. Students complete individually, then compare answers in pairs. Play  71 so students can check their ideas.

- 2 Play  71 again. Pause for repetition after questions or sentences with the target grammar – past simple + *ago*. Students practise in pairs. Monitor and give feedback.

Transcript & answers

Transcript 71

- Presenter:** Exercise E1. Listen and check your answers.
- S1: There was only one continent 250 million years ago.
- S2: That's right. What was it called?
- S1: Pangea, I think. It means 'all lands'.
- S1: What happened to Pangea 200 million years ago?
- S2: It split into two parts.
- S1: Can you remember the names?
- S2: Yes, Laurasia and Gondwanaland.
- S1: What was the world like 85 million years ago?
- S2: Well, there were seven continents, but they were in different places.
- S1: What changed in the next 50 million years?
- S2: Um, North America moved away from Europe and Asia and, ... er ... India moved towards Asia.
- S1: How can the continents move?
- S2: Well, the continents are on the crust and the crust is above the mantle.
- S1: Right. And what's important about the mantle?
- S2: It's not solid. It's liquid.

Exercise F

Figures 1–4 can be used as prompts for this activity, either using the Course Book (with the conversation covered) or a visual medium.

Students can take it in turns to describe each figure.

You can teach some phrases to use such as:

This figure shows ...

As you can see ...

Look at ...

Monitor and give feedback on the correct use of:

- prepositions
- past simple + *ago*
- presentation skills

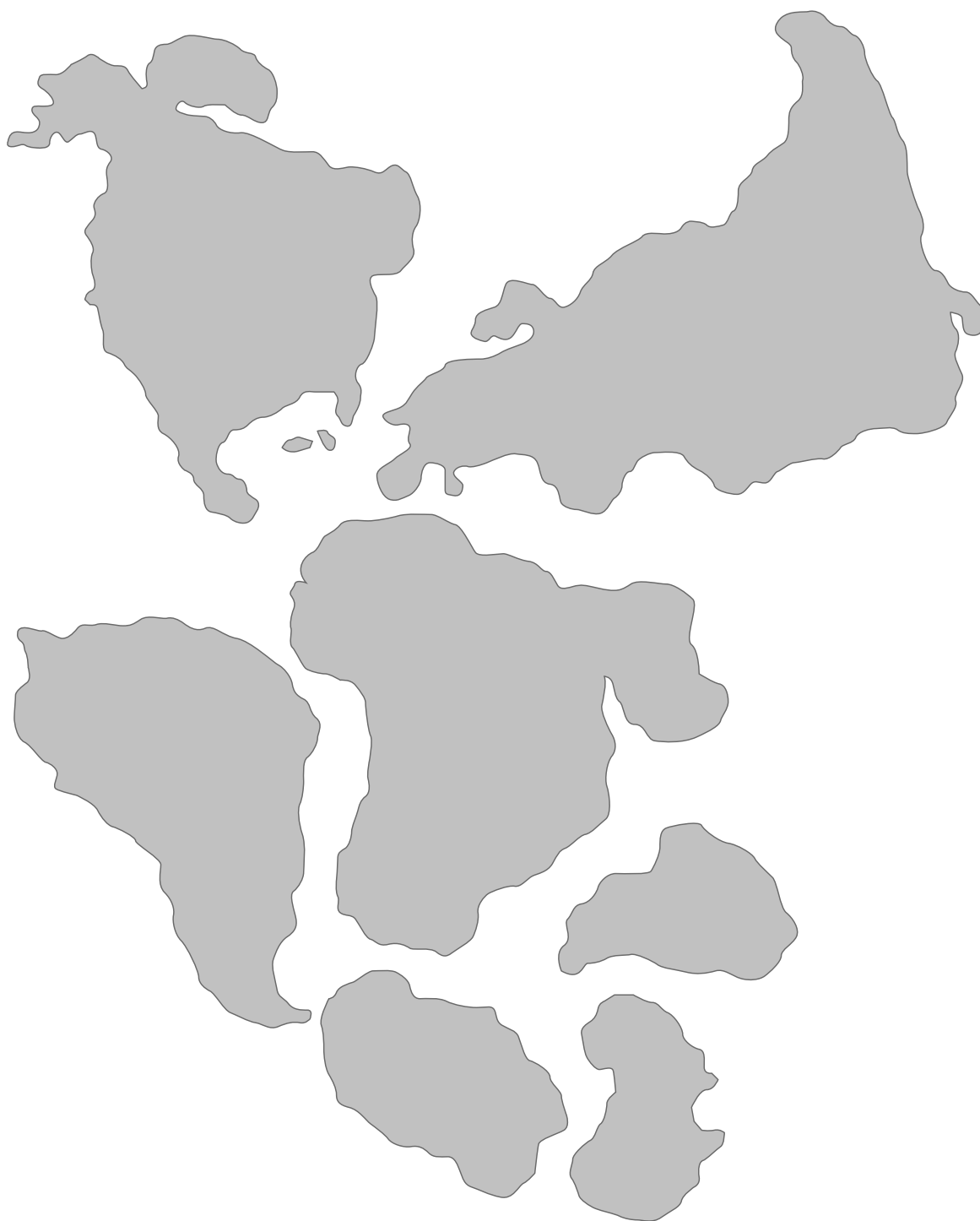
Methodology note

This activity can be a fairly short one or you could ask students to give a complete presentation on all the information from the lesson. If the latter, it could be prepared at home and given in another lesson. Remind students of the work done so far in the course on giving presentations and if necessary, refer back to Unit 1, Lesson 2.

Closure

Give your feedback on the presentations in Exercise F.

PHOTOCOPIABLE



Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- develop vocabulary of place and movement;
- use adjectives in *how* questions;
- say superlative adjectives.

Introduction

Use Exercise A.

Exercise A

This activity revises prepositions, comparative and superlative adjectives, as well as vocabulary and knowledge about the planets. It could be done as a quiz.

Set the task. Students complete individually, then compare answers in pairs. Elicit answers. Discuss which sentences use comparatives and which use superlatives.

Optional activities:

Spend a minute or two focusing on:

- capital letters for the names of planets
- articles: *the Sun, the Earth, the* + superlative adjective
- prepositions: *next to, between*

Answers

1 F	<i>Mercury is next to the Sun.</i>
2 T	
3 T	
4 F	<i>Mars is larger than Mercury.</i>
5 T	
6 T	
7 T	
8 F	<i>Mercury is the smallest.</i>

Skills Check

Refer to the Skills Check at an appropriate point before or during Exercise B.

Students study the information. Students may not understand the meaning of *large* in this context, but it should become clearer as they do the activity at the bottom of the box.

Elicit answers: *far, cold, heavy, old, large, long.*

Exercise B

- 1 Set the task. Students work in pairs. Elicit answers.
- 2 Check students understand the task. Students complete individually, then compare answers. Elicit answers.
- 3 Go over the example question and answer and drill them. Elicit one question using each adjective; write them on the board if you wish. Drill each question. Make sure students are using appropriate stress and intonation. Then students practise asking and answering in pairs. (Erase the questions or leave some words as prompts on the board.) Then ask students to think of more questions to ask each other. Monitor and give feedback. For consolidation, students can write some questions.
- 4 Go over the example question and answer and drill them. Highlight that there are two articles (*the* + *the*). Elicit more questions using superlatives. Write them on the board if you wish. Drill each question. Make sure students are using appropriate stress and intonation and pronounce the superlatives correctly (see Pronunciation Check 1). Then students practise asking and answering in pairs. (Erase the questions or leave some words as prompts on the board.)

Answers

1/2 distance:	far	near
diameter:	large	small
one year/one day:	long	short
weight:	heavy	light
min/max temp:	hot	cold

3 Possible questions:



How far is Mercury from the Sun?
How big is Venus?
How long is a year on Mars?
How heavy is the Earth?
How hot is Mercury?

4 Possible questions and answers:

Which planet is the furthest from the Sun?	<i>Mars</i>
Which planet is the biggest?	<i>The Earth</i>
Which planet has the longest year?	<i>Mars</i>
Which planet has the longest day?	<i>Venus</i>
Which planet is the heaviest?	<i>The Earth</i>
Which planet is the hottest?	<i>Venus</i>
Which planet is the coldest?	<i>Mercury</i>

Pronunciation Check 1

Students read the information. Elicit ideas for how the *-est* ending is pronounced for superlative adjectives, but do not confirm or correct.

Play  72. Elicit the correct answer. It is /ɪ/. Play  72 again. Pause after each word or sentence for students to repeat.

Optional activity

Help students to remember each sentence. When you have finished drilling the sentences from the disk, go back to each superlative and elicit the full sentence for each: *The hottest – The hottest planet is Venus.*

Transcript 72

Presenter: Lesson 3: Vocabulary and Pronunciation

Pronunciation Check 1. Listen and check your pronunciation.


Voice: The hottest
The largest
The lightest
The coldest
The nearest
The hottest planet is Venus.
The largest continent is Asia.
Which suitcase is the lightest?
January is usually the coldest month.
Heathrow is the nearest airport to London.

Exercise C

Put students into two groups. Work through the examples with each group. Then leave it to the groups to go through the rest of the letters. Monitor and assist.


Pronunciation Check 2

You can refer to this after Exercise C.

Students read the information. Play  73. Students repeat each sentence.

After each sentence ask: *What was the preposition in the sentence? Where was the stressed syllable?*

Optional activities:

- 1 Contextualize the sentences. Play  73 again, pause after each one. Ask background questions for example: *Who is saying each sentence? Where is he/she? Why is he/she saying each sentence?* For example, the first sentence could be a friend making an arrangement to meet in the café.
- 2 Help students to remember the sentences. After students have repeated each sentence, write the preposition from each on the board. Point to a

preposition at random; ask students if they can remember what the full sentence was that they heard on the CD.

Transcript 73

Presenter: Pronunciation Check 2. Listen and repeat each sentence.

- Voice:**
- 1 The café is next to the bank.
 - 2 The lecture theatre is on the floor below.
 - 3 He usually comes out of the lecture a bit late.
 - 4 Why's she walking away from us?
 - 5 Look at the figure under the photo.
 - 6 I've parked my car behind the sports centre.
 - 7 We're going into town about 9 o'clock.
 - 8 The book's on the shelf above you.

Exercise D

Make pairs containing one student from each group in Exercise C. Make sure they cover the diagrams before they start to teach. If students are struggling, allow them to look at their diagram again for 30 seconds before covering it and continuing.


Exercise E

Tell students to read the whole conversation before they start filling in the missing words. Ask:


Who is A? (a car driver)

Who is B? (someone in the street – a passer-by)

What's the situation? (the driver is asking for directions to a bank)

- 1 Set the task – tell students not to worry if they can't complete every word.
- 2 Play  74 so that students can check their ideas.
Then students compare answers in pairs. There's no

need to elicit answers unless students had problems with any of them.

- 3 Play  74, pause after each line for repetition and pronunciation work. Students can now practise in pairs. If possible, get them to do this from prompts on an OHT or other visual medium, rather than reading everything aloud.
- 4 Set the task. Elicit other places students could ask directions to:
cash machine
tourist office
police station
train station
supermarket
Students practise again. Monitor and give feedback.

Transcript & answers

Transcript 74

Presenter: Exercise E2. Listen and check your answers.

A: Where's the nearest bank?

B: It's near the park. Go down the hill.

A: Towards the city centre?

B: No, away from the centre. Go under the bridge and round the corner. It's between the post office and the supermarket.

B: Is there a car park?

A: Yes. The car park is behind the bank.

B: Can you park in the street?

A: Sometimes. There are some spaces in front of the supermarket.

Optional activity:

For E4, you could draw a simple map with different places marked on it, using a visual medium. Include some of the features of the original conversation, such as the park, bridge and supermarket.

Alternatively, students could draw their own maps, and then ask for directions to places on it.

Another alternative is for students to ask about places near to the classroom or institute where they are studying.

Closure

Give feedback on the pairwork activity.

Ask questions about the knowledge of planets students have learnt in this lesson.

Lesson 4: Reading

Objectives

In this lesson, students will:

- deal with long sentences – introductory phrases;
- recognize superlative adjectives with *most*;
- read a text about extremes;
- learn about world extremes.

Introduction

Use Exercise A.

Exercise A

The activity can be done orally or in writing, preferably in pairs. For feedback, write the correct answers on the board so that students can self-check.

Answers

- 1 *sea*
- 2 *mountain*
- 3 *river*
- 4 *land*
- 5 *ocean*
- 6 *island*
- 7 *beach*
- 8 *desert*
- 9 *forest*
- 10 *jungle*

Exercise B

Ask students to read the quiz questions. Point out that each question contains a superlative adjective.

There are several ways that students could do the quiz. However, make sure the text on the opposite page is covered as it contains all the answers! Divide the class into pairs or small groups. Tell students to make a note

of their answers. If they can't answer any questions, they can leave them blank.

Do not elicit answers or confirm or correct. Tell students they will find out the answers later in the lesson.

Optional activity:

Ask students to make pairs of opposites from these adjectives:

- *long* (short)
- *deep* (shallow)
- *large* (small)
- *wide* (narrow)
- *small* (big/large)
- *high* (low)

Methodology note

Alternatively, you can organize the class, if isn't too big, into quiz teams – A and B.

You can add further questions if you like, or ask students to think of some.

Answers

See Exercise D.

Exercise C

- 1 Remind students they should always read the heading and introduction in order to predict the content of the text. Set the task. Elicit answers. Ask students which order the topics will come in.
- 2 Set the task. Remind students, if necessary, that place names begin with a capital letter. This makes them 'stand out' from the text so they are easy to scan. Set a time limit of one minute in order to ensure students scan quickly, rather than read every word. If you like, you can ask students to underline or highlight the geographical features.

When the time is up, students compare answers in pairs. Elicit answers.

Answers

- 1 the biggest continent, the longest river, the deepest lake, largest ocean
- 2 continents: Asia, Australia, Oceania
rivers: Nile, Amazon, Atlantic Ocean
lakes: Caspian Sea, Asia, Europe, Lake Baikal, Siberia
oceans: Pacific Ocean, the Arctic, Antarctica, Japan, the Mariana Trench, the Arctic Ocean

Exercise D

- 1 There are four topics in the text, so divide the class into groups of four. Tell students to choose one topic each (or allocate a topic to each student). Check students understand the task – they do not have to read the whole text. If you wish, you can ask students to complete a chart like the one provided in the answers opposite.
- 2 Students exchange information in their groups. Monitor and give help where necessary. Students may need with help with saying the large numbers, for example, *44 million square kilometres*.

Methodology note

If you prefer, for Exercise D1, students do not have to work in groups. They could work individually to find the answers and then compare in pairs as usual. Or, with stronger groups, in pairs, students can choose two topics each to work on, and then exchange information.

Answers

See table opposite.

Topic	Name of feature(s)	Extra information
Continents	<i>Asia = biggest</i>	<i>44.8 m sq kms</i>
	<i>Oceania (inc Australia) = smallest</i>	<i>8 m sq kms</i>
Rivers	<i>Amazon = largest river</i>	<i>219,000 m³ per second (Nile = 5,100 m³ per second)</i>
	<i>Longest river – Nile or Amazon?</i>	<i>???</i>
Lakes	<i>Caspian Sea (Asia & Europe) = largest</i>	<i>371,000 sq kms</i>
	<i>Lake Baikal (Siberia) = deepest</i>	<i>Average = 630 m, deepest = 1,637 m 20% of world's unfrozen fresh water</i>
Oceans	<i>Pacific Ocean = biggest</i>	<i>½ Earth's surface Arctic (N) – Antarctica (S) N Pacific and S Pacific Deepest S Japan – Mariana Trench 10,924 m</i>
	<i>Arctic Ocean = smallest</i>	<i>Approx 13 m sq kms (10x smaller than Pacific.)</i>

Skills Check 1

Focus on the heading of Skills Check 1. Tell students that one problem with academic English (or sometimes business, technical or journalistic English) is that sentences can be very long. This Skills Check will give the students a new strategy for dealing with this problem.

Give students time to read through the information. Check understanding. Tell students the next activity will give them practice with dealing with longer sentences.

Exercise E

Set the task. Monitor while students are working individually. After a few minutes, students can compare answers in pairs. Elicit answers, preferably using a visual medium.

Check understanding of some of the vocabulary in the text, for example:

source (n)

cover (v)

measure (v)

Answers

Some people believe that (the smallest continent) is

Australia at 7.7 million square kilometres.

However, many reference books and websites say that

(Australia) is not a continent.

These sources say that (Oceania, including Australia) is

the smallest continent.

Some websites say that (the longest river in the world)

is the Nile with a length of around 6,650 kilometres.

These websites say that (the Amazon) is shorter, at

6,400.

However, all reference books and websites agree that

(the largest river) is the Amazon.

Scientists say that (Lake Baikal) contains 20% of the

world's unfrozen fresh water.

Researchers say that (the deepest part of the Pacific)

is south of Japan.

Optional activities:

Make statements to further check understanding.

Students say true or false and correct false ones, e.g.,:

Australia is the smallest continent. (No, Oceania is.)

Australia is a continent. (Probably not.)

Ask questions, e.g.,:

Which is the longest river in the world? (We don't know. It's either the Nile or the Amazon.)

These can be prepared in advance as a hand-out or on a visual medium. Students can ask and answer in pairs or the answers can be written in class or for homework.

Skills Check 2

The information here can be studied either before or after Exercise F.

Elicit examples of some superlative adjectives from the lesson:

the biggest

the largest

the smallest

the deepest

the longest

Elicit the basic adjective for each: *big, large*, etc.

Explain that because each word is short, we can add *-est* in order to make the superlative.

Ask: *What happens with long adjectives?* For example, *interesting, important, expensive*, etc.? Elicit ideas, but do not confirm or correct. Now ask students to read the Skills Check. Now elicit the answer to your earlier question. Tell students, we can't say *interestingest* because it's much too long. We need the two words *the most*.

Methodology note

A common error that students make with superlatives is to miss out the word *the*. Therefore, at every opportunity, emphasize the article as well as the word *most*.

Exercise F

Students have hopefully commented on the surprising nature of some of the information in text as the lesson has progressed. You can remind the class about their comments as you set this activity. You could also broaden the topic to information from the complete unit, not just this lesson, if you wish.

Students ask and answer in pairs. After two or three minutes, elicit some of their ideas.

Answers

Answers depend on students.

Closure

Go through the quiz again and check that students know the information.

Write the following groups of words on the board. Students form questions and ask and answer them in pairs.

What's the most	interesting surprising important beautiful difficult useful useless	photo fact spelling pronunciation grammar rule discussion	in this unit? in this book? from this lesson?
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Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- describe size with adjectives and nouns.

Introduction

Use Exercise A.

Exercise A

This is a new activity so will need careful setting up. Make sure students understand they can make two words from the same set of letters. Students will find the nouns more challenging than the adjectives – tell them to make an educated guess at these words and not to worry if they get them wrong at this stage.

Elicit answers, preferably using a visual medium. Demonstrate the following sight/sound relationships:

- The vowel sounds changes from adjective to noun in each pair. The exception is *high* and *height*, when the vowel sound stays the same – but the spelling changes from *i* to *ei*.
- The silent letters in *width*, *high* *height*.

Tell students to learn the spelling of all these words.

Answers

adjective	noun
1 <i>wide</i>	<i>width</i>
2 long	length
3 deep	depth
4 strong	strength
5 high	height

Exercise B

These tables are a little different from the usual ones because they contain numbers and abbreviations as well as words.

- 1 Put students into groups or pairs. As always, each group/person learns the rules of their table and then teaches it to the other group/person, books closed. Feed back, building up the tables on the board.
- 2 Working together, students complete the final row of each table with an example of their own. Elicit some of the examples and confirm or correct.

Answers

- 1 Table 1

Length	Height	Area	Words
6 m	4 m	24 m ²	twenty-four square metres
10 km	5 km	50 km ²	<i>fifty</i> square kilometres
20 cm	3 cm	60 cm ²	sixty <i>square</i> centimetres

Table 2

Length	Height	Width	Area	Words
6 m	2 m	4 m	48 m ³	forty-eight cubic metres
10 km	3 km	5 km	150 km ³	<i>a hundred and fifty</i> cubic kilometres
20 cm	3 cm	2 cm	120 cm ³	one hundred and twenty <i>cubic</i> centimetres

- 2 Answers depend on students.

Exercise C

It's a good idea to show all the drawings on a visual medium if you can.

Go over the example sentence and remind students of the meaning of the verb *cover* in this context. Elicit the tense of the verb (present simple). Highlight the word order, we say *44.8 million square kilometres not kilometres square*.

Elicit a different way to say the same sentence: *Asia has an area of 44.8 million square kilometres*.

Set the task. If you wish, you can elicit the answers orally first, and write them on the board. Students should not be allowed to write during this phase.

Highlight the verb. Highlight the position of the adjectives *long*, *wide* and *deep* in each sentence – they come after the number + measurement. Then erase the sentences on the board (or leave some of the words as prompts). Now allow students to write each sentence.

Write the correct answers on the board or show them on a visual medium so that students can self-check.

Answers

- 1 Asia covers 44.8 million square kilometres. / Asia has an area of 44.8 million kilometres.
- 2 The Nile is 6,825 kilometres long. / The Nile has a length of 6,825 kilometres.
- 3 The Amazon is 11 kilometres wide at the coast. / The Amazon has a width of 11 kilometres at the coast.
- 4 Lake Baikal is 1,637 metres deep. / Lake Baikal has a depth of 1,637 metres.

Skills Check

The Skills Check can be dealt with before, during or after Exercise C. You could also use it for students to check their written sentences as an alternative to writing the correct answers on the board. Give students two minutes to study the example sentences. Then ask them to cover the sentences and look at the diagrams. Elicit the example sentences.

Write the abbreviations for the unit of measurement on the board. Point to the board. Elicit the correct measurement. For example, *m* = *metres*.

Exercise D

Follow the usual procedure for this page.

- 1–4 Individual, then pairwork checking.
- 5 Set the task. Elicit one or two ideas from the students for sentences a and b. Then students complete individually. Monitor.
- 6 Set the task. Monitor while students are comparing answers. Finally, ask a few students to

tell you about their pairwork, i.e., if they had the same or different information.

- 7 Elicit some ideas for sentences a and b. Then students continue individually. Monitor.
- 8 Set the task. Monitor while students are working in pairs. Finally, ask one student from a few different pairs to report back to the whole class.

Answers

- 1 to compare many things
- 2 Note that some English speakers might say *the commonest*.

Table 1: Superlative adjectives (1)

The Amazon	is		widest	river	in the world.
The Rockies	are	the	highest	mountains	in North America.

Table 2: Superlative adjectives (2)

Hydrogen	is		common	gas	in the Solar System.
Red diamonds	are	the most	expensive	jewels	on Earth.

- 3 *Is the Amazon the widest river in the world?*
Are the Rockies the highest mountains in North America?
Is hydrogen the most common gas in the Solar System?
Are red diamonds the most expensive jewels on Earth?
- 4 *What is the widest river in the world?*
What are the highest mountains in North America?
What is the most common gas in the Solar System?
What are the most expensive jewels on Earth?
- 5 Answers depend on students.
- 6 Answers depend on students.
- 7 Answers depend on students.
- 8 Answers depend on students.

Closure

Dictate some words from the lesson, for example: *high*, *strong*, *length*, *cubic*, *metre*, *square*, *widest*, *largest*, *biggest*, *interesting*.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- reverse the subject and complement;
- write a description of a geographic feature.

Introduction

With students' books closed, write the following on the board for students to discuss in pairs.

Where are the following:

- *Mount Everest?*
- *The River Yangtze?*
- *The Mariana Trench?*
- *The Dead Sea?*
- *Lake Victoria?*
- *Oceania?*
- *Mount Mauna Kea?*
- *The island of Surtsey?*

Do not elicit answers, but tell students they will find out during the lesson.

Exercise A

Set the task and go over the example. If necessary, remind students about the correct forms for using superlative adjectives.

Students complete individually, then compare answers in pairs. Monitor. Show the correct answers on the board using a visual medium. Highlight the use of the article *the* in each sentence, not just for superlatives.

This may also be a good opportunity for revising the rules of capitalization for countries, continents, names of geographical features.

Answers

- 1 *The Yangtze is the longest river in China.*
- 2 The Mariana Trench is the deepest part of the Pacific Ocean.
- 3 The Dead Sea in Jordan is the lowest point on Earth.
- 4 Victoria is the biggest lake in Africa.
- 5 Oceania is the smallest continent on Earth.

Language note

We usually use the definite article in phrases such as *the Earth's core*, *the centre of the Earth*, etc. But *on Earth* is an expression where the article is not used.

We use the definite article with the name of rivers, seas and oceans, but not with lakes.

Exercise B

Set the four questions. Students discuss in pairs. Do not elicit answers, but refer students to the Skills Check. After you have dealt with the Skills Check, you can elicit answers.

Answers

- 1 Kivu / The highest lake in Africa
- 2 is
- 3 the highest lake in Africa / Kivu
- 4 Yes, they give the same information.

Skills Check

Students read the information. You can further demonstrate the switching of the subject and the complement by writing the sentence on the board and using arrows to show the reversal. Or you can demonstrate on a visual medium.

The next exercise gives students practise in this language point.

Exercise C

Check students understand the task and go over the example. Students complete the remaining sentences individually. Then students can compare answers in pairs. Monitor. Write the correct answers on the board or use an OHT or other visual medium so that students can self-check.

Optional activity:

Ask students to write more sentences with the same pattern about their own country. Here are some examples:

The longest river in my country is X.

The deepest lake in my country is X.

The biggest hotel in my town is X.

The hottest part of my country is X.

The most dangerous animal in my country is X.

The most expensive restaurant in my town is X.

Methodology note

Exercise C is not simply a mechanical exercise. It is very important that students have a variety of ways to write the same thing in English. This will make their writing more interesting to the reader. It also highlights the fact that complements are different from objects in that they refer to the same item as the subject. Clearly you cannot reverse subject and object in the same way. (*The doctor examined the patient* is not the same as *The patient examined the doctor.*)

Answers

- 1 *The longest river in China is the Yangtze.*
- 2 The deepest part of the Pacific Ocean is the Mariana Trench.
- 3 The lowest point on Earth is the Dead Sea in Jordan.
- 4 The biggest lake in Africa is Victoria.

- 5 The smallest continent on Earth is Oceania.

Exercise D

Follow the usual procedure.

Answers

1 The nearest planet to the Sun	<i>is</i>	Mercury.
2 Lake Baikal is	<i>640 kilometres long.</i>	
3 It is	<i>the deepest lake</i>	in the world.
4 The Himalayas appeared	<i>25 million years ago.</i>	
5 <i>How long</i>	ago	the Himalayas appear?
6 Some websites	<i>say that</i>	Australia is a continent.
7 How	<i>tall</i>	are you?
8 The Earth is	<i>between</i>	Mars and Venus.
9 The train went	<i>under</i>	the bridge.
10 The supermarket is	<i>next to</i>	the bank.

Exercise E

Before students start reading the island text, elicit the name of the world's largest island (Australia). Ask students to read the text. Ask some questions to check understanding:

- *How big is Australia?* (7.7 m sq km)
- *Where is it?* (It's in the Southern hemisphere.)
- *Why do some websites say it is not an island?* (Because they say it's a continent.)
- *What's the world's second largest island after Australia?* (Greenland)
- *What's the world's youngest island?* (Surtsey)
- *Where is it?* (It's near Iceland in the North Atlantic.)
- *How big is it?* (3.2 sq km)

Ask students to find and underline examples of sentences with reversed subject and complement (see Exercise C and the Skills Check).

They are:

The largest island in the world is Australia.

The youngest island in the world is Surtsey.

Set the task and do a few of the notes with the class as examples. Students complete individually, then compare answers in pairs. Monitor. Show an OHT or other visual medium of the completed notes so that students can check.

Optional activity:

Ask students to cover the island text in their Course Book. Ask students to rebuild some of the sentences from the text using their notes as a guide. Tell students which sentences you want them to write, or you could ask them to rewrite the whole text. Remind students about the target grammar (superlatives, prepositions, etc.) as you do this. When students have finished writing, they can uncover the text and check their ideas.

Answers

Model notes

some enc. say largest = Australia (s. hemi) 7.7 m km²

some websites – Aust not isl. because = cont.

so

Greenland = largest = 2.2 m km²

Youngest = Surtsey (nr. Iceland, N. Atl.) = 3.2 km²

Appeared 40 yrs ago

Exercise F

Ask students to study Figure 1. Ask some questions about it:

What's the title of the figure? (Mount Everest and Mount Kea)

What is the middle line? (sea level)

What does it show you about Mount Everest? (its height above sea level – 8,850 m)

What does it show you about Mauna Kea? (its height above and below sea level, and its total height)

Now ask students to study the notes about mountains.

Set the task. Elicit the first sentence and write it on the board. Students copy and complete the text. Remind students to try to use the following correctly:

- prepositions
- superlatives
- reverse subject and complement
- past simple + *ago*

Monitor, making a note of common errors.

Finally, show the model answer on an OHT or other visual medium. Ask students to compare it with their own. Ask students if they had any different sentences. Any different sentences can be written on the board and the class can discuss if they are correct or not.

Answers

Model answer

Mountains

Scientists say that the highest mountain in the world is Mauna Kea. It is in Hawaii. It is 10,200 metres high. However, nearly 6,000 metres is below sea level, so Mount Everest in Nepal is the highest mountain. It has a height of 8,850 metres.

Mount Everest is in the Himalayas. The mountains are the youngest in the world. They appeared 250 million years ago.

Closure

- 1 Give feedback on errors you noted while monitoring the writing phases.
- 2 Elicit answers to the questions written on the board at the beginning of the lesson.

Lesson 1: Listening

Introduction

Use Exercise A.

Exercise A

Refer students to the illustrations.

- 1 Set for individual work and pairwork checking. Feed back.
- 2 Set for pairwork. Monitor and assist. Feed back, ideally using a visual medium of the illustrations.
- 3 Ask the whole class for ideas, but do not confirm or correct.

Answers

1/2	1	drawing	hair a nose skin
	2	map	some countries some islands some mountains
	3	diagram	a yellow triangle a triangle green squares blue squares a formula
	4	photograph	a ladder a building

The following items are not in any of the illustrations:

a brown circle, some cities, a purple line, smoke, the Sun, fur, red triangles

- 3 Answers depend on students. (The actual answer is Pythagoras, depicted in the drawing, but do not give that answer at this point.)

Exercise B

Give students time to read the rubric and the possible topics. Play 75. Feed back.

Answers

Life in Ancient Greece	
Life in Ancient Rome	
The life of Pythagoras	1
Real life uses of Pythagoras' Theorem	3
The famous formula of Pythagoras	2
Other famous formulas	
The lives of other famous Greek mathematicians	

Transcript 75

Presenter: Review 1

Lesson 1: Listening

Exercise B. Listen to the introduction to a lecture about the man in the drawing. Number the topics in order.

Lecturer: This morning, I'm going to talk to you today about a man called Pythagoras. Firstly, I'm going to tell you a little about his life. Then I'm going to talk about his famous formula. Finally, I'll describe a real life way of using his formula.

Exercise C

Work carefully through the instructions. Remind students that words like *but*, *and*, *because* help you to predict the next piece of information.

- 1 Go through the example. Set for individual work. Play 76. Give students a few moments to compare answers.
- 2 Feed back orally, by saying each sentence up to the linking word and getting students to complete it.

Answers

1 His hometown was Samos in Greece but	6	he had to leave Croton in about 508 BCE
2 He left at the age of 40 because	1	he did not live his whole life in his birthplace.
3 He studied science, literature and the Solar System, but	2	he didn't like the king of the region. He went to a place called Croton in Italy.
4 He started a school in Croton because	4	he wanted to teach people his ideas.
5 He became famous in the town and	3	he thought that Mathematics was the most important subject.
6 However, some important people didn't like the ideas of Pythagoras and	5	many people came to learn at his school.

Transcript 76

- Presenter:** Exercise C. Listen to the first part of the lecture. Number the next piece of information in each case.
- Lecturer:** OK. So first, Pythagoras. Who was he? Pythagoras was born over 2,500 years ago in about 570 BCE. His hometown was Samos in Greece, but [PAUSE]. He left at the age of 40 because [PAUSE]. He went to a place called Croton in Italy. He studied Science, Literature and the Solar System, but [PAUSE]. He started a school in Croton because [PAUSE]. He became famous in the town and [PAUSE]. However, some important people didn't like the ideas of Pythagoras and [PAUSE]. Pythagoras died in about 495 BCE at the age of about 75.

Exercise D

Refer students to the instructions, but do not explain further. Play 77. Watch carefully during the first playing, and check that students are looking at the diagram on the opposite page. If they are not, stop the disk, refer them to the diagram and start the track from the beginning again.

Feed back, perhaps by playing 77 again, pausing after each question or instruction.

If the students are really struggling, refer them to the transcript and let them follow while you play the whole section again.

Answers

- These are the instructions, with answers:
How many blue squares are there?
 $9 (3 \times 3) = a^2$ (a squared)
Count the green squares.
 $16 (4 \times 4) = b^2$
Count the red squares.
 $25 (5 \times 5) = c^2$
Work out the areas of the blue, green and red squares.
Add the blue and green areas together.
 $= 9 + 16 = 25$
- $a^2 + b^2 = c^2$

Transcript 77

- Presenter:** Exercise D. Listen to the second part of the lecture.
- Lecturer:** Pythagoras is famous today because he worked out something very important about triangles. Well, not all triangles. One particular kind of triangle. This kind of triangle is called a right-angled triangle. Look at the diagram. The yellow triangle is a right-angled triangle. It has three sides: a, b and c. The angle between side a and side b is a right angle. In other words, it is 90 degrees. OK.

So, what did Pythagoras discover?
Look at the blue squares on side a .
How many squares are there?
Count them. Write the number
down. Now look at side b . Look at
the green squares. Count the green
squares. Write that number down.
Finally, look at side c . Count the
red squares. Write that number
down. Now, we can say that the
area of the blue squares is a times a
or a squared. We write that as a^2
with a little number 2. So the area
of the green squares is b^2 and the
area of the red squares is c^2 . Work
out the areas of the blue squares,
the green squares and the red
squares. Add the areas of the blue
squares and the green squares
together. It is the same as the area
of the red squares. So what is
Pythagoras' formula or theorem?

Exercise E

Put students into pairs to listen and work out the task.
Play 78. Give students plenty of time to work out
the answer. Monitor and assist if necessary. Play
78 again if the majority of students are struggling.

Answers

The building is 8 metres high. That's like a in the
diagram on the opposite page. They want to put the
ladder 6 metres from the building. That is like b in the
diagram. We know that $c^2 = a^2 + b^2$ (the length of the ladder) is
 $a^2 + b^2$ so:
 $8^2 = 64 + 6^2 = 36 = 100$ which is 10×10 – so the
ladder must be 10 metres long.

Transcript 78

Presenter: Exercise E. Listen to the third part
of the lecture.

Lecturer: The Pythagoras formula or
theorem, says c squared equals a
squared plus b squared. It is
interesting, but is it useful? In fact,
people use the formula all the time
in everyday life. For example,
imagine a building is on fire. The
firemen need a ladder to get to the
roof of the building. But what size
ladder do they need? Let's say the
building is 8 metres high. They
want to put the bottom of the
ladder 6 metres from the building.
Use Pythagoras' Theorem to work
out the answer.

Exercise F

Point out that we must recognize words from strong
syllables. Give students time to read all the words and
think about the pronunciation. Play the first one as an
example, then play the rest of 78. Set for individual
work. Feed back, playing 78 again and eliciting
answers.

Answers

- 1 subject
- 2 important
- 3 answer
- 4 describe
- 5 building
- 6 region
- 7 formula
- 8 area
- 9 interesting
- 10 triangle
- 11 famous
- 12 science

Transcript 79

Presenter: Exercise F. Listen to the stressed syllables of some words from the lecture. Number the word in each case.

- Voice:
- 1 sub
 - 2 por
 - 3 an
 - 4 crite
 - 5 buil
 - 6 re
 - 7 for
 - 8 a
 - 9 in
 - 10 tri
 - 11 fa
 - 12 sci

Closure

Use Exercise F.

Lesson 2: Speaking

Introduction

Give students two minutes to look at the illustrations. Then get them to close their books and try to remember – in pairs, groups, or as a whole class – what was in each photograph.

Exercise A

This extends the introduction, but encourages students to use specific words. They should also try to make full sentences this time.

Answers

Model answers


In the first picture, there is a boy and a girl. They are about 18 years old. They are standing at a bus stop and it is raining. It is morning. The girl is wearing yellow trousers. There are other people around them.

In the second picture, they are sitting on the bus. The girl is listening to her iPod. The boy is asking her a question.

In the third picture, they are in the canteen. The girl is drinking and the boy is eating pizza.

In the fourth picture, they are standing outside a lecture room talking.

Exercise B

Work through the four elements of the exercise with each conversation in turn, playing the relevant section of  80. Feed back before moving on to the next one. In the feedback, elicit ideas for continuing the conversation and, if you wish, get students to act out the conversations for the class. Make sure students are using polite intonation and stressing the correct words. Do not let them get away with flat, boring speech.

Optional activity:

Say some of the lines with poor grammar. Get students to correct the sentences.

Conversation 1

B: It cold.

G: Yes, is.

B: And it rains. I'm hating rain.

G: Actually, I'm like it. But I not like cold weather.

B: It is warmer yesterday.

G: Yes. Warm or sunny.

Transcript & answers

Transcript 80

Presenter: Lesson 2: Speaking
Exercise B2. Listen and check your answers.

A: It's cold today.

B: Yes, it is.

A: And it's raining. I hate rain.

B: Actually, I like it. But I don't like cold weather.

A: It was warmer yesterday.

B: Yes. Warm and sunny.

A: Are you at the university?

B: Yes, I am. I'm in the first year.
What about you?

A: I'm in the first year, too.

B: What are you studying?

A: English Literature.

B: Why are you doing that?

A: I want to be an English teacher.
And you?

B: I'm going to be an engineer.

A: Hi. How are you?

B: Fine, thanks.

A: Do you always have lunch in the canteen?

B: No, I sometimes bring sandwiches from home.

A: Where do you live?

-
- B: In North Street. Next to the supermarket. What about you?
- A: I live near London Road. There are some flats behind the bank.
- A: What time do you finish today?
- B: The lecture ends at 3.45.
- A: Are you going to catch the bus to town?
- B: Yes. There's one at about 4.00.
- A: It's at 4.05, actually. I sometimes get that bus.

Exercise C

Set the activity for pairwork. Monitor and assist. Make a note of common errors for the Closure. Choose the best conversation for performance.

Closure

Feed back on common errors in Exercise C.

Lesson 3: Vocabulary and Pronunciation

Introduction

As before, give students time to look at the photographs before you start the exercise. Make sure they notice the numbering. This time, get them to close their books then you say words and sentences and they have to try to remember which picture you are talking about.

Exercise A

- 1–3 Set for pairwork. Feed back orally.
- 4 Set for individual work. Ask them to swap sentences and check each other's work. Feed back, getting some of the best sentences on the board.

Answers

Answers depend on students.

Exercise B

- 1 Ask students to say each word in the left-hand column several times and identify the (underlined) vowel sound in isolation, e.g., *autumn* = /ʌ/. Then set for individual work and pairwork checking. Elicit some ideas, but do not confirm or correct.
- 2 Play 81. Feed back orally.

Answers

1 <u>a</u> utumn	7	deep
2 bear	1	draw
3 brush	2	hair
4 <u>b</u> uilder	5	high
5 cl <u>i</u> mate	10	<u>s</u> ea <u>s</u> on
6 cl <u>o</u> udy	6	sh <u>o</u> wer
7 east	4	sk <u>i</u> ll
8 ex <u>pl</u> ain	3	<u>s</u> un <u>n</u> y
9 l <u>ei</u> sure	8	w <u>a</u> ke
10 r <u>eg</u> ion	9	w <u>e</u> st

Transcript 81

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise B2. Listen and check.

Voice:	1 autumn	draw
	2 bear	hair
	3 brush	sunny
	4 builder	skill
	5 climate	high
	6 cloudy	shower
	7 east	deep
	8 explain	wake
	9 leisure	west
	10 region	season

Exercise C

- 1 Work through the example. Make sure students understand that the big circle represents the stressed syllable in each case. Set for pairwork.
- 2 Play 82. Feed back.
- 3 Set for whole class or pairwork with students checking each other's pronunciation.

	○	○	○○	○○○	○○○	○○○
1 prepare		✓				
2 explain		✓				
3 compulsory					✓	
4 triangle			✓			
5 application						✓
6 yesterday			✓			
7 communicate					✓	
8 reference	✓					
9 interesting			✓			
10 trainee		✓				
11 independent						✓
12 advertisement					✓	
13 tropical			✓			
14 temperature			✓			
15 between		✓				
16 agriculture				✓		

Transcript 82

Presenter: Exercise C2. Listen and check.

- Voice:
- 1 prepare
 - 2 explain
 - 3 triangle
 - 4 compulsory
 - 5 application
 - 6 yesterday
 - 7 communicate
 - 8 reference
 - 9 interesting
 - 10 trainee
 - 11 independent
 - 12 advertisement
 - 13 tropical
 - 14 temperature
 - 15 between
 - 16 agriculture

Methodology note

This exercise checks that students can divide words into their syllables, as well as decide on the stressed syllable. The following words do not have as many syllables as some students may think:

reference

interesting

temperature

Exercise D

Set for individual work. Feed back as a whole class. Accept any reasonable answers, e.g., *evaluate a presentation*, as long as students can explain what it means.

Answers

Model answers

1 evaluate	10	a bus
2 make	3	a flow chart
3 draw	4	a presentation
4 prepare	8	angry
5 have	5	breakfast
6 keep	6	in touch
7 clean	1	information
8 get	2	notes
9 do	9	research
10 catch	7	your teeth

Optional activity:

Get students to cover the right-hand column and try to remember the ending. Then repeat with the left-hand column to try to remember the verb.

Exercise E

Set for pairwork. Feed back orally. Drill at high speed, chorally then individually, i.e., you say one of the pair – not always the left-hand column – and students say the other one.

Answers

1 get up	<i>go to bed</i>
2 wake up	go to sleep
3 before	after
4 employer	employee
5 punctual	late
6 always	never
7 qualified	unqualified
8 thick	thin
9 above	below
10 into	out of

Closure

Dictate some of the longer words from this lesson.

Lesson 4: Reading

Introduction

Ask students to look back through the first five units and tell you the topics they have covered. Give the example of *the seasons*. You should be able to elicit some or all of the words in the first column of Exercise A.

Exercise A

Set for individual work and pairwork checking. Feed back orally.

Answers

See table below.

Answers

- 1 The population of São Paulo in Brazil is more than 20 *million*.
- 2 All students in Australian secondary schools study a foreign *language*.
- 3 Before the Internet, people used their own books to do *research*.
- 4 Nowadays, sites like Google search hundreds of thousands of *websites*.
- 5 People with no qualifications do not get good *jobs*.
- 6 Well-qualified people usually start a career after *university*.
- 7 Animals adapt to survive in an *environment*.
- 8 Adaptation is the key to *survival*.
- 9 Lake Baikal is 1,637 metres *deep*.
- 10 The Nile has a length of around 6,700 *metres*.

Methodology note

Remind students that fast readers do not look at all the letters of a word. They work it out in milliseconds from the first two or three letters when they know the context. This exercise checks that ability.

Methodology note

Remind students that good readers are ahead of the text – they are predicting the next word, phrase, idea. They use the context and the syntactic structure of the sentence to do this. This exercise checks that ability.

Exercise B

Work through the example. Show students that you can work out the missing word from context and from the structure of the sentence. Then set for individual work and pairwork checking. Feed back orally.

Optional activity:

With a strong class, ask students to cover everything except the box of words and to try to remember some of the sentences.

1 seasons	summer	autumn	winter	spring
2 continents	Africa	Asia	Europe	North America
3 planets	Mars	Venus	Jupiter	Saturn
4 animals	cow	bear	dog	giraffe
5 jobs	clerk	farmer	manager	nurse
6 employment sectors	agriculture	manufacturing	retail	finance

Exercise C

- 1/2 Set for pairwork. Feed back orally.
- 3 a Set for group work, ideally groups of five. If that is not possible, put students into smaller groups and one text is not read at all. Make sure students realize that each person must only read one of the sections. Monitor and assist.
- 3 b Either let students try to make questions immediately, without help, or drill some questions before letting them do this activity.
- 4 Students remain in their groups and see how quickly they can find all the information. You could set this as a competition between the groups.

Answers

- 1 world records for temperature, rainfall and wind
- 2 The hottest, coldest, wettest, driest and windiest places on Earth.
- 3 Answers depend on students.
- 4 a. Al'Azziziya Libya
b. Dallol Ethiopia
c. Vostok Antarctica
d. The Atacama Desert South America
e. Cherrapunji India
f. Mount Washington The USA

Closure

Say the numbers from the text and see how quickly a student can find what it refers to. For example:
58°C = (The hottest temperature); 1922 = (The date of the hottest temperature).

Lesson 5: Writing and Grammar

Introduction

Remind students that sound and spelling is not the same in English. Give the examples of the sounds of the letter *a* in:

dangerous	/eɪ/
assignment	/ə/
applicant	/æ/

... and spellings of the sound /s/ in:

south	s
science	sc then c
assistant	ss then s
office	c
psychology	ps

Exercise A

Set for pairwork. Feed back orally. Get students to spell each word and then say it with the correct stress.

Answers

- 1 dangerous
- 2 routine
- 3 diagram
- 4 geography
- 5 humid
- 6 south
- 7 usually
- 8 young
- 9 beautiful
- 10 difficult
- 11 experiment
- 12 manual

Optional activity:

Get students to record the words which they had difficulty with and tell them to practise them over the next few days. Test the students on their problem words if you wish. Use this approach for Exercise B and C too.

Exercise B

Remind students about doubled letters. Point out that there are no real rules for double letters, particularly consonants, except when you add *-ing*: *hitting*, *running*, etc. Work through the example. Set for individual work and pairwork checking. Feed back, writing the words on the board.

Answers

- 1 assignment
- 2 applicant
- 3 communicate
- 4 employee
- 5 hobby – this could also be *holly*, but the students are unlikely to know the word
- 6 professional
- 7 valley
- 8 moon
- 9 assistant
- 10 office
- 11 bottom
- 12 between

Exercise C

Remind students that a small number of words in English have silent letters. Here are some from the course so far. Set for pairwork. Feed back orally.

Answers

- 1 autumn
- 2 assignment
- 3 builder
- 4 factory
- 5 literature
- 6 region
- 7 comfortable
- 8 weight
- 9 advertisement
- 10 psychology
- 11 science
- 12 knowledge

Exercise D

Ask students what all the words are on the y (vertical) axis are (occupations/jobs). Make sure students realize that some of the job names are missing. Set for individual work. Feed back, ideally using the graph on a visual medium. Elicit ideas for each answer before confirming or correcting.

Answers

- 1 It comes from
<http://www.payscale.com/research/US/>.
- 2 It shows average annual salaries in the USA for 2010.
- 3 \$140,000; about \$28,000 (make sure students notice the scale information is given in the title on this occasion)
- 4 Answers depend on students, but don't confirm or correct here – note that they will be able to complete the y axis after doing Exercise E.

Exercise E

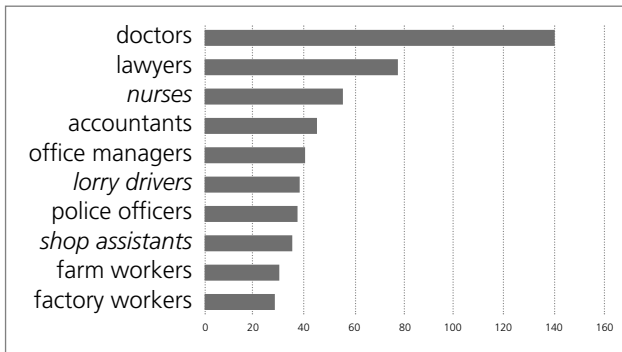
Make sure students realize that the information in the text describes the graph, although they don't need to look at the graph to complete the text.

- 1 Set for individual work and pairwork checking. Feed back, ideally using a visual medium of the text.
- 2 Set for pairwork. Feed back orally.

Answers

- 1 A recent survey *in* the United States looked *at* average salaries *for* ten jobs. Doctors get the highest salary *in* this group. *On* average, they earn US \$140,000 per year. Lawyers are *in* second place. They receive about half the salary *of* doctors. Nurses are third, *above* accountants and office managers. Lorry drivers and police officers are on similar salaries of about US \$38,000. Shop assistants and farm workers come *below* police officers. Factory workers are *at* the bottom of the list. They get around US \$28,000 per year.

2



Exercise F

Explain that some sentences and questions are correct. They only have to tick those sentences, but they must correct the wrong ones.

Set for individual work. Then put students into small groups to try to come to a consensus about the correct ones and the corrections. Groups compete. Feed back to find the winner. Give each group one point for a correct tick and two points for an accurate correction.

Answers

See table on next page.

1 Are you working at the moment?	✓
2 When are children learning to read in your country?	When do children learn to read in your country?
3 Last week, we learnt drawing graphs.	Last week, we learnt to draw graphs.
4 We learnt about the Second World War yesterday.	✓
5 I am never late for work.	✓
6 Sometimes, we have assignments at the weekend.	✓
7 She writes to her parents every weeks.	She writes to her parents every week.
8 How usually do you go out in the evenings?	How often do you go out in the evenings?
9 I don't would like a job in a bank.	I wouldn't like a job in a bank.
10 I am going to work for the government.	✓
11 Where are you going to live next year?	✓
12 What do you want to do after university?	✓
13 There is three reasons for the problem.	There are three reasons for the problem.
14 African elephants are the bigger than Asian elephants.	African elephants are bigger than Asian elephants.
15 They are the largest land animals on Earth.	✓
16 There only are about one and a half million African elephants in the world.	There are only about one and a half million African elephants in the world.
17 In my country, it rains in spring and it also rains in autumn.	✓
18 The nearest planet to the Earth is Venus.	✓
19 Venus is in the between Mercury and the Earth.	Venus is (in) between Mercury and the Earth.
20 When ago did the African continent appear?	When/How long ago did the African continent appear?

Lesson 6: Portfolio

Introduction

Read the information about this portfolio task at the top of the page.

Check that students understand that there are two tasks involved:

- a poster OR slides
- a talk

Exercise A

Set for individual work and pairwork checking. Monitor and assist. Feed back orally.

Answers

- 1 a one year
b information about temperature and the atmosphere
c temperature
d CO₂
- 2

1 What is the horizontal scale?	6	this year
2 What is the left-hand vertical scale?	8	about 18,000 years ago
3 What is the right-hand vertical scale?	1	years ago
4 What does the red line show?	9	tree rings, ice cores and thermometers
5 What does the blue line show?	3	degrees Celsius
6 What does 0 at the bottom right mean?	5	average temperature
7 When did CO ₂ reach the highest point	7	about 300,000 years ago
8 When did average world temperature reach the lowest point?	2	CO ₂ parts per million
9 Where does the information in the graph come from?	4	CO ₂ in the atmosphere

- 3 Answers depend on students.

Exercise B

Put students into groups. If you cannot make groups of four, assign the same text to two or more students in each group. Photocopy the texts on pages 140, cut up and distribute to the students.

- 1 Make sure students realize they have to make notes – they will not be able to look at the text in the next part of the activity. Monitor and assist. If you wish, put all the students who have looked at each text together to compare notes and to make a perfect version.
- 2 Get students back into their groups to exchange information.
- 3 Ask students to try to reach a consensus.

Alternative approach

Stick the texts and on the wall at the far end of the classroom. Students can get up and go and look at the text during the second stage, but they must not bring it back to the group.

Exercise C

Continue in the same groups.

- 1 Give students as long as they wish to discuss this. Groups can move on to making the posters at different times if they are using language in the discussion.
- 2 Provide paper or access to a computer for this stage. Monitor and assist.

Exercise D

Continue in the same groups. Remind students of the points they have learnt about making a presentation – see the revision of key skills in Unit 1, Lesson 2.

- 1 Encourage all the students in each group to take part in the presentation. Make sure they help each other with pronunciation and other key points about presentations.

-
- 2 Either ask one group to present to the rest of the class at a time, or set up a number of presentations with a group presenting to two others in different parts of the room or building at the same time, for example. Make a note of common points for the closure.

Closure

Feed back on common points.

The Sun

The Sun is very old. A billion years ago, it was colder than today. It is getting warmer every year. So is the Sun making the Earth warmer? Some people think that it is. They say that Mars is warmer than ten years ago. Mars is next to the Earth in the Solar System. But Venus is not getting warmer, and Venus is closer to the Sun than the Earth. Most scientists say that the Sun is not responsible for global warming.

Cows

There are 1.5 billion cows in the world. They produce methane. Methane is a greenhouse gas. In other words, it holds heat from the Sun close to the surface of the planet. It is 23 times more dangerous than CO₂. But cows are not the only producers of methane. It also comes from rice fields and from waste.

Cars

There are about 600 million cars in the world. Most cars have a petrol engine. The engine burns the petrol to produce the power. But burning petrol also produces CO₂. Each car produces about 4,000 kg of CO₂ per year. All the cars in the world produce 2.4 trillion kg of CO₂ every year, or 14% of greenhouse gases.

Trees

Trees take CO₂ out of the atmosphere. But people are cutting down trees all over the world. They cut down about 4 billion trees every year. They cut them down for the wood, or to use the ground for agriculture. Scientists say that 2 trillion kg of CO₂ goes into the atmosphere every year because people cut down trees.

Key vocabulary

anniversary (n)	death (n)	honeymoon (n)
average (adj/n)	death rate (n)	life expectancy (n)
be born (v)	die (v)	make a speech (v)
birth (n)	event (n)	marriage (n)
birthday (n)	falling population (n)	occasion (n)
birth rate (n)	fireworks (n)	parade (n)
blow out (candles) (v)	firework display (n)	present (n)
celebrate (v)	funeral (n)	rising population (n)
ceremony (n)	get married (v)	speech (n)
christening (n)	growth (n)	wedding (n)
costume (n)	guest (n)	
custom (n)	happen (v)	

Lesson 1: Listening

Objectives

In this lesson, students will:

- understand new words;
- hear numbers with decimals;
- recognize superlatives.

Introduction

Before students look at the pictures on the first page, revise vocabulary related to the topic. Ask them to say life periods in order, beginning with *baby*. The important words to revise are *child* (*children*), *teenager* and *adult*. Remind students that the word *teenager* means the period between the ages of 13 and 19, because all the numbers end in *-teen*. Ask when they think a person becomes an adult – 16, 18 or perhaps even 21. Revise the adjectives *young* and *old* and ask students when they think a person is old. You can teach *middle-aged* here if you want to, but avoid introducing any more new vocabulary as there is enough in the lesson.

Exercise A

Direct students to the pictures and give them time to look and think before eliciting any answers or asking them to talk in pairs.

Look at question 1 together as a class. Elicit the words *birth*, *marriage* and *death* and establish that these life events are connected because they are the three events that occur in everybody's (or almost everybody's) life. Model the correct pronunciation and drill the words. Point out that /3:/ in *birth* is the same sound as in *girl*. Put students into pairs to answer question 2.




Methodology note

This is a deep-end strategy activity. Students may be able to say a lot with good structure and pronunciation, or they may only be able to say isolated words. Do not correct. Confirm anything that is reasonable. By the end of the lesson, they should be able to do much better.

As feedback, establish that the event in picture B is a *wedding*, and in picture C a *funeral*. Drill *funeral*, making sure it has only two syllables. You might need to clarify the difference between a *wedding* and *marriage*. Tell students that a wedding is a ceremony (it lasts a day), while marriage is an institution (it should last a long time). Note that *marriage* is generally uncountable. Ask for one or two examples of a custom for each life event. Do not worry too much about accuracy and avoid writing complicated ideas on the board now.

Exercise B

The aim now is for students to hear the new key lexis in context and to introduce them to short listening extracts before they hear a complete lecture. The information in the sentences develops the theme of customs and students will learn interesting new information from them. The exercise also introduces the idea of understanding a key word from the context, which is developed later in the lesson.

- 1 Read the instructions through with students. Tell them that they will hear six sentences, two for each picture. Play  83 through, pausing briefly between sentences if necessary, and then check answers. You can play  83 through again as you check answers, but note students will listen again for Exercise C.
- 2 Make sure students understand the instructions. Most of the words and phrases will have already been introduced, but probably not *grave* in sentence 6. This should be clear from the context. Tell students that they should write the key word or phrase they hear as they listen and not to worry about the spelling of anything new. Play  84 through, pausing briefly between sentences to give students time to write.
As feedback, elicit the words and phrases and write them on the board. Check more in-depth comprehension of each sentence. Ask for a reaction and, when appropriate, compare information with what is true in the students' own country.
- 3 The aim is to quickly revise the core words and to prepare for note-taking during the lecture. Students

should work individually to write the two words into the *ceremony* column of the table. Provide answers orally.

Answers

- 1 1 B, 2 C, 3 A, 4 B, 5 A, 6 C
- 2 Possible answers:
marriage: wedding
death: funeral
- 3 See Exercise B.

Transcript 83

Presenter: Unit 6: Culture and Civilization
Lesson 1: Listening

Exercise B1. Match each sentence to a life event.

- Voice:**
- 1 The average age for a woman to get married in the United States is 27.
 - 2 In some cultures, a funeral is usually no more than 24 hours after a person dies.
 - 3 In South Korea, only 1% of births are at home.
 - 4 In many countries, a traditional white wedding is still the most popular option for a marriage.
 - 5 Twenty-five per cent of babies are born early, 70% are born late and only 5% are born on the date that they are due!
 - 6 More people visit Michael Jackson's grave than any other in the world.



Transcript 84

Presenter: Exercise B2. Listen again. Identify a key word or phrase for each life event.
[REPEAT OF 83]

Exercise C

Make sure students understand that they are to write notes about customs related to each event. Much of

what they hear in the lecture reinforces what they have already heard and is not related directly to customs. Direct them to the example in the table and tell them to write in note form.

Play  85 through, pausing briefly between each part of the lecture. Students will need time to time to write before listening to the next part. Then play  85 again, pausing after each part to check answers. Write the customs on the board. Take the opportunity to model how notes should be written during a lecture. Refer students to Skills Check 1.

Answers

life event	ceremony	customs
birth	christening	<i>friends/family send a card and buy a present</i> <i>families christen babies within a year or two</i>
marriage	wedding	man puts ring on finger of bride's left hand best man keeps ring
death	funeral	<i>people wear black</i> <i>people bring/send flowers</i> <i>family buys gravestone to mark grave</i> <i>people visit grave regularly</i>

Transcript 85

Presenter: Exercise C. Listen to a short lecture about life and culture in the UK. Make notes in the *customs* column of the table.

Lecturer: Everyone is born and everyone dies. Most people get married at some time in between. These three life events, birth, marriage and death, are important in almost all cultures. I'm going to give you some information about each of these events in the UK and tell you about some special customs that are typical.
Most babies are born in hospital, rather than at home. Mothers feel the environment is safer. Sometimes


women choose to have a second or third baby at home. Most babies are born late and around a third are born early – did you know that only 5% of babies are born on the date they're due? It's usual for friends and family to send a card and buy a present when a baby's born. People often buy baby clothes or a soft toy, like a teddy bear. Most families christen their babies within a year or two of their birth. The ceremony is called a christening.

Most women in the UK get married before they're 30. Men generally get married a little later. A traditional white wedding in a church is still the most popular type of ceremony.

Friends and family celebrate a day that they'll always remember. During the wedding ceremony, the groom – that's the man getting married – puts a ring on the bride's finger. He puts it on the third finger of her left hand. The best man usually keeps the ring until the moment he passes it to the groom in the church.

A funeral is typically three to six days after a person dies, but can sometimes be later. When people go to a funeral, they wear black and often bring or send flowers. The family of the dead person usually buys a gravestone to mark his or her grave. They put the person's name and the date of his or her birth and death on the stone. They often put a sentence about the person too. Close family and friends visit a person's grave regularly.

Exercise D


Set this as pairwork, as stronger students will dominate if conducted as a whole-class activity. If students are talking with a partner who speaks the same language, tell them that they can translate the words. Encourage them to draw *gravestone*, for example, as an alternative. Students have listened twice already and should have picked up these words. Only play  85 again if you think it is really necessary.

As feedback, check that students have understood the words, but make sure they understand that the aim is not to learn and remember them.

Exercise E

Conduct as whole-class discussion and treat as closure to this first half of the lesson.

Exercise F

- 1 The aim is to prepare students for the three stages of the lecture and give them a taste of the type of language they will hear. Make sure students appreciate that they are to *guess* which life event each line of information refers to – they're not expected to know the answers. Students should complete the task individually and then check in pairs before you play the recording as feedback.
- 2 Play  86.

Answers

- 2 a. marriage
b. death
c. birth


Transcript 86

Presenter: Exercise F2. Listen and check.

- Voice:
- a. Cuba has a very high marriage rate at 17.7 per 1,000 people.
 - b. Africa is the continent with the highest death rate at 14 per 1,000 people.

- c. The birth rate in North America is 14 per 1,000 people, while in South America, it is 21.5.

Exercise G

- 1 Refer students to Table 1. Give them time to look at the table and work out what it shows. Then ask some quick checking questions. Make sure students have some idea where each country in the list is in the world, i.e., the continent. Make sure they can also interpret the idea of *per 000*, e.g., the figure for the marriage rate in Cuba is 17.7, which means there are 17.7 marriages per 1,000 people each year, or 1.77 per hundred, nearly 2%. Elicit the idea that the table is probably in numerical order – because it is not in alphabetical – so Cuba will be the biggest number. Make sure students understand the information. Play  87.
- 2 Set for pairwork. Put students in pairs to exchange information. Monitor and assist. As feedback, build up the table on the board.

Answers

Country	Marriages
Cuba	17.7
Philippines	14.2
Bangladesh	10.7
Egypt	9.2
USA	8.9
Syria	8.6
China	7.7
UK	5.9
France	4.4
Argentina	3.9

Transcript 87

Presenter: Exercise G1. Listen and write numbers in the boxes.

Lecturer: Marriage is a very popular institution all over the world, but there are significant differences in

marriage rates. For example, while Cuba has one of the highest rates at 17.7 per 1,000 people, Argentina has a rate of just 3.9. Three point nine is, in fact, the world's lowest marriage rate.

The Philippines is a country that also has a very high rate. It's close behind Cuba with a rate of 14.2. In many countries in Western Europe, people seem less enthusiastic about getting married. The UK has a marriage rate of 5.9, while France has one of the lowest rates at 4.4. A number of countries have a rate around 10. Bangladesh has 10.7, Egypt has 9.2 and the USA has 8.9. Syria has a slightly lower rate of 8.6. The world's most populated country, China, has a marriage rate of 7.7.


Exercise H

Refer students to Table 2 and read through the instructions with them. Repeat checking questions, but tell students to ignore the final column of the table. Make sure students understand that *growth* is the noun of *grow* and that it means an increase. Conduct as a whole-class activity, as students will lack the vocabulary needed to discuss ideas in pairs. Elicit ideas, but do not confirm or correct.

Language and culture note

Students may be quite good at guessing, particularly for their own continent. For example, they may mention Aids and famine or starvation, etc., as a cause of lots of deaths in Africa, and perhaps small families in Europe as a cause of low birth rate in that continent.

Exercise I

- 1 Repeat the procedure for Exercise G. Play  88. Refer students to Skills Check 2 and give them a moment to read it. Model the decimal number in the example – eigh(t) poin(t) three – but do not drill. The aim is to make students aware of this pronunciation feature, not to produce it perfectly.
- 2 Put students in pairs to exchange information. Monitor and assist. As feedback, build up the table on the board.

Answers

See Exercise J.

Transcript 88

Presenter: Exercise I1. Listen and write numbers in the boxes.

Lecturer: There are significant differences between birth rate and death rate in different continents. Africa has the highest birth rate at 39 births per 1,000 people, but also has the highest death rate – 14 per 1,000 people. Europe has the lowest birth rate at 10.5 per 1,000, but a fairly high death rate, too, at 12. So, why does Europe have a high death rate? Well, it's because Europe has an ageing population. That means a lot of people are old – nearly 20% of people in Europe are over 65 years old.

There are big differences in the birth rate in the Americas. In North America, the birth rate is 14, while in South America, it's 21.5. The death rates are very similar, however. North America has a death rate of 8.5 and South America, 7.5. In Asia, the birth rate is 20.5, so slightly below the rate in South America. In Australasia, the birth rate is a little lower at 18. At 8 per 1,000, Asia and Australasia have the same death rate.

Exercise J

The aim now is for students to conclude the information they have studied. Read through all the questions with them, but make sure they do not start answering any yet.

Establish the importance of the final column of Table 2. Point out that the difference between births and deaths will be the growth rate. So, if 20 people in 1,000 are born each year and 10 die, there will be a growth rate of 10 per 1,000, or 1 per 100, i.e., 1%.

1/2 Read the first two questions again, pointing out the use of the present continuous to describe an ongoing trend. Set for pairwork. Do not feed back.

3 Play  89.

4 Make sure students understand that for question 4, they are concentrating on the final column. Put students back into pairs to complete the task. As feedback, add the information to the column and elicit the interpretation.

Answers

Continent	Births	Deaths	Difference	Interpretation
Africa	39	14	23	rising
Europe	10.5	12	-1.5	falling
North America	14	8.5	0.5	rising
South America	21.5	7.5	1.4	rising
Asia	20.5	8	1.25	rising
Australia	18	8	1.0	rising

Transcript 89

Presenter: Exercise J3. Listen and check.

Lecturer: The world's population is growing simply because the birth rate is higher than the death rate. Overall, the world birth rate is 22 and the death rate is 9. The difference, then, is 22 minus 9, which is 13 per 1,000 people, or 1.3%. There are significant differences, however, between the growth rates in different continents. In Africa, for example, the difference between the birth rate and death rate is 23, whereas in Europe, it's -1.5. We can see, then, that the population of Europe isn't rising at all – it's actually falling.

Exercise K

The aim is to conclude the lesson by personalizing the topic. Students may not know the answer, so conduct this as a quick whole-class discussion. Check the information for your country online before the lesson so that you can either give information or comment on information suggested.

Closure

Use Exercise K.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- talk about customs;
- ask questions with the correct form;
- learn and use typical conversational expressions;
- take part in a tutorial.

Introduction

Exercise A serves as an introduction, so you can start by looking directly at the pictures. However, you could also start by asking students to list the three life events discussed in Lesson 1 before looking at the pictures.


Exercise A

- 1 Direct students to the pictures and give them time to look and think before eliciting any answers. Note that the images depict various cultures and are not immediately recognizable. Drill the words *birth*, *marriage* and *death* as revision and then conduct the matching task as a whole class.
- 2 Do not expect complex ideas to be expressed at this stage. Depending on how well students are communicating in pairs, decide when to open it up as a class discussion.
As feedback, provide answers and take the opportunity to present key words that are needed later.

Answers

- 1 A something connected with death
B something connected with marriage
C something connected with birth
- 2 Possible answers (but it does not matter at this stage whether they are right or wrong):
A Mexico
B India or a country in the same part of the world
C The Middle East

Exercise B

Make sure students understand that the main aim of listening now is to understand the general idea and not to catch every word. Note that they will read the transcript and discuss the meaning of key vocabulary. They will have another chance to hear the tutorial again, when they will almost certainly understand more. Play  90 right through.

Answers

A – the Day of the Dead

Transcript 90


Presenter: Lesson 2: Speaking

Exercise B. Listen to part of a tutorial. Which event above are they talking about?

- S1: I researched a festival. It's called the Day of the Dead.
- S2: Is it a funeral?
- S1: No, not really. It's a day to remember dead friends and relatives.
- S2: Does it happen every year?
- S1: Yes, that's right. It's on the first and second of November.
- S2: Where does it happen?
- S1: In Mexico, certainly, but I think it happens in Nicaragua and so on.
- S2: Is it popular?
- S1: Yes, very popular.
- S2: What happens exactly?
- S1: People visit graves and say prayers. They tell stories, they sing and they dance. They go to the graveyards. They often take the favourite food and drink of the dead person. They take toys for dead children.
- S2: So, is it a celebration?
- S1: Yes, exactly. It's a day to be happy. There are parades through the

- streets. People wear costumes or carry figures of dead people.
- S1: When did the custom start?
- S2: I understand that it started hundreds of years ago, at the time of the Aztecs.

Exercise C

- 1 Refer students to the box. Ask students to try pronouncing the words. Confirm or correct. Elicit a few ideas of the meaning, using L1 if you wish.
- 2 Set for individual work and pairwork checking.
- 3 Play  91. Clarify any misunderstandings now and consolidate when new words are high frequency, flexible and likely to be useful.

Answers

- S1: I researched a *festival*. It's called the Day of the Dead.
- S2: Is it a funeral?
- S1: No, not really. It's a day to remember dead friends and *relatives*.
- S2: Does it happen every year?
- S1: Yes, that's right. It's on the first and second of November.
- S2: Where does it happen?
- S1: In Mexico, certainly, but I think it happens in Nicaragua and so on.
- S2: Is it *popular*?
- S1: Yes, very popular.
- S2: What happens exactly?
- S1: People visit *graves* and say *prayers*. They tell stories, they sing and they *dance*. They go to the *graveyards*. They often take the favourite food and drink of the dead person. They take toys for dead children.
- S2: So, is it a *celebration*?
- S1: Yes, exactly. It's a day to be happy. There are *parades* through the streets. People wear *costumes* or carry *figures* of dead people.
- S2: When did the custom start?
- S1: I understand that it started hundreds of years ago, at the time of the Aztecs.


Transcript 91

Presenter: Exercise C3. Listen to the tutorial again and check your answers.
[REPEAT OF 90]

Skills Check 1

Refer students to Skills Check 1. Work quickly through it with a strong class; spend more time with weaker students. Note that you have another opportunity to refer to this if students struggle with Exercise D.

Exercise D

- 1 Work through the example. Point out that there are different kinds of mistakes, e.g., a missing word, the wrong order. Set for pairwork. Elicit, but do not confirm or correct.
- 2 Play  92. Drill the questions as a class, then individually.
- 3 Put in pairs again to practise. Monitor and assist.


Transcript 92

Presenter: Exercise D2. Listen and check your ideas.

- Voice:**
- a. Is it a funeral?
 - b. Does it happen every year?
 - c. What happens exactly?
 - d. Is it a celebration?
 - e. When did the custom start?
 - f. Is it popular?

Exercise E

- 1 Make sure students realize these are phrases from the tutorial. Point out they will need them for the last part of this lesson. Work through the example, pointing out that only one word is missing in each case. Set for individual work and pairwork checking.

-
- 2 Play  93.
 - 3 Feed back, drilling each sentence or phrase as you go.

Transcript 93

- Presenter:** Exercise E2. Listen and check your ideas.
- Voice:**
- a. No, not really.
 - b. Yes, that's right.
 - c. In Mexico, certainly.
 - d. Yes, very popular.
 - e. What happens exactly?
 - f. I understand that it was hundreds of years ago.

Skills Check 2

Refer students to Skills Check 2. Drill the example sentences. Try to use the expression a few times in the next couple of lessons and encourage students to do the same.

Exercise F

Explain the organization of the activity, especially where to find their research.

- 1 Put students into A/B groups. Ask them to work out how to give each piece of information in the notes. Monitor and assist. Make sure they can explain any new words. Encourage them to check pronunciation in their dictionary, but they can also try it out on you at this stage.
- 2 Put students into pairs of A and B, or larger groups if you wish (e.g., three As and three Bs).
- 3 Students give each other their information. Remind students about the question forms in Exercise D and the sentences/phrases in Exercise E. Monitor and assist.

Closure

Feed back on general points from Exercise F.

Lesson 3: Vocabulary and Pronunciation

Objectives


In this lesson, students will:

- revise and develop vocabulary related to customs and ceremonies;
- practise pronunciation of vowel sounds;
- practise pronunciation of hard and soft *c*.

Introduction

Exercise A revises vocabulary learnt so far in the unit, so you do not want to spend too long discussing this beforehand. Simply start by brainstorming new words and phrases from the first two lessons (words and phrases that were not known before starting the unit).

Exercise A

- 1 You can do this as a pairwork or as a high-speed teacher-paced activity, i.e., you say a noun phrase and the students say the number of the photo(s).
- 2 Set for individual work and pairwork checking. Remind students that multi-syllable words have three or more syllables.
- 3 Play  94. Feed back, making sure that students can say each word with the correct stress. Note that only *anniversary* has the stress in a different place.

Transcript & answers


Transcript 94

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise A3. Listen and check your answers.

Voice: a cake
a christening
a costume
a honeymoon
a parade
a present

candles
fireworks
a speech
an anniversary

Exercise B


- 1 Set for individual work and pairwork checking.
- 2 Play  95. Feed back. Get students to cover the verb column and try to remember a good word for each noun phrase, e.g., you say *a parade* and students say *take part in*.
- 3 Get one or two good students to talk about one of the photographs. Then set for pair or group work. Monitor and assist.

Transcript 95

Presenter: Exercise B2. Listen and check.

Voice: a. take part in a parade
b. cut a cake
c. go to a christening
d. go on honeymoon
e. wear a costume
f. blow out candles
g. give a present
h. watch fireworks
i. make a speech

Exercise C

- 1 Work through the first one as an example. Make sure students realize that they must not change the order of items, only add words to make good questions. Set for pairwork.
- 2 Play  96. Drill the questions, then set again for pairwork – see Methodology note.

Transcript & answers

Transcript 96

Presenter: Exercise C2. Listen and repeat the questions.


- Voice:
- Do children blow out candles at birthday parties?
 - Do the bride and the groom cut the cake together?
 - Do people have fireworks at New Year?
 - Do most people christen their babies?
 - When do people take part in parades?
 - When do people wear costumes?
 - What presents do people give to the bride and groom?
 - Where do people go on honeymoon?
 - Who gives a speech at a wedding?
 - When do people celebrate an anniversary?

Methodology note

With a mono-cultural class, focus on the questions rather than the answers, which will presumably be known already. If you come from a different culture, students can ask you each question when they have worked it out.

Exercise D

Write two words from the unit title – *culture* and *civilization* – on the board and drill them. Underline the *c* in both words and ask if the pronunciation is the same or different. Establish that the *c* in *culture* is a hard *c* and that the *c* in *civilization* is a soft *c*.

- Put students into pairs and encourage them to say the words aloud.
- Play  97. Drill the words.
- Choose a student who thinks he or she can give a concise explanation to give some feedback. Refer to the Skills Check now to consolidate.
- Students can continue in the same pair. Monitor to check production. Note that these words are not to

be learnt. They are related to the unit theme, but the aim is to increase awareness of pronunciation, not to learn them.

5 Play  98.

Transcripts & answers

Transcript 97

Presenter: Exercise D2. Listen and check.

Voice: culture
civilization
custom
called
costume
ceremony
celebrate
close


Transcript 98

Presenter: Exercise D5. Listen and check.

Voice: Catholic
cemetery
circus
confetti
Cupid
create
clap

Exercise E

Write the two example words – *weigh* and *rate* – on the board. Ask a student to say one word and then the other. Model the two words yourself, if necessary. Establish that the pronunciation of the vowel sound is the same and write S.

- Refer students to the table and make sure they understand that not all the pairs of words have the same vowel sound. Put students into pairs and encourage them to say the words aloud as they complete the task. As students are working, copy the pairs onto the board ready for feedback.
- As you play  99, write S or D against each pair. Drill any pairs that cause difficulties.

Answers

1	weigh	rate	S
2	death	guest	S
3	bride	dies	S
4	grave	prayer	D
5	born	groom	D
6	birth	church	S

Transcript 99

Presenter: Exercise E2. Listen and check.

- Voice: a. weigh rate
b. death guest
c. bride dies
d. grave prayer
e. born groom
f. birth church

Exercise F

Deal with each conversation separately.

- 1 Refer students to the first illustration. Give them time to work out some possible sentences. Then play 100.
- 2 Play 101 for Conversation 1. Pause the recording to drill the sentences. Make sure students are producing complete sentences or phrases and not simply saying individual words.
- 3 Set for pairwork.

Repeat with the second conversation. Make a note of commonly occurring errors.

Transcript 100

Presenter: Exercise F1. Listen to the conversations.

Conversation 1

- A: When were you born?
B: In 1991.
A: So you're 20?
B: Actually, I'm 21.
A: Are you married?
B: Yes, I am.
A: When did you get married?

B: In 2010.

A: Do you have any children?

B: Yes. A baby boy.

A: When was he born?

B: In January.

Presenter: Conversation 2

A: What does your father do?

B: He's dead, actually.

A: Oh, I'm sorry.

B: Thanks.

A: When did he die?

B: In 2009.

A: How old was he?

B: He was 63.

A: What happened?

B: He had a heart attack.

Transcript 101

Presenter: Exercise F2. Listen and repeat.
[REPEAT OF 100]

Closure

Deal with the commonly occurring errors.

Lesson 4: Reading

Objectives

In this lesson, students will:

- use an introduction to understand the general theme of a text;
- read for related information in stages;
- read to complete a table and draw a graph.

Introduction

Note that the first reading exercise involves predicting what the text will be about from the introduction, so you do not want an introduction that gives the answer away. Bring some pictures of well-known people to the class and put them on the board. Write under a picture of Frida Kahlo, for example, *b. 1907 – d. 1954*. Elicit and revise *She was born in ...* and *She died in ...* Under a picture of Prince William and Kate Middleton, write *m. 2011*. Elicit and revise *They got married in ...* or *They got married ... ago*.

Exercise A

Read the instructions through with students. Give them time to read all of the heading options before they read the introduction to the text. They should choose the correct option while they are reading. Do not pre-teach *life expectancy*, as this is the key phrase they will need to work out from context in order to choose an option. Ask a few students which option they have chosen before telling them the answer.

Now clarify the meaning of *life expectancy* and drill it together with *average*, which must be produced with two syllables only.

Answers

b.

Exercise B

Refer students to the table within the text and make sure they understand the concept of *periods in history*.

Point out that the years given in the second column are approximate.

Language and culture note

Sometimes it is difficult for students to understand a text in English because they lack background knowledge. It is important that students who study in English know how English-speaking cultures look at the world, in this case, how we divide up history into ages/civilizations.

Read the instructions through with students and tell them that 20 is given as an example at the top of the third column in the table. Ask them why life expectancy was so low in prehistoric times – elicit ideas: *It was dangerous. / There were many dangers*. Put students into pairs and set a time limit. Make sure students know not to start looking at information in the text yet. Tell students that if they write in the table, they should use a pencil so that it can be covered or rubbed out when the real answers go in. Check a few ideas, but do not go through each period laboriously.

Exercise C

Students will read the text in stages and then read the whole text when they refer back to the table.

- 1 Read the instructions and questions through with students so that they know what they are looking for when they read. Tell them not to write answers. They should read and then compare ideas with a partner before you check answers.
- 2/3 Follow the same procedure as for 1.
- 4 Make sure students understand that they are to see if the final paragraph tells them how long they can personally expect to live for. Whether it does or not will depend on the age of the students, but since the text says that by 2050 life expectancy will be 85, the answer is probably *no*. You can have a discussion about what they currently believe their life expectancy is.

Answers

- 1 a. wild animals / accidents hunting / fights with other groups of people / no medicine
b. the Ancient Greeks and the Roman Empire
- 2 a wider variety of food
- 3 Victorian Age: fewer babies dying
1900–1950: cleaner houses, cleaner water, better diet
1950–2000: medical advances (antibiotics)
- 4 Answers depend on students.

Exercise D

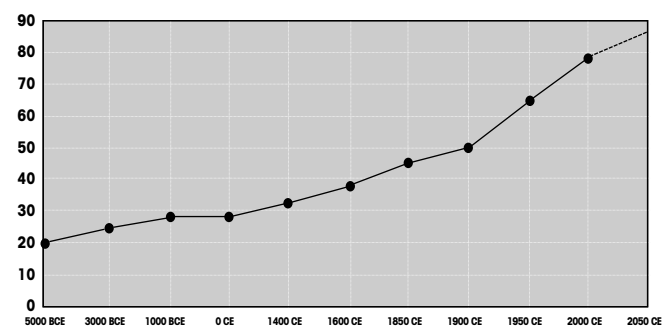
Students should now feel confident about reading the complete text.

- 1 Read the instructions through with them and tell them to write the figures in the table. Students should work individually, then check answers in pairs. As feedback, build up the table on the board.
- 2 Students should enjoy drawing the line graph. Tell them that they will often see information presented in this way during lectures or when reading. Set for individual work and pairwork checking. As feedback, build up the graph on the board or simply show an OHT or other visual medium on the board to compare with.

Answers

1	Period	Years	Average
	pre-history	5000 BCE	20
	Ancient Egypt	3000 BCE	25
	Ancient Greece	1000 BCE	28
	the Roman Empire	0 CE	28
	the Middle Ages	1400 CE	33
	the Renaissance	1600 CE	37
	the Victorian Age	1850 CE	45
	the start of 20 th century	1900 CE	50
	the middle of 20 th century	1950 CE	65
	the start of 21 st century	2000 CE	79
	the middle of 21 st century	2050 CE	85

2



Exercise E

Refer students to Skills Check 1 and give them a moment to read it. As they read, write the three example sentences on the board without commas. Tell students to close their books and then ask three students in turn to come to the board and put the commas back into the sentences.

Put students into pairs to look at the text, finding examples of each pattern. Monitor as they work, checking at least one example with each pair. Checking this exercise formally on the board will be time-consuming and laborious – it will take longer than the pairwork stage!

Answers are not given separately here as they are easily identified in the text.

Refer students to Skills Check 2.

Exercise F

Point out that tables of figures and graphs tell you *what*, but not *why*. Tell students to always read for reasons or facts. Set for pairwork. Feed back orally.

Answers

- 1 Answers depend on students.
- 2 Answers depend on students.

Closure

See how many of the facts from the text students can remember. They do not have to know the statistics, but they should be able to remember the broad sweep.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- use *is / are / was / were born*;
- use present continuous to describe change;
- punctuate sentences with a *when* clause;
- write about life event customs.

Introduction

Select 6–10 words from the unit so far and dictate them as a spelling test.

Exercise A

Refer students to the table. Give them a minute to study it.

- 1 Students work individually to complete the table.
- 2 Students work individually to complete the sentence. They check their answers in pairs. Monitor to check a few students' answers.
- 3 Conduct as a whole-class activity to establish matches. This is a prelude to A4, it doesn't matter if students get the answers wrong. However, they might be able to work out the ones they don't know by a process of elimination.
- 4 Students work individually to write the sentences. Then check in pairs. Monitor to check a few students' answers as they work. As feedback, either you or students write sentences on board. You could take the opportunity to introduce *both* into the last sentence. Ask students where it should go.
- 5 Set a time limit of three minutes. Students' sentences should be true, though some might like inventing information. Monitor and help weaker students. Students should compare their sentences in pairs. As feedback, ask students who they think had the most interesting information and get two or three ideas.

Answers

1	Most babies	<i>are</i>	born	at home.
	I / He / She	<i>was</i>		in 1984.
	You / We / They	<i>were</i>		in London.

- 2 *Most babies are born* in hospital / at home.

3	a.	Barack Obama	b.	Christmas Day
	b.	Charles Darwin and Abraham Lincoln	d.	Australia
	c.	Sir Isaac Newton	b.	the same day in 1809
	d.	Nicole Kidman and Russell Crowe	a.	Hawaii

- 4 a. Barack Obama was born in Hawaii.
b. Charles Darwin and Abraham Lincoln were born on the same day in 1809.
c. Sir Isaac Newton was born on Christmas Day.
d. Nicole Kidman and Russell Crowe were (both) born in Australia.
- 5 Answers depend on students.

Exercise B

Read the first line of instruction and then question 1 through with students.

- 1 Conduct as a whole-class revision discussion. Elicit the main forms from the unit – *It is rising. / It is falling.*
- 2 Refer students to the table. Give them a minute to study it. Read the question with them and then give them 30 seconds to decide whether *a* or *b* is the correct option. Ask a few students to tell you what they think before giving the answer.
- 3 Read through the instructions with students. Give students three minutes to read the text about Italy and then tell them to close their books. Ask some quick comprehension questions:
What's happening in Italy?
What was the population of Italy 25 years ago?
What is the population now?
Is the birth rate in Italy similar to the rest of Western Europe?

What fraction of people in Italy are over 65?
(nearly a quarter)

Make sure that students use the extract as a model to write their own short description. You may prefer to set this as a homework task if you want students to research information.

- 4 Students work individually to place the adverb in the sentence. Then check in pairs. Write the sentence on the board and ask a student to come and show the class where *still* goes.

Answers

- 1 Answers depend on students.
- 2 b.
- 3 Answers depend on students.
- 4 The population is still rising in most countries.

Exercise C

Refer students to the table. Give them a minute to study it.

- 1 Students work individually. Then check in pairs before you give the answer. Emphasize that this is a case of one verb following another verb – students did not focus on this in the unit.
- 2 Note that the sentence combines the structure that students have just looked at and the structure from Exercise B. Students work individually. Then check in pairs before you give the answers. Write the answers on the board as students work to save time.

Answers

- 1 It is another verb. It is a full infinitive form.
- 2 a. The population of India started to rise 60 years ago, and is still rising.
- b. The child death rate in the UK started to fall in the 1900s, and is still falling.
- c. Internet use started to increase at the end of the last century, and is still increasing.

Exercise D

Read through the first line of instruction and then question 1 with students.

- 1 Make sure students know what to do. They should work individually, then check in pairs. Monitor and point out the use of a capital letter, comma and a full stop to individuals, if necessary. To check, you or a student can write the answer on the board.
- 2 Refer students to Table 4.
- 3 Students have already read about most of the information in the text here and it will not be challenging. The aim is to work towards writing a similar text about their own country. Set for individual work and pairwork checking. As feedback, build up model notes on the board.
- 4 If students are from one culture, they could work in groups on making the notes. Clearly, you cannot know what the students are going to want to say. Move around the classroom, helping build necessary vocabulary.
- 5 Set for individual work. Monitor and assist. A realistic time limit for this will probably be around 15–20 minutes. If you cannot allow that much time during the lesson, it would be best to set the actual writing task for homework.

Answers

- 1 When someone has a birthday, people give them presents.

3	UK	
	Birth	<i>presents</i>
		<i>child = toy/money</i>
		<i>party</i>
	Marriage	<i>song 'Happy Birthday to you'</i>
		<i>man = ring to woman</i>
		<i>sometimes woman = ring to man</i>
	Death	<i>3rd finger, left hand</i>
		<i>stone = name, DOB, date of death</i>
		<i>sentence about the person</i>

- 4 Answers depend on students.
- 5 Answers depend on students.

Closure

Feed back, eliciting information from different people,
ideally from different cultures.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- practise past question forms;
- practise questions with *happen*;
- use patterns with two objects.

Introduction

Use Exercise A.

Exercise A

- 1 Students should work individually, then check answers in pairs.
- 2 Refer students to the table.
- 3/4 Students should work individually, then check answers in pairs. As feedback, either you or students write sentences on board.
- 5 Read through the instructions with students and make sure they look at the example. Tell them to use different question words for each of their questions. Set a time limit of three minutes – one minute for each question. Put students into pairs to ask and answer the questions. Monitor and check accuracy of questions and naturalness of interaction. As feedback, choose a couple of students to ask one of their questions to somebody on the other side of the classroom.

Answers

- 1/2 a. When
b. Where
c. What
d. How
e. Why
- 3 a. Where did Sally buy her wedding dress?
b. How did the Romans celebrate the New Year?
c. When did Martin arrive at the party?
- 4 a. Why did life expectancy start to rise in the Middle Ages?

- b. What did the Egyptians do when a child was born?

5 Answers depend on students.

Exercise B

- 1 Give students time to look at the options carefully before making a choice. Students should work individually, then check answers in pairs. Check answers orally, but make sure the answers are clear.
- 2 Put students into pairs to answer the questions. The aim is to practise the questions, so if they don't know the answers, it's not important. As feedback, select students to ask another student across the classroom each of the questions.
- 3 Students work individually to write questions. Monitor and help weaker students with ideas. Students might write questions that they will know answers to, but not other students. That does not matter as long as the questions are accurate. Put students into pairs to ask and answer their questions in turn. As feedback, select a few students to ask you their questions. Take the opportunity to model accurate, well-pronounced answers.

Answers

- 1 a. i) What happens at a christening?
b. iii) What happened in 1939?
- 2 a. The Second World War started.
b. The first man walked on the moon.
c. Planes crashed into the World Trade Centre in New York.
- 3 Answers depend on students.

Exercise C

Refer students to the tables and give them time to study them carefully.

Students should work individually, having covered the tables. They can then check answers in pairs before you give feedback. To practise the form, give

something (a sweet, if you have one) to one of the students and ask: *What did I do?* Elicit the two answers *You gave ... a sweet.* and *You gave a sweet to ...*

Answers

1/3

Exercise D

The task practises more informal writing than students have practised up to now. As students' English develops, they are bound to want to send e-mails.

- 1 Give students three minutes to read and then tell them to close their books. Ask some quick comprehension questions:
Why is Carmen writing to Daisy?
Why is next month a good time to visit?
What will happen during the festival?
- 2 Make sure that students use the e-mail as a model to write their own e-mail. Set a time limit of about six minutes, or set the task as homework if you want students to plan more carefully.

Exercise E

The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

Answers

1	The population of Europe	<i>is falling</i>	because the death rate is higher than the birth rate.
2	Life expectancy started	<i>to rise</i>	thousands of years ago.
3	The average age of death	<i>is still</i>	rising.
4	How	<i>did you come</i>	to the party?
5	What	<i>happened</i>	last night?
6	The man is giving	<i>the baby</i>	a present.
7	When	<i>a person dies</i>	people buy flowers.

Closure

Use your feedback on the e-mails from Exercise D as the closure.

Key vocabulary

accident (n)	death (n)	motorist (n)
aeroplane (n)	economical (adj)	passenger (n)
airport (n)	expensive (adj)	pedestrian (n)
bicycle (n)	fast (adj)	safe (adj)
bus (n)	fly (v)	safety (n)
comfortable (adj)	inconvenient (adj)	slow (adj)
convenient (adj)	involve (v)	statement (n)
car (n)	journey (n)	traffic (n)
crash (n/v)	measure (v)	train (n)
cyclist (n)	method of transport (n)	uncomfortable (adj)
dangerous (adj)	motorbike (n)	witness (n)

Lesson 1: Listening

Objectives

In this lesson, students will:

- predict the structure of a talk;
- listen to take notes;
- hear and record large numbers.

Introduction

Write *methods of transport* on the board. Drill *method*, which is a particularly flexible, high frequency word in academic English. Then brainstorm methods of transport, writing useful suggestions on the board. Make sure that all the methods from Table 1 are covered, including *pedestrian*. Point out that:

- *aeroplane* is almost always abbreviated to *plane*.
- a *ship* is bigger than a *boat*, but that *boat* can be used for any vessel, whereas *ship* cannot.
- in spoken English, bicycles are generally called *bikes*.
- a *pedestrian* is not just someone walking, but someone walking near traffic.

Exercise A

Direct students to the pictures and read through the question together as a class. Give them time to look and think before eliciting any answers or asking them to talk in pairs. Students will probably not be able to express accurately in full sentences what the pictures have in common – the aim is to orientate them towards the theme of the lesson.

Put students into pairs and give them two minutes to talk. As feedback, ask for ideas and make sure that key words *accident* and *crash* are dealt with at this point. Teach *sink* – *the boat is sinking*. Students might naturally want to use the present perfect – *The plane has crashed*. If they can do so, fine, but avoid presenting it here as the focus of the unit is not on that form.

Exercise B

Read through the instructions with students and then look at the example together. Drill *dangerous* and elicit the opposite – *safe*. Once again, the real aim is to orientate and motivate students for the lecture rather than to produce accurate sentences, though revising comparatives at this point will be beneficial.

Put students into pairs and give them two minutes to talk. Monitor to check for accuracy. As feedback, ask two or three students for ideas.

Exercise C

Refer students to the table on the next page. Give them time to absorb what it shows, but tell them not to worry about the column headings for now.

- 1 Read through the instructions with students.

Remind students that they should always predict content before they listen. This will help them to understand when they hear something, even if their prediction is wrong.

Students should use pencil if they make their predictions in the *Order* column of the table so that they can rub them out or cover them when they hear the actual statistics. Students should work individually, then compare ideas with a partner.

As feedback, get a very general idea of what most students think are the most dangerous and safest methods. Take the opportunity now to teach *measure*. Ask students how they measured what was dangerous and what was safe. Avoid a lengthy discussion about each method now.

- 2 Read through the instructions with students. Make sure they understand that they will complete two tasks simultaneously, but that they will do one at a time. Make sure they understand which columns of the table they are concentrating on now.

Play  102 up to the first pause and elicit ideas.

Then play the true information. Reassure students that it does not matter if they were wrong – the important thing is that they know what the speaker is going to talk about. Then play up to the first number and check that students are filling the table correctly. Continue with the rest of the items.

Ideally, you should use an OHT or other visual medium to check answers on the board. This will facilitate feedback with all the table-filling exercises in this lesson.

- 3 Give students a moment to compare the actual order with their own predictions.

Answers

Method	Accidents p.a.	Order
bicycle	58,000	3
boat/ship	8,000	6
bus	17,000	5
car	2,378,000	1
motorbike	54,000	4
pedestrians	77,000	2
plane	1,700	8
train	3,000	7

Transcript 102




Presenter: Unit 7: Inventions and Discoveries
Lesson 1: Listening

Exercise C2. Listen. Predict the next word. Then complete the *Accidents p.a.* and *Order* columns.

Lecturer: What is the safest method of transport? Actually, we can't answer that question before we answer another one. How can we measure safety? One way is to look at the number of accidents for each method. In America in 2002, the largest number of accidents involved [PAUSE] cars. There were 2,378,000 car accidents. In second place, we have accidents involving [PAUSE] pedestrians, that is, people walking near roads or crossing roads. There were 77,000 accidents involving pedestrians. Then, at number three, we have accidents involving [PAUSE] bicycles. There were 58,000 accidents involving cyclists. That's slightly more than accidents involving [PAUSE] motorbikes – the figure there was 54,000. Buses were much safer in this way of measuring. There were only 17,000 bus accidents, but that's still more than twice the number of [PAUSE] boat or ship accidents – 8,000. Finally, we have very small numbers for

[PAUSE] trains and planes. Only 3,000 accidents involved trains, and 1,700 involved planes.

Exercise D

- 1 Make sure students read the question before they listen so they know what they are listening for. Set for individual work and pairwork checking. Play  103. As feedback, get the two questions on the board.
- 2 Write the key sentence on the board: *One way is to look at the number of accidents for each method.* Underline *One way*, if students are struggling. Hopefully, they will suggest something like *The lecturer will talk about other ways*, but do not confirm or correct. Refer them to the Skills Check.
- 3 Play  105 right through and ask students if they are happy their answers were right. Play  104 again, pausing after each way of measuring to build up the answers to 2 on the board. Don't worry if you have to do a lot of this yourself – it will facilitate the main listening exercise later. Take the opportunity to teach *fatal* and *passenger*; *per passenger kilometre* means per kilometre travelled by each person. Make sure students understand the concept of *chance* in the final way of measuring. Use the chances of winning the lottery as an explanation.

Answers

- 1 What is the safest method of transport?
How can we measure safety?

Transcript 103

Presenter: Exercise D. Listen to part of the talk again.

Lecturer: What is the safest method of transport? Actually, we can't answer that question before we answer another one. How can we measure safety? One way is to look at the number of accidents for each method.

Exercise E

Read the main line of instruction and revise the meaning of *measure*. Elicit some suggestions, but be aware that students might find it difficult to express ideas even if they have them.

- 1 Refer students back to the table and put them into pairs to talk. If students are from the same country, you may feel they should be allowed to translate some of the ideas. The aim is to prepare them for the

Answers

Accidents p.a.	the number of accidents each year involving each method of transport
Deaths p. a.	the number of deaths each year for each method of transport
Deaths p. billion km	the number of deaths for every billion kilometres that people travel
Chance of dying on method of transport	the chances of dying when travelling by each method in your lifetime

Transcript 104



Presenter: Exercise E3. Listen and check your ideas.

Lecturer: How can we measure transport safety? One way is to look at the number of accidents for each method. Another way is to look at the number of deaths by each method. Do more people die each year in car accidents or plane crashes, for example? We could look at the distance that people

travel by each method each year. For example, people travel much longer distances by car than by bicycle, so we could measure the deaths per passenger kilometre. Finally, we could consider the chance of having a fatal accident – the chance of dying when travelling by each method. There aren't many plane crashes, but when a plane crashes, most passengers die. On the other hand, there are millions of car accidents every year, but in most cases, nobody dies.

Exercise F

Prepare students by revising some large numbers. You will know how confident your students will be hearing and recording large numbers and how much practice to give. Say some numbers, gradually getting larger, that students have to write down. Then write them on the board to check answers and get students to read them out.

- 1 Organize students into groups of eight. If you have a small class, students could work in groups of four, taking two methods of transport each. Read through the instructions with them, making sure they know exactly what to do. Emphasize that they are listening especially for their transport method and to record those figures, but that they should pay attention at other times so that they can check the information that other members of their group give them later.
- 2 Play  105 right through.
- 3 In their groups, students share the answers for their chosen methods of transport. To give feedback and check answers, play  105 again as you fill in the table on an OHT or other visual medium.

Answers

Table 1: *Transport safety in the US*

Method	Accidents p.a.	Deaths p.a.	Deaths p. billion km	Chance of dying on method of transport (1 in ...)
pedestrians	77,000	5,307	49	612
car	2,378,000	40,000	2.8	869
motorbike	54,000	2,106	112	1,159
bicycle	58,000	813	41	4,857
boat/ship	8,000	819	0.04	9,019
plane	1,700	635	0.02	20,015
bus	17,000	17	0.06	86,628
train	3,000	1,096	0.9	133,035

Transcript 105

Presenter: Exercise F2. Listen for information about your method. Complete the remaining three columns in Table 1.

Lecturer: So, there are four main ways to measure transport safety. We know about accidents. What about the figures for the other ways? Firstly, let's look at deaths per annum. Again, cars are the most dangerous method of transport. There were 40,000 deaths in 2002 in car accidents. In second place were pedestrians. There were 5,307 deaths of pedestrians. Motorcyclists were in third place, but a long way behind. Two thousand, one hundred and six people died in accidents involving motorcyclists. Less than half that number died in train accidents. The actual figure was 1,096. Cyclists and ship passengers had very similar results – 813 people died in cycling accidents, and 819 in boating or shipping accidents. Fewer plane passengers died – 635. Finally, what about bus passengers? Only 17 people died on buses in the US in 2002.

Another way to measure transport safety is to look at deaths per kilometre. We measure deaths per billion passenger kilometres. When we measure transport safety in this way, we have a new number one. It is motorcyclists. There were 112 deaths per billion passenger kilometres by motorcyclists in the US in 2002. Pedestrians were in second place – 49 deaths, and cyclists third at 41 deaths. Car accidents are in fourth place by this measure – only 2.8 deaths per billion passenger kilometres. Trains caused 0.9 deaths per billion kilometres. Then we have some very small numbers – ships 0.04, buses 0.06 and planes 0.02.

Finally, what is the actual chance of dying during your lifetime in a particular kind of transport accident? When we measure this way, a low figure is bad. I mean, if you have a 1 in 2 chance, that's very bad. If you have a 1 in 2,000 chance, the method's much safer. So, the figures – you have the biggest chance of dying as a pedestrian – 1 in 612. Next, we have car accidents – 1 in 869. Motorbikes are in third place – 1 in 1,159. Cyclists are in less danger – they have 1 chance in 4,857 of dying. For ship accidents, the figure's 1 in 9,019. For plane accidents, it's 1 in 20,015, and for bus accidents, 1 in 86,628. The safest way to travel, according to this measure, is by train. The chance of dying in a train accident is just 1 in 133,035. So, the next time you travel, stop for a moment and think about how safe you are.

Closure

Conclude the lesson by establishing which transport methods seem to be the safest and most dangerous. Clearly there is no right answer to the final question, but it does seem that planes, buses and trains are very safe compared with cars, bicycles, motorbikes and walking near roads.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- describe an accident;
- contrast past forms in narrative.

Introduction

Brainstorm the methods of transport from the previous lesson and briefly discuss once more which were the safest and most dangerous. Establish once more that cars are dangerous, whichever method of measuring safety is adopted.

Exercise A

Direct students to the picture and give them time to look and think before eliciting any answers. Read through the questions with them, checking key words as you go.

- 1 Read the question and elicit and drill *accident*.
Avoid going into more detail now as students can talk in pairs in a moment.
- 2 Check the meaning of *involved*, which is a verb that occurs frequently in the unit. The people involved in an accident are the people in it, the people affected by it. Check the meaning of *witness* – somebody that sees an accident (or crime) and usually talks to the police.
Put students into pairs and give them a few minutes to answer the questions. Check ideas together.
During feedback, teach *statement* – people involved in an accident make a *statement*.


Answers

Possible answers:

- 1 There is an accident/a car crash/police are talking to a driver.
- 2 drivers – they stop/exchange information
police – they ask questions/take notes
witnesses – they tell the police what they saw/they make a statement

Exercise B

Before students listen, refer to the two illustrations and give them a moment to think. They do not have to talk or answer any questions about the drawings, but they will understand more of the conversations if they have mentally made predictions. Read through both questions with them so that they know what they are listening for.

- 1 Play  106. Students match Conversations 1 and 2 with illustrations A and B.
- 2 Put students into pairs. Give them a couple of minutes to compare answers and then explain what happened in their own words. Each student can talk about one drawing, or they can help each other with both situations. Avoid a feedback phase now as students will look at the conversations more closely in Exercise C. Note now that the aim is to prepare students to learn the past continuous, though they are not expected to start using it yet.

Answers

- 1 1 B, 2 A
- 2 Answers depend on students.

Transcript 106

Presenter: Lesson 2: Speaking
Exercise B. Listen to two conversations.

Conversation 1

- Policeman:** So, what happened?
Cyclist: I was riding my bike along this road. The door of a car suddenly opened and I hit it. I fell off my bike.
- Policeman:** Are you all right?
Cyclist: I hurt my arm, but I don't think it's broken.
- Driver:** I'm so sorry. I was thinking about my appointment. I was late, you see.
- Policeman:** Late?
Driver: Yes, I was late to see the doctor. I didn't look in the mirror before I opened the door.

Conversation 2

- Policeman: So, what happened?
Driver 1: I stopped at the red light. The car behind didn't stop. He went into the back of my car.
Driver 2: I'm sorry. I was ...
Policeman: Were you talking on your cellphone?
Driver 2: No, I was ...
Driver 1: Yes, he was. He was talking on his phone and he didn't see the red light.
Policeman: Is that true?
Driver 2: Well, yes. I was talking on my phone, but I was looking at the road too.
Policeman: So, why did you hit the car in front then?

Exercise C

Read the instructions through with students. Tell them they will hear the conversation again and that the idea for now is to remember the verbs lexically, not to worry about tenses for the time being. If students can remember tenses, however, that is fine.


Put students into pairs and give them a couple of minutes to compare ideas. Monitor and gauge both how well students understood the recording, and how well they can logically piece together a conversation. Again, avoid a feedback phase, as students will listen to check answers and analyze the verb forms in a moment.

Exercise D

The aim now is to present students with the past continuous and to contrast it with the past simple that they have already learnt. Note that at this point in the unit, students will see the two forms contrasted, though in separate sentences within the same context. They will learn how to use the two forms in the same sentence later in the lesson.

- 1 Read through the instructions just for this first stage. Tell students that you will pause the recording, but only to give them time to write. You do not want

them to call out answers after each space and you do not want the task to become a dictation.

Play  107 through, pausing just long enough between sentences for students to write answers. If they fail to catch a verb form, go on. Do not rewind and play a line again.

Check the answers before discussing the verb forms. Ideally, show an OHT or other visual medium of the conversation on the board and write in the answers as you go. Do not discuss the different usage of the two forms yet.

- 2 Students should work individually, then check answers in pairs.
- 3 Refer students to Skills Check 1 to check ideas. Give students time to read and absorb the information and look at the examples. Contrast what you know they already know – the present continuous with the new form. Say and write on the board: *Now we are sitting in class. We are learning English. Yesterday at this time, we were sitting in class. We were learning English.* Point out that only the auxiliary verb changes. Use a timeline on the board. Draw a continuous line and write *I was riding my bike*. Draw a first cross on the line and write *The door of a car suddenly opened*. Draw another cross immediately after the first and write *I hit it and fell off my bike*. Make sure that it is clear the continuous action finished. Avoid over-explanation, though, as Exercise E that follows will assess whether the point has been absorbed.

Answers

Conversation 1

- Policeman: So, what happened?
Cyclist: I *was riding* my bike along this road. The door of a car suddenly *opened* and I hit it. I *fell* off my bike.
Policeman: Are you all right?
Cyclist: I hurt my arm, but I don't think it's broken.
Driver: I'm so sorry. I *was thinking* about my appointment. I was late, you see.
Policeman: Late?

Driver: Yes, I was late to see the doctor. I *didn't look* in the mirror before I opened the door.

Transcript 107

Presenter: Exercise D. Listen to Conversation 1 again.

[REPEAT OF 106, Conversation 1]

Exercise E

Refer students back to the second conversation.

- 1 Students should work individually, then check answers in pairs.
- 2 Play 108, pausing after each space to write the correct answer on the board. Ideally, complete an OHT or other visual medium of the gapped conversation.

Answers

Conversation 2

Policeman: So, what happened?

Driver 1: I *stopped* at the red light. The car behind *didn't stop*. He went into the back of my car.

Driver 2: I'm sorry. I was ...

Policeman: Were you *talking* on your cellphone?

Driver 2: No, I was ...

Driver 1: Yes, he was. He *was talking* on his phone and he *didn't see* the red light.

Policeman: Is that true?

Driver 2: Well, yes. I was talking on my phone, but I *was looking* at the road too.

Policeman: So, why did you hit the car in front then?

Transcript 108

Presenter: Exercise E2. Listen and check.

[REPEAT OF 106, Conversation 2]

Exercise F

- 1 The aim of listening again now is to consolidate the use of the past forms and to absorb the stress and

intonation patterns. Play 109 right through.

- 2 Allow sufficient time. Monitor to check performance. How naturally students are using the forms now will tell you more about whether they really understand them. See if stronger pairs can practise with books closed.
- 3 Allow a realistic amount of time. Monitor and help students with key pronunciation. Check they are using the past forms correctly. Make corrections as they write their conversations, rather than when they read them for the class.
- 4 Ideally, all groups should read their conversations for the class. However, this may be time-consuming and repetitive if you have a big class. An alternative would be to put students into new groups of six – each group consisting of two of the original groups of three. You could record the conversations for students to check their own performance.

Transcript 109

Presenter: Exercise F1. Listen to both conversations again.

[REPEAT OF 106]

Exercise G

Preparation is essential here, as students will not have the confidence to conduct this spontaneously. You should allow at least as much time to prepare as to conduct the actual information exchange. Monitor closely as students prepare and help weaker students especially. However, remember this is the production stage of the lesson and you should not do the task for them. Read the first line of instruction and then work through the task parts methodically.

- 1 Read through the steps and provide sufficient time, within reason, to prepare. As you monitor, help students with specific key vocabulary and suggest questions that a partner might ask.
- 2 As students relate their accounts, monitor, but do not stop them to correct. Make a note of a pair that performs particularly well so that you can ask them to role-play again for the class later – not to show off, but to provide a clear model of what is achievable.

Closure

Work through Skills Check 2, then put students into pairs to identify their own problem areas and follow the advice.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- revise and develop vocabulary related to transport;
- organize and record vocabulary;
- practise pronunciation – word stress patterns;
- start a conversation.

Introduction

The aim of the first half of the lesson is to encourage students to think about how they organize and record vocabulary. Start the lesson by getting students to show a partner their notebook and to explain how they go about organizing it. Monitor and, without being critical, make observations. It is quite likely that some students have listed vocabulary in alphabetical order or simply recorded randomly under a main topic heading. Start suggesting ways that they could approach the process more logically.

Exercise A

The primary aim is to show students that listing words with their opposite is one way of recording vocabulary, though the adjectives here are useful and should be revised or learnt.

- 1 Students should work individually, then check answers in pairs. Check pronunciation as you go over answers. Point out the common use of prefixes *un~* and *in~* to form opposite adjectives.
- 2 Read through the instructions and the example. Point out that *economical* means it saves you money, whereas *cheap* simply means it doesn't cost much. Put students into pairs and give them a couple of minutes to talk. Get a few ideas as feedback.

Answers

- 1 fast / slow
convenient / inconvenient
comfortable / uncomfortable

safe / dangerous
economical / expensive

- 2 Answers depend on students.

Exercise B

Once again, the primary aim is to show students how vocabulary can be organized, rather than to present these particular words and phrases.

Students should work individually, then check answers in pairs. As they work, check that they understand the items in the fourth row relate to parts of a motorway and in the final row to airports. Check pronunciation as you go over the answers. You may need to explain the items in the final row of the table if students have not flown before.

Answers

1	take off	fly	land
2	get in	drive	stop/get out
3	get on	ride	get off
4	slow lane	middle lane	fast lane
5	check-in	departure lounge	boarding gate

Exercise C

Copy the notebook table onto the board in preparation. Read through the instructions with students and then add the examples to the table on the board, checking the column headings as you go. Ask students to choose another transport method and write that into the first column on the board. Then add the person in the second column.

Once students know what to do, give them time to complete the task individually and to then check answers in pairs. As feedback, you or students can write words into the appropriate place on the board.

Answers

Transport	Person	Place	Related verbs
bus	driver	bus station	drive
bicycle	cyclist	cycle lane	ride
train	driver	railway station	drive
plane	pilot / captain	airport	fly
ship	captain	port / harbour	sail

Exercise D

Give students time to read through and absorb Skills Check 1. Make sure students appreciate that the advice relates to each of the exercises they have completed. Monitor and assist as they choose words and continue to assist as they apply the advice given and decide how best to record them.

Exercise E

Look at the example with students and make sure they understand why the tick is in the column it is in. Drill *accident* if necessary. Work through one or two of the words as examples, if you think necessary. Otherwise, allow students to continue. Students can work individually, saying the words to themselves, and then compare with a partner, or work directly in pairs, saying the words aloud as they go. Copy the table onto the board electronically so that you can provide feedback effectively. Drill words that students are unsure about as you go through answers.

Answers



		Oo	oO	Ooo	oOo
1	accident			✓	
2	airport	✓			
3	appointment				✓
4	arrive		✓		
5	bicycle			✓	
6	comfortable			✓	
7	dangerous			✓	
8	depart		✓		
9	departure				✓
10	expensive				✓
11	involve		✓		
12	passenger			✓	
13	pilot	✓			
14	police		✓		
15	station	✓			
16	traffic	✓			

Skills Check 2

Give students time to read through and absorb Skills Check 2. Encourage them to look back at the table in Exercise E as they do so.

Exercise F

Read the first line of instruction through with students. Note that *journey* has not yet been presented and students may not know it. Explain that a journey takes you from A to B – a journey from home to university, or from Paris to New York. Ask them for some examples of how a conversation might start. If they offer nothing, suggest some questions starters – *How was ...? How did you ...? Did you come / get here ...?* and so on.

- 1 Read through the instructions and both questions with students before they listen so that they know what they are listening for. Make sure students understand the second question and what *like* means here. *What was the journey like?* = *How was the journey?* / *Was the journey good or bad?* Play  110 right through. Check answers orally.
- 2 Refer students to the gapped conversations and give them a moment to read through them before playing the recording. Students have listened once already and should be able to write answers into the spaces without you pausing. Play  111 one conversation at a time, checking answers in between. Ideally, check answers on an OHT or other visual medium.
- 3 Drill lines from each conversation and then give students time to practise them in pairs. Monitor to check performance. Select a pair that performs well to read one of the conversations aloud to the class.
- 4 Put students into pairs and read through all the instructions with them. Set a time limit of three minutes for preparation. Monitor to help weaker students. Monitor students as they have their conversations, but do not make corrections. Select two or three pairs to role-play their conversation aloud to the class.

Answers

- 1 a. 1 by car, 2 by train
b. 1 not good, terrible, 2 good, fine

2 Conversation 1

A: Did you *drive* here?
B: Yes, I did.
A: What was the *traffic* like?
B: It was *terrible*!
A: Oh dear!

Conversation 2

A: How did you *get* here?
B: I came by *train*.
A: How was the *journey*?
B: *Fine*.
A: Oh, good.

Transcript 110

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise F1. Listen to two conversations. Answer the questions.
Conversation 1

A: Did you drive here?
B: Yes, I did.
A: What was the traffic like?
B: It was terrible!
A: Oh dear!

Conversation 2

A: How did you get here?
B: I came by train.
A: How was the journey?
B: Fine.
A: Oh, good.

Transcript 111

Presenter: Exercise F2. Listen again and complete the conversations.
[REPEAT OF 110]

Closure

Tell students you have just arrived in the country/town. Get them to start conversations with you. Remind them about starting conversations by talking about the weather (Level 2, Unit 4, Lesson 3).

Lesson 4: Reading

Objectives

In this lesson, students will:

- predict the order of information in a text;
- understand new words in context;
- understand past verb forms in context.

Introduction

Revise key vocabulary related to accidents: a car or plane *crashes*, a boat *sinks*. A car can *crash into* another car, a rider can *fall off* his or her bicycle. Revise the adjectives *safe* and *dangerous*.

Exercise A

Refer students to the table at the bottom of the page.

- 1 Point out that this is a general knowledge test. Students have not studied this in the course. Set for pairwork. Feed back, but do not confirm or correct.
- 2 Repeat the procedure.

Exercise B

Read through all the instructions with students so that they know what they are reading for before they start scanning. Then conduct each task separately.

- 1 Set for individual work and pairwork checking. Remind students that names are often defined or explained just before or just after the word itself, e.g., *William Huskisson, a member of the British Government*.
- 2 Set for individual work and pairwork checking. This time, students need to use their knowledge of numbers to work out what each item is, e.g., date, speed, distance.

Monitor as students work. Ask questions and make suggestions. Feeding back or checking answers to each and every name and number will be immensely time-consuming and not very beneficial. As feedback, you could choose a couple of names and a couple of numbers to check.

Methodology note

Enforce the time limit strictly. There is no point in allowing students time to read the whole text at this stage. The idea is simply to force them to use capital letters to find proper nouns, then check the referent, and repeat with numbers.

Answers

1/2 There are, in fact, 10 names.

	Name	Definition in text	Text
1	William Huskisson	a member of the British Government	Trains
2	<i>Rocket</i>	a (railway) engine	Trains
3	Mary Ward	a scientist	Pedestrians
4	Bridget Driscoll	a middle-aged woman	Pedestrians
5	Arthur Edsall	a man	Pedestrians
6	Edwin Sewell	an engineer	Cars
7	Richer	a soldier	Cars
8	Orville Wright	a maker of bicycles	Planes
9	<i>Flyer 1</i>	a plane	Planes
10	Thomas Selfridge	an American soldier	Planes

3/4 There are, in fact, 11 numbers.

	Number	Type	Text
1	15 th September, 1830	date	Trains
2	40	kilometres per hour = speed	Trains
3	31 st August, 1869	date	Pedestrians
4	1896	year	Pedestrians
5	6	kilometres per hour = speed	Pedestrians
6	25 th February, 1899	date	Cars
7	three	days later = time period	Cars
8	17 th December, 1903	date	Planes
9	37	metres = distance	Planes
10	five	years later = time period	Planes
11	25	metres = distance (actually height)	Planes

Exercise C

Get students to cover the text on page 115 completely. Elicit all the ways that you should prepare to read a text:

- Look at illustrations to get a very general idea of content.
- Look at tables to get a more specific idea of content.
- Read the heading to find out what the text is about in general.
- Read subheadings and/or the first paragraph to find out specific topics and order of topics.
- Answer questions which the writer asks.

Allow students to uncover the text for one minute to do each activity, but make sure they cover it again while they discuss or feed back. Alternatively, use an OHT or other visual medium to gradually reveal the text/target items. Set each task for individual work and pairwork checking. Give feedback before moving on to the next task. Note that students might find it difficult to suggest answers to question 1, having not read the text. Do not feed them possible answers – go back to the questions later to check comprehension.

Answers

- 1 Answers depend on students.
- 2 It is about accidents – more specifically, the first accidents for each type of transport where people died.
- 3 It will probably be in the same order as in the first sentence, i.e., trains, pedestrians, cars, planes.
- 4 This shows that the order is as predicted.

Exercise D

Put students into groups of four.

- 1 Get students to choose one topic each. Make sure they understand that they only have to read that paragraph and fill in information about that topic. Point out that the *Person* column is for the person who died. Monitor, but do not assist on this occasion. Point out that there may not be information for all of the columns.
- 2 Set for groupwork. Monitor and assist. Students should not look at the table of the others in the group, so all information, including spelling of names, must be conveyed orally. If a student has not found information that was in their text, allow them to look briefly at the paragraph again. Allow students to double check the information they heard by looking at the other texts, but do not give a long time for this. They should be scanning for names and numbers only. When groups have completed the task, provide an OHT or other visual medium of the table below for them to check against. Do not elicit or check each answer in the table orally, as this would be time-consuming and not very beneficial.

Answers

See table below.

Method	Date	Location	Person	Car/Plane, etc.	Driver/Pilot, etc.
planes	1908	USA	Thomas Selfridge	Flyer 1	Orville Wright
pedestrians	31/08/1869	Ireland	Mary Ward	steam car	no information
	1896	London	Bridget Driscoll	petrol car	Arthur Edsall
cars	25/02/1899	London	Edwin Sewell, Richer	petrol car	Edwin Sewell, Richer
trains	15/09/1830	Liverpool	William Huskisson	Rocket	no information

Exercise E

Work through the Skills Check, pointing out that you have got different kinds of words here, i.e.,

- *steam* = noun modifying a noun = a kind of N
- *steep* = adjective
- *flight* and *competition* = nouns

This information alone helps with guessing. Point out that the information in the same phrase, sentence or paragraph gives a lot more help. Elicit probable meanings of the target words here.

steam = boiling water, so a steam car = one that uses boiling water

steep = a word describing a hill; probably difficult to go up

flight = the noun of *fly*, a journey by plane

competition = a kind of race between two or more moving things

Exercise F

Each student has at least one word to explain. Allow students to look back at their own text to check, but not to use a dictionary. Monitor and assist as students explain in their group.

Exercise G

The aim is to revise the form that students learnt in the previous lesson and to prepare them to develop the grammar in the next lesson. Students should work individually, then check their examples in pairs. As feedback, get a couple of examples of each form on the board, but do not write up every example. Answers are not provided here, as examples of the forms are evident in the text.

Closure

See how many facts from the text students can remember.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- use past continuous;
- link past tenses with *when*;
- write a report of an accident.

Introduction

Ask students to tell you words from this unit with the following letter combinations. Write the combinations on the board and elicit the full words, perhaps by getting students to come up to add the extra words.

ai	airport railway train
cc	accident
ff	traffic
oa	boat road
rr	arrive
ss	passenger

Exercise A

- 1 Students should work individually, then check answers in pairs.
- 2 Read through the instructions with students and do one match as an example. Students should work individually, then check answers in pairs. As feedback, choose students to read out the full two-part sentences. Make sure answers are clear. Show students the meaning of *slipped*.
- 3 Refer students back to the relevant paragraph. They should discuss the questions directly in pairs. Elicit answers orally to check.

Answers

1	I / He / She / It	<i>was</i>	riding.
	You / We / They	<i>were</i>	

2	a.	Jim was riding his horse	d.	He didn't see his station and went past it.
	b.	Tina and Liz were driving home	c.	She slipped and fell in the river.
	c.	Sally was getting on the boat.	e.	A friend saw them and took them home in his car.
	d.	Stan was reading a book.	b.	A dog ran in the road and they hit it.
	e.	Tom and Grace were waiting for a taxi.	a.	He fell off and broke his arm.

- 3 a. They were flying at about 25 metres.
b. The propeller broke.
c. The plane crashed (and Selfridge died).

Exercise B

The aim now is to present students with the concept of linking the two past forms they have studied within a sentence. Although this is quite common in spoken language, it will be easier for students at this level to use in their written language, when they have more time to formulate complex structures.

- 1/2 Read through the instructions with students and make sure they understand what they are to do. Students should work individually, then check their sentence in pairs. As feedback, either you or a student should write the sentence on the board.
- 3 Refer students to the Skills Check and give them time to absorb the information and further examples. Point out now that in narrative, the two forms used together create drama. Read the example sentences, pausing appropriately before delivering the result of the interruption.

Answers

- 1 Sally was getting on the boat when she slipped and fell in the river.
- 2 When Jim fell off his horse, he broke his arm.

Exercise C

Note that Table 2 simply presents the forms from the Skills Check in a way that students are familiar with. They can use the Skills Check to complete the task if they prefer. Students should work individually, then check answers in pairs. As feedback, either you or a student should write the formula on the board.

Answers

- past continuous + *when* + *past simple*
- *When* + *past simple*, + *past simple* (note the comma)

Exercise D

Put students in pairs. Make sure students understand *disaster* and drill it.

- 1 Give out copies of the texts below. Give students five minutes to read the text and compare the information with the notes. Then ask students to turn over the text.
- 2 Give each student a copy of the note form. Set for pairwork. Ask Student A to cover B's notes. Student B should close the book and make notes. Encourage B to ask questions to check facts, spelling, etc. Monitor and assist. Repeat with swapped roles.

Student texts:

A The worst air disaster in history happened in Tenerife, near the west coast of Africa, on March 27th, 1977. A 747 plane was taking off when it hit another 747 on the ground. Five hundred and eighty-three people died.

B The worst sea disaster in history happened on January 30th, 1945, in the Baltic Sea, near the coast of Germany. A passenger ship called the *Wilhelm Gustloff* was sailing from Danzig to Kiel. A torpedo hit the ship and it went down. Over seven thousand people died.

Note form:

Date	
Place	
Names	
Action	
Interruption	
Result	

Exercise E

Read through the first line of instruction with students and revise the meaning of *witness*. Remind students that somebody involved in a traffic accident, or a witness who sees an accident, must give a *statement* to the police.

- 1 The aim is to consolidate and check use of the past simple and past continuous and to prepare for the writing task. Students should work individually, then check answers in pairs. Ideally, you should show an OHT or other visual medium of the statement and fill in the answers one by one. Otherwise, write each verb form on the board. Do not rely on orally given answers.
- 2 Make sure that students use the statement as a model to write their own. Set a time limit of about

ten minutes, or set the task as homework if you want students to plan more carefully.

Answers

- 1 I *was standing* at the bus stop in Blatchington Road when I *saw* the accident. Some cars *were waiting* at the traffic lights about 35 metres from me. The lights were red, but one car *didn't stop*. The driver *went* into the back of the car in front. I think he *was talking* on his cellphone and *wasn't looking* at the road. When he *hit* the car in front, there was a terrible bang.
- 2 Answers depend on students.

Closure

Feed back on the reports students wrote in Exercise E2.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- write about an historic transport accident;
- conduct and write about a survey.

Introduction

Use Exercise A.

Exercise A

Refer students to the picture of the *Hindenburg*. Teach the word *airship*. Get students to tell you that it is filled with gas – hydrogen in this case – which is inflammable. Refer students to the notes. Set for individual work and pairwork checking. Feed back, building up model notes on the board. During the feedback, point out the tense selection, especially the use of the past continuous for interrupted actions, i.e., *It was going to New Jersey* (It did not actually make it.) and *It was landing* (It did not land.).

Answers

	Hindenburg
From	<i>Frankfurt</i>
To	<i>New Jersey</i>
Pass./Crew	<i>36/61</i>
Action	<i>landing</i> <i>(03/05/1937)</i>
Interruption	<i>caught fire</i>
Result	<i>fell/ground</i>
Pass./Crew dead	<i>13/22</i>

Exercise B

Refer students to the picture of the *Titanic*. Teach the word *iceberg*. Elicit what happened (students will probably have seen the film). Refer students to the notes. Set for individual work. Monitor and assist. Note that to plan, organize and write the account

successfully, students will need around 15–20 minutes. If it is not possible to dedicate this much class time to a writing task, it would be better set for homework.

Answers

Model text:

The most famous sea accident in history involved the *Titanic*. The *Titanic* was the largest passenger ship in history. It sailed from the port of Southampton. It was going to New York. There were 1,316 passengers and 913 crew. On April 14th, 1912, it was sailing in the North Atlantic when it hit an iceberg and sank. Eight hundred and eighteen passengers died, and 698 crew.

Exercise C

Students should work individually, then compare sentences in pairs. Encourage peer correction. Monitor to check accurate use of forms. As feedback, get a few ideas from selected students. Do not go through all sentences that all have invented.

Answers

Answers depend on students.

Exercise D

Refer students to the bar graph and discuss as a class what it shows.

- 1 Make sure students understand the task and set for individual completion. The task should be easy – the aim is to prepare for the writing task that follows. As feedback, choose a stronger student to read the report with the answers in place.
- 2 Read through all the instructions with students so they understand the whole process. Then manage each phase separately. Set a time limit for students to mingle, collecting the information. Monitor and make sure students are working at a similar pace. Students should work individually to draw the bar graph from the information collected. Again, monitor to make sure students are working

efficiently. Put them into groups to compare their bar graphs before they write the report. In theory, their bar graphs should all be the same.

Either set a time limit of ten minutes to write the report or set for homework. Make sure that students use the report presented as a model.

Closure

Ask students to try to remember the main facts of the two disasters.

Answers

- 1 There are 32 students in my class and they come to university by six different methods. Nearly *half* the students come by bus. *Five* students live very close and always walk. *Six* students usually ride their bikes, though two of them sometimes walk. *Two* students live outside the city and come by train. They walk from the station. *Three* students come to university on their mopeds (small motorbikes) and *one* drives.
- 2 Answers depend on students.

Exercise E

The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

Answers

1 <i>One way</i>	to measure safety	is to look at accidents for each method of travel.
2 There are two roads.	Shall we take this one or	<i>the other one?</i>
3 Alternatively,	<i>we could</i>	go by train.
4 <i>What</i>	was the traffic like	on the way here?
5 The car	<i>was travelling</i>	at 80 kph ...
6 ... when it	<i>hit</i>	the wall.
7 When the plane	<i>crashed,</i>	the pilot died.

Key vocabulary

action film (n)	comedy (n)	horror film (n)
actor (n)	crime (n)	love story (n)
actress (n)	crime film (n)	novel (n)
adventure (n)	direct (a film) (v)	play (a part/role) (v)
author (n)	director (n)	role (n)
autobiography (n)	drama (n)	scene (n)
cartoon (n)	favourite (adj)	science fiction (sci-fi) film (n)
character (n)	historical film (n)	set (be set in) (v)

Lesson 1: Listening

Objectives

In this lesson, students will:

- listen to a research report;
- listen to hear statistics;
- listen to complete tables and charts;
- listen for examples and lists.

Introduction

The colourful posters on the first page are an appealing way to the start lesson and a long introduction is not necessary. Ask students if they go to the cinema much. Ask if they prefer to rent DVDs. Ask what films are on at the cinema at the moment. Gauge how interested they are in the topic and see if they can translate film titles into English. Note that students may use *movie* rather than *film* and that many native speakers use it in spoken language, especially in American English.



Exercise A

Give students a minute to look at the posters before they start matching. Point out that these are all old posters from the 1930s and '40s and they will probably not know the films.

- 1 Read the instructions with students, pointing out that *genre* can also be used to talk about types of

film. This is a word students will meet later in the unit. Pronounce each of the film genres for students. Students match in pairs and then compare with a partner.

As feedback, check answers, clarifying how the words and phrases are used. We talk about *a comedy*, *a cartoon*, *a love story* or *an adventure*, but *a science fiction film*, *a horror film*, *a crime film* and *a historical film*. Note that we often talk about *a historical drama*. Point out that *science fiction* is commonly abbreviated to *sci-fi*.

- 2 Explain that students are going to hear a definition of each type of story. They should make a prediction about the type of story as soon as possible, but not shout out. Encourage them to write a number in the tick box on the relevant picture in pencil, and then change it as they get more information, if necessary. Play  112 right through and then again, pausing after each description to check answers.
- 3 Set this as pairwork, as stronger students will understand and dominate if conducted as a whole-class activity. If students are talking with a partner who speaks the same language, tell them that they can translate the words. Encourage them to show physically what some items mean – *laugh* and *make you jump*, for example. Students have listened twice already and should have picked up these words. Only play  112 again if you think it is really necessary. As

feedback, check that students have understood the words, but make sure they understand that the aim is not to learn and remember them.

Answers

- 1/2 A5 cartoon
B4 historical
C7 science fiction
D6 love story
E2 crime
F3 horror
G8 comedy
H1 adventure
3 Answers depend on students.

Transcript 112

Presenter: Unit 8: Art and Literature

Lesson 1: Listening

Exercise A2. Listen and match each extract with one of the posters.


- Voice: 1 In this kind of film, people often go on a journey. They must find something or someone. There are many dangers along the way. Sometimes, they are in a difficult situation and they are in danger of dying.
- 2 In this kind of story, there is a mystery. Someone is dead and the question is *Who did it?* The main character is a policeman or a private detective.
- 3 This kind of film makes you frightened. People do frightening things, or suddenly appear and make you jump.
- 4 This kind of film is set in the past. There are often kings or queens and famous events from history.
- 5 This kind of story has drawings. The drawings move. Nowadays, the drawings are usually made by computer.
- 6 This kind of story is often very simple. One person loves another

person, but for some reason, they cannot be together. The idea is very simple, but very popular.

- 7 This kind of story is set in the future. There are often spaceships and people from other planets. Sometimes, people from the Earth go to another planet, sometimes people from another planet come to the Earth.
- 8 This kind of story makes you laugh. People do funny things or say funny things.

Exercise B

Refer students to the Table 1 and Figure 1. Explain that they should show the same information. Explain *bestseller* and *paperback* – ideally show one. Run through the types of book in the table quickly, making sure that students understand what type each book cover represents. Clarify the difference between a *biography* and an *autobiography* and drill the two words.

- 1 Refer students to the pie chart. Ask what they expect to hear. They should be able to see that two parts occupy well over half of the area, with the other eight parts occupying the rest.
- 2 Set for individual work and pairwork checking. Play  113, stopping at each pause for students to suggest the next word, then complete the relevant entry in the table. Note that sometimes the next word is obvious, but sometimes you are simply looking for students to be thinking about possible content, even if their actual prediction is wrong. As feedback, build up the table on the board.
- 3 Put students in pairs to identify the colours for each type of book. They do not have to write anything, they can join the genre to the pie chart segment. Give feedback, ideally using an OHT or other visual medium of the pie chart. Clearly, the items which are the same size can be any of the correct answers.

Answers

- 1 Answers depend on students.

2/3

Book type	Total
Adventure	1
Biography	1
Autobiography	4
Comedy	4
Crime	17
Historical	3
Horror	2
Love story	14
Science fiction	4
other	2



Source of raw material: Guardian Unlimited

Transcript 113

Presenter: Exercise B2. Listen to a research report. Predict the next word when the recording stops. Then complete Table 1.


Researcher: I'm doing research into reading habits in English. I wanted to find out the most popular types of books in the English [PAUSE] language. I looked for information in libraries and on the [PAUSE] Internet. On the website of *The Guardian*

newspaper, I found a list of best-selling paperback books for the year [PAUSE] 2002. I looked at the top 50 books in the list and I put them into separate categories – *crime*, *adventure*, [PAUSE] *horror*, etc. Most of the categories are novels, but there are also [PAUSE] *biographies*, or life stories, and *autobiographies* – life stories written by the people themselves. There is also the category *other*, which means [PAUSE] true stories, cookery books, etc. If you look at Table 1, you will see my [PAUSE] results. I found that two types of novel were far more [PAUSE] popular than the rest. In fact, these two types appear 31 times in *The Guardian* list of the first [PAUSE] 50 bestsellers. In other words, they account for over 60 [PAUSE] % of the total. In first place, with 17 out of 50 titles, that's 34%, is [PAUSE] crime novels. Second, with only three fewer titles, we have [PAUSE] love stories. In equal third place, with four titles each, are [PAUSE] science fiction, autobiography and comedy novels. Just behind those three types we have [PAUSE] historical novels with three titles, then [PAUSE] horror and other with two, and finally [PAUSE] adventure and biography with one each.

Exercise C

Refer students to the tables. Ask the class: *What are you going to hear about?* Elicit some ideas, but do not confirm or correct.

- 1 Set for individual work and pairwork checking. Play 114. As feedback, build up the notes on the board.

- 2 Refer students to the tables again and ask: *Which word is new in these tables?* Once again, do not confirm or correct. Set for individual work and pairwork checking. Play  115. Give feedback. Work through the Skills Check.
- 3 Set for pairwork. Feed back, but do not confirm or correct.

Answers

1

Date	Name and country	Number	Age	Tasks 1 and 2
1996	Dr Stuart Fischhoff – USA	560 (M = 264, F = 296)	15–83	put types of film in order (1 = fav.) name fav. film of all time

- 2 Possible answer:
Drama – a type of film; people have a problem and try to solve it.
- 3 favourite types of films

Transcript 114

Presenter: Exercise C1. Listen. Make notes in your notebook under the following headings: *Date, Name and country, Number, Age, Tasks 1 and 2.*



Voice: I am going to talk about some research into types of films. In 1996, an American psychologist, Dr Stuart Fischhoff – that's Stuart – S-T-U-A-R-T – Fischhoff – F-I-S-C-H-O-F-F – did some research into films. He talked to 560 people in the USA. There were 264 men and 296 women. They were between 15 and 83 years old. He asked them to put different types of film in order – with 1 as their favourite. He also asked them to name their favourite film of all time. We can see some of the results of the research in the tables on the screen.

Transcript 115

Exercise C2. Listen. Which word in the tables below does the speaker explain? What is the explanation?

Voice: I must explain one word in these tables. The word is *drama*. Dr Fischhoff used traditional categories for film types: love story, science fiction, crime, etc., but he also made a special category called drama. A drama is usually a story at the theatre, but Dr Fischhoff used this name for a particular type of film. In drama films, people have a problem and they try to solve it. Sometimes there's a crime in a drama story, but it isn't the main point of the story. Sometimes love is part of a drama film, but it isn't the main part. In most cases, the problem is actually with the people. Dramas teach us about life. Dr Fischhoff found that a lot of popular films were dramas, not just crime stories, love stories, and so on.

Exercise D

- 1 Set for individual work and pairwork checking. Play  116. As feedback, build up the table on the board.
- 2 Make sure students realize that they only have to listen for information for one of the tables. Play  117. Do not give feedback at this point.
- 3 Put students into pairs – one who has completed Table 2, and one who has completed Table 3. Monitor and assist. As feedback, build up the tables on the board.

Methodology note

Clearly, if you have a mixed gender group, it is probably best to get the women to listen for Table 2 information and men to listen for Table 3.

To round up, ask students to react to the information in the survey. Ask: *Which result do you think is the most surprising? Do you think the results would be the same for people in your country?, etc.*

Answers

Table 1: *Film types by order of preference*

Type	Order
Adventure	2
Cartoon	6
Comedy	5
Crime	8
Drama	1
Horror	7
Love story	4
Science fiction	3

Table 2: *Favourite types of film – females*

Type	%
Adventure	15
Cartoon	4
Comedy	0
Crime	0
Drama	23
Horror	0
Love story	31
Science fiction	16
other	11

Table 3: *Favourite types of film – males*

Type	%
Adventure	28
Cartoon	4
Comedy	0
Crime	0
Drama	32
Horror	0
Love story	4
Science fiction	28
other	4

Transcript 116

Presenter: Exercise D1. Listen and complete Table 1.

Voice: Dr Fischhoff asked the first question to all 560 people: *Can you put these types of film in order of preference, for example, if you like love stories the most, put 1.* The results are in Table 1. He found that drama films were the most popular. In second place were adventure films and in third, sci-fi. Love stories were next and then comedy films in fifth place. In sixth place were cartoons, followed by horror films. Surprisingly, crime stories were in eighth and last place.

Transcript 117

Presenter: Exercise D2. Listen and complete Table 2 or Table 3.

Voice: Dr Fischhoff then asked the second question: *Can you name your favourite film of all time?* The results for women are in Table 2, and for men in Table 3. Not surprisingly, love stories came top for women. Thirty-one per cent of women named love stories as their favourite type of film compared with only 4% of men. In second place for women were drama films. Twenty-three per cent chose this type. For men, drama films were top, with 32% saying it was their favourite film type. Science fiction and adventure films were in equal second place for men, with 28% choosing both types. Women put science fiction third – 16% chose this type of film – and adventure fourth – 15% chose this type. Cartoons were next for both men and women, but with only 4% saying it was their favourite film type. Horror, comedy and crime

stories got no result at all for either sex. None of the men or women chose these types of films as their favourite.

Exercise E

Students will practise talking about their favourite films in the lessons that follow, but it seems logical for them to express their own opinion at this point. Either put them into pairs or conduct as a whole-class discussion.

Closure

Feed back on some of the opinions expressed in Exercise E.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- talk about favourite films;
- distinguish between fact and possibility;
- conduct a survey.

Introduction

Reintroduce the word *genre* and brainstorm the film types from the previous lesson. Develop the vocabulary by pointing out that we often combine film genres to be more specific. We talk about *action films* and *action adventures*. We talk about *animation*, rather than cartoons, when images are generated by computer. Point that a historical film may be *biographical*, like a book, i.e., about the life of a famous person.


Exercise A

Refer students to the posters and give them time to look and think before they talk. Read through the questions with them, and make sure they read the examples. Note that some of the films are not immediately definable as a single genre. Put them into pairs and tell them to answer questions 1 and 2 at the same time. As feedback, establish what type of film each is and get one idea about it. Avoid a long discussion about each film unless students really are using new language beneficially. Point out that *Romeo and Juliet* is a film from a *play*.

Answers

- 1/2 A – *Gladiator* – action adventure (possibly historical, but not a true story)
B – *Ace Ventura* (series of films) – comedy
C – *Avatar* – science-fiction / animation (computer graphics) / action adventure (possibly)
D – *Romeo and Juliet* – love story (film from play)
E – *Frida* – historical / biography
F – *The Descent* – horror film

Exercise B

Make sure students understand that they will hear two people talking about one of the films from Exercise A. Tell them that they will not hear the title, but there are a lot of clues. Play  118. Check the answer.

Answer

Gladiator

Transcript 118

Presenter: Lesson 2: Speaking
Exercise B. Listen to a conversation.
Which film are they talking about?

Voice 1: So, what's your favourite film of all time?

Voice 2: Mm, I think it's probably [BEEP].

Voice 1: What type of film is it?

Voice 2: Well, it's a historical drama, but I guess it's an action film too.

Voice 1: What happens?

Voice 2: It's set in Roman times. A soldier becomes a slave. Then he becomes a [BEEP]. He becomes the greatest [BEEP] because he's so brave.

Voice 1: Who's in it?

Voice 2: The main character's Russell Crowe.

Voice 1: Oh, really. I like him. How does the film end?




Voice 2: I'm not going to tell you. Watch it!

Voice 1: Perhaps I will.

Exercise C

Read the instructions through with students. Tell them they will hear the conversation again and that the idea for now is to work out the question forms.

- 1 Put students directly into pairs and give them five minutes. Monitor and gauge both how well students understood the recording and how well they can logically work out question forms in context. Feedback is unnecessary as students will listen again to check.

- 2 Tell students that you will pause  119, but only to give them time to write. You do not want them to call out answers after each space and you do not want the task to become a dictation. Play  119 through, pausing just long enough for students to write the questions. If they fail to catch a verb form, go on. Do not go back and play a question again. As feedback, write the questions on the board or reveal questions one by one, using an OHT or other visual medium of the conversation. Use the version of the conversation with the film title now. Answers are provided in the transcript below. Draw attention to how the present simple is used to summarize the plot of a film or book. We talk about the story in present terms as it still exists – not as a story which has finished. Students should be comfortable using the present simple, and this only needs to be pointed out. Lessons 5 and 6 focus on this in more depth.
- 3 Tell students that the aim of listening again is to concentrate on the pronunciation and natural rhythm of the interaction. Pause  120 after questions and answers that you want to drill. Give students time to practise the conversation. Monitor to check performance.

Transcripts & answers

Transcript 119

- Presenter:** Exercise C2. Listen again and check. Write the questions into the spaces.
- Voice 1:** So, what's your favourite film of all time?
- Voice 2:** Mm, I think it's probably *Gladiator*.
- Voice 1:** What type of film is it?
- Voice 2:** Well, it's a historical drama, but I guess it's an action film too.
- Voice 1:** What happens?
- Voice 2:** It's set in Roman times. A soldier becomes a slave. Then he becomes a gladiator. He becomes the greatest gladiator because he's so brave.

- Voice 1:** Who's in it?
- Voice 2:** The main character's Russell Crowe.
- Voice 1:** Oh, really. I like him. How does the film end?
- Voice 2:** I'm not going to tell you. Watch it!
- Voice 1:** Perhaps I will.

Transcript 120

- Presenter:** Exercise C3. Listen again. Then practise the conversation in pairs. [REPEAT OF 119]

Exercise D

Read the instructions with students and give them two minutes to answer the question in pairs. Refer them directly to the Skills Check to check. Point out that *I guess* is used commonly in spoken language. They will see *probably* and *perhaps* used in texts later in the unit.

Exercise E

Preparation is essential here, as students will not have the confidence to conduct the conversations totally spontaneously.

- 1 Monitor closely as students prepare and help weaker students especially. However, remember this is the production stage of the lesson and you should not do the task for them.
- 2 As students have their conversations, monitor, but do not stop them to correct. Make a note of a pair that performs particularly well so that you can ask them to role-play again for the class later – to provide a clear model of what is achievable.

Exercise F

Remind students what a *survey* is – refer back to previous lessons.

- 1 Give students sufficient time to read the survey instructions properly. Monitor and give assistance where necessary. Make sure students understand

that you will not ask them to start conducting the survey until they know exactly what to do. Put them into pairs when you are satisfied that most students have understood the instructions. Reassure students who are still unclear that discussing the process now will help them understand it better.

- Put students into pairs to discuss the process. Monitor to check that they have got the idea and the survey itself will go smoothly.

If it is clear that students need further help with understanding the instructions for the survey, you could show the completed Table 1, as well as Table 2 and Figure 1.

Students may need further help with understanding the instructions for the survey. If so, you could show the following completed Table 1, plus results table and figure.

Table 1: *Story type preference – results*

Story type	S1	S2	S3	S4	S5	Total	Rank	% = 1	Notes
Crime	1	6	1	2	1	11	1	60%	3 out of 5
Love story	2	5	3	4	7	21	4		
Science fiction	3	4	7	3	6	23	= 5		
Comedy	4	7	2	5	5	23	= 5		
Historical	5	1	4	6	4	20	3	20%	1 out of 5
Horror	6	2	6	7	3	24	7		
Adventure	7	3	5	1	2	18	2	20%	1 out of 5

Table 2: *Favourite types of story*

Story type	Order
Crime	1
Love story	4
Science fiction	= 5
Comedy	= 5
Historical	3
Horror	7
Adventure	2

Figure 1: *Favourite types of story*



Exercise G

Put students into groups (ideally of ten) in order to make the mathematics easy later. If you have a mixed gender group, put the students into groups of male and female so that you can compare the results by gender at the end. Check the sentences in the list together as a class. Drill some of the sentences.

Monitor closely during the activity. Assist with practical difficulties, but do not correct language at this point. Note that students will work at different paces and you may need to end the activity before everyone has finished.

Methodology note

Clearly, as it says in number 6 on the handout, the information in Table 1 should be the same. Make sure students note this point and correct any errors. They might like to label the columns in Table 1 with the initials of the respondent, so they can double-check that students were giving the same answer each time.

Closure

Feed back, getting groups to give their results. Make a composite table and pie chart with the total results for the whole class and display it.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- revise and develop vocabulary related to films and books;
- learn homophones;
- learn about group words.

Introduction

The aim of the first half of the lesson is to revise and develop vocabulary related to the overall unit theme. The second half encourages students once more to think about how they organize and record vocabulary.

Exercise A

The aim is for students to expand on vocabulary already learnt in the unit in a motivating way. Put students into teams. Teams can be pairs or groups of up to five students, depending on the size of the class. Work through the stages one at a time.


- 1 Tell students to focus on the vocabulary and not start answering questions yet. Of course, they should read the questions in order to understand any unknown words in context, but not yet compare answers. They should discuss the words in their team. Rather than go through each item, ask if there are any words that need clarification before the quiz begins. Make sure you do not give answers away when explaining words.
- 2 Make sure students understand the points system and that the team with the most correct answers wins. Set a time limit of ten minutes to answer all the questions. Make sure students cannot check answers on any electronic devices they may have with them.
- 3 Go over answers and see which team has most points.

Answers

- 2 1 Steven Spielberg
- 2 Alfred Hitchcock
- 3 Don Quixote
- 4 Isabel Allende
- 5 Russia
- 6 Penelope Cruz
- 7 Mohammed Ali
- 8 Colin Firth

Exercise B

The primary aim is to make students aware that homophones are common in English and to demonstrate that they raise issues of both pronunciation and spelling.

- 1 The examples that introduce the notion of homophones are related to the unit topic. In the practice exercise, students will work with a range of words they will be familiar with. Allow them to study the sentence pairs individually for a moment before playing  121. Then give them another moment to compare thoughts with a partner. Get some oral feedback from the class before referring them to Skills Check 1.
- 2 Refer students to Skills Check 1. Pronounce *homophones* for students, but do not drill it. Model and drill each of the example pairs in the table – transcribe them phonetically on the board, if possible.
- 3 Students should work in pairs so that they can say examples aloud to each other as they look for a second example. Monitor: point out if suggestions are not correct, but do not offer the correct answers. When a few pairs have the table complete, go over answers. Either you or students can write answers into a copy of the table on the board.

Answers

3	meat	<i>meet</i>	where	<i>wear</i>
	write	<i>right</i>	made	<i>maid</i>
	sun	<i>son</i>	by	<i>buy/bye</i>
	no	<i>know</i>	sail	<i>sale</i>

Transcript 121

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise B1. Listen. What do the underlined words have in common?

Voice 1: a. It's a fantastic film. Go and see it.

Voice 2: I went swimming in the sea last week.

Voice 1: b. Kim Basinger played the role of Eminem's mother in 8 *mile*.

Voice 2: I had a cheese roll for lunch.

Exercise C

The aim is to introduce another effective way of recording vocabulary. Refer students to the table and point out the example. Ask why *film* is connected to *comedy* in this way, but do not confirm or correct yet.

- 1 Set directly as pairwork so that students can discuss the task as they go.
- 2 Check answers before referring students to Skills Check 2. Build up the table on the board. Refer to the example again and establish that a *comedy* is a type of film and that there are many other types, as students have seen. Ask for the match with *season*, draw the line and establish that *autumn* is one of four seasons – the number of words within the group is limited. As you go through answers, elicit one or two further examples of words in each group.
- 3 Refer students to Skills Check 2 and give them a moment to read it for consolidation.

Answers

1

film	comedy (action, love story)
meat	chicken (beef, pork, lamb)
colour	yellow (see Skills Check 2)
sport	football (tennis, golf, athletics)
job	lawyer (teacher, secretary, bus driver)
season	autumn (see Skills Check 2)
planet	Mars (any of the other planets)
shop	bakers (bookshop, supermarket, butchers)
month	June (any of the other months)
drink	juice (milk, Coke, beer)

Exercise D

The primary aim is once again to encourage logical, organized recording of vocabulary – not to learn a new list of words.

- 1 Put students into groups and make sure they each choose a word group. Encourage students to write both words they already know and to add a couple of new ones, checking in a dictionary. Monitor to check the logic of items and the spelling.
- 2 Give students a few minutes to compare their lists and to write any new words from the other groups onto the lines provided in their books. Monitor and check the process is going smoothly, as a formal feedback phase is not appropriate.

Closure

Round up by asking students if recent vocabulary work has encouraged them to reorganize their vocabulary notebooks in any way.

Lesson 4: Reading

Objectives

In this lesson, students will:

- understand specific information;
- recognize names and titles in a text;
- understand summaries of stories.

Methodology note

Prepare the texts for Exercise C, D and E before the start of the lesson. You might prefer to do the main parts of this lesson as a jigsaw reading. In that case, copy the five texts on page 43 of the Course Book and cut them up to hand out to individual students.

Introduction

Get students to cover the texts completely.

- 1 Hand out flashcards. Say a word and the student with the correct word should hold it up.
- 2 Elicit all the ways that you should prepare to read a text:
 - 1 Look at illustrations to get a very general idea of content.
 - 2 Look at tables to get a more specific idea of content.
 - 3 Read the heading to find out what the texts are about in general.
 - 4 Read subheadings and/or the first paragraph to find out specific topics and order of topics.
 - 5 Answer questions which the writer asks.

Exercise A

- 1 Either write the question at the top of the text on the board, or reveal it as you work down through stages of an OHT or other visual medium of the text. Elicit some names from the class, prompting them with some of the best-known titles. You could also reintroduce the word *character*, and elicit some of the best-known characters from English literature.

- 2 If you are using an OHT or other visual medium to gradually reveal the texts, allow students to see the introduction. Allow students time to read, and then establish that they will read about the most famous novels of different literary genres.
- 3 Answer the question as a class and establish that it is likely to be in the same order as listed in the introduction, i.e., love, horror, crime, sci-fi, adventure. Note, however, that if you have cut up the text for individuals, this will not matter until they check the complete text later.

Answers

- 1 Answers depend on students.
- 2 Answers depend on students.
- 3 Possible answers:
 - 1 love story
 - 2 crime story
 - 3 horror story
 - 4 sci-fi story
 - 5 adventure story

Exercise B

Identifying names and titles in a text is an important reading skill. You will often hear students ask what does XXXX mean, only to realize that they have not appreciated that it is a real noun. The aim is not just to identify the real nouns here, but also to learn how to identify them in the future (see the Skills Check). Read through the instructions for 1, 2 and 3 with students. Find one example of each to start students off. They should work individually, then check answers in pairs.

As students work, write a few examples on the board and as feedback, establish whether each is an author, a book title or a character. Check a few more examples from students, but do not identify every real noun on the page.

Exercise C

Put students into groups of five. Note that the fifth text is slightly more challenging and you may want to organize it so that the best student in each group gets this one.

- 1 Students choose one type of novel each. Make sure they understand that they only have to read that paragraph and fill in information about that type of novel. Monitor, but do not assist on this occasion. Point out that there may not be information for all of the columns.
- 2 Set for groupwork. Monitor and assist. Students should not look at the table of the others in their group; so all information, including spelling of names, must be conveyed orally. If a student has not found information that was in their text, allow them to look briefly at the paragraph again. Allow students to double check the information they heard by looking at the other texts, but do not give a long time for this. They should be scanning for names and numbers only.

- 1 at first / falls in love with
- 2 strange / private detective / solve a crime
- 3 monster / brings it to life
- 4 machine / destroyed
- 5 poor / treasure

When the information exchange starts, monitor and assist with the learning process and the pronunciation of new words and phrases.

Exercise E

Students can continue to talk in their group of five, or talk in pairs so that there's greater interaction. Give them three minutes and then get some feedback. Round up by getting a consensus as to which story most students would like to read.

Closure

See how many of the facts from the text students can remember.

Answers

Type	Writer	Born	Died	Novel title	Date	Main person
Love story	<i>Jane Austen</i>	1775	1817	<i>Pride and Prejudice</i>	1813	<i>Elizabeth Bennett</i>
Crime	<i>Conan Doyle</i>	1859	1930	?	1887–1927	<i>Sherlock Holmes</i>
Horror	<i>Mary Shelley</i>	1797	1851	<i>Frankenstein</i>	1818	<i>Dr Frankenstein</i>
Sci-fi	<i>H. G. Wells</i>	1866	1946	<i>The Time Machine</i>	1895	<i>The Time Traveller</i>
Adventure	<i>Mark Twain</i>	1835	1910	<i>Tom Sawyer</i>	1874–75	<i>Tom Sawyer</i>

Exercise D

Refer students to their own text again – the one they read in Exercise C. Give them about five minutes to try to learn their summary and find out the meaning of new words and phrases. In each text, there is at least one word or phrase that students will probably want to check (see opposite). If they are close cognates in the students' L1, make sure they check pronunciation. Draw attention once more to the use of the present simple to give a summary.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- use present simple to summarize a story;
- write about a genre of film;
- use direct speech.

Introduction

Exercise A.

Exercise A

You have already pointed out the use of the present simple to give a summary and students will be familiar with the form. The aim now is to focus on this in more depth and provide some writing practice using the form.

- 1 Students should work individually, then check answers in pairs. Make an OHT or other visual medium of the summaries so that the verbs can quickly be highlighted or underlined as feedback. Note that students may highlight and ask about verbs in the passive form here – *is set, called*. Do not give explanation about passive verbs now, but make it clear that these are present forms and not past forms. If you know the structure is the same in the students' first language, you may want to simply translate.
- 2 Establish that the present simple tense is used.
- 3 Refer students to the Skills Check and give them two minutes to read and absorb.
- 4 Setting a time limit here is essential. Make sure students understand that they need only to write a short summary – two or three lines – and give them five minutes. Tell them to spend a minute deciding which story to summarize and which verbs they want to use. Monitor to check progress, but do not offer too much assistance at this point. Students should spend three minutes comparing summaries with two or three classmates, giving you time to check some of the work. Do not get all the

students to read out their summaries, as this will be very time-consuming and not beneficial.

Answers

1

A scientist called Dr Frankenstein makes a man from parts of dead people. He brings it to life with electricity. The monster is unhappy and does terrible things.

The novel is set in Victorian England. A scientist, called *The Time Traveller*, makes a machine. It can move a person to any time in the past or the future. The main character has many adventures before he destroys the machine.

4 Answers depend on students.

Exercise B

The aim now is to consolidate the use of adverbs that express possibility and to provide further writing practice.

Students should know enough about the author and the story to at least have an idea of the answers. They have already mentioned the story in the first lesson. Students should read and think individually, then check their answers in pairs. Write the answers on the board to check spelling.

Answers

Perhaps the most famous play in English literature is *Romeo and Juliet* by *William Shakespeare*. He was born in central England in 1564 and died in London in 1616, aged 52. He probably wrote the play in 1597, but nobody is sure. It is a love story set in the 16th century in Italy. *Romeo and Juliet* are in love, but they cannot be together because their families hate each other. At the end of the play, they both die.

Exercise C

- 1 Set for individual work and pairwork checking. As feedback, get the correct order on the board, but do not allow students to write anything. Show that there are two possible patterns. Note also the punctuation, including title case and quotation marks.
- 2 Set for pairwork. As feedback, add *probably* to the sentences on the board.
- 3 Set for pairwork. As feedback, add *perhaps* to the sentences on the board.
- 4 Erase everything from the board and allow students to write.

Answers

- 1 The most famous love story in history is *Romeo and Juliet*. / *Romeo and Juliet* is the most famous love story in history.
- 2 The most famous love story in history is probably *Romeo and Juliet*. / *Romeo and Juliet* is probably the most famous love story in history.
- 3 Perhaps the most famous love story in history is *Romeo and Juliet*. / *Romeo and Juliet* is perhaps the most famous love story in history.

Exercise D

To complete the task properly, students will need between 15 and 20 minutes. If this is unrealistic in class time, it would be better to set the task as homework. Make sure students understand that they should use the extract in Exercise B as a model and that they should try to express both fact and opinion.

Exercise E

Refer students to the photograph which accompanies the pink text. Elicit who this is, if possible. Set for individual work and pairwork checking. Monitor and assist. Feed back, getting the model notes on the board.

Answers

Model notes:

Name	Charlie Chaplin
Born	1889, Lon., Eng.
Died	1977, Switz.
Age	88
First film	'Making a Living'
Date	1914
Number	>75
Info about films	most films = person with funny walk, hat, stick; has trouble, gets girl

Exercise F

Refer students to the photograph at the top of the page. Elicit *Mickey Mouse* and perhaps (Walt) *Disney*. Refer students to the notes. Set for individual work. Monitor and assist.

Answers

Model text:

Cartoon films

The most famous cartoon films in history are probably the ones by Walt Disney. Disney was born in Chicago, USA, in 1901. He made his first cartoon film, called *Tommy Tucker's Tooth*, in 1922. He made more than 600 cartoon films. He died in Florida, USA, in 1966, aged 65. In many of his films, there is a mouse called Mickey Mouse. He has several friends, including Minnie, another mouse; Pluto, a dog; and Donald, a duck.

Exercise G

There is a crossover of vocabulary and grammar here – the aim is to check the meaning of the various verbs and to practise their use. Read the first line of the instructions with students and then tell them to spend two minutes looking at sentences a–e before they start answering the questions. Then work through the questions one at a time.

-
- 1 Students should spend a minute thinking individually, then check ideas in pairs. As feedback, use an OHT or other visual medium of the sentences to point out features on the board.
 - 2 Follow the same procedure as for 1. For students, seeing examples is more likely to make meaning clear than long explanations.
 - 3 Follow the same procedure as for 1.

Answers

- 1 c, d, e. The direct speech is within inverted commas.
- 2 *Speak and talk* are very similar – they could be swapped in the first two sentences. *Talk* implies more of a conversation. Two people are involved (see sentence d in Exercise H).
Say simply means that words came out: *He said*, ‘hello’. – NOT *He told*, ‘hello’.
Ask is used with questions.
Tell suggests that information is given – one person gives information to another.
- 3 *Say* has only a direct object – you say something.
Tell has a direct and indirect object – you tell somebody something.

Exercise H

Actually using the verbs will almost certainly clarify in a way that talking about them may not. Do not worry if students appear to still be unclear – doing the exercise is what they now need. Make an OHT or other visual medium of the sentences so that feedback can be clear.

- 1 Students should work individually, then check ideas in pairs. As feedback, write the verbs into the sentences on the board.
- 2 Some students may prefer to work directly in pairs here, while others might want time to think individually. Give them at least five minutes to work on the task and then get selected students to come and punctuate the sentences on the board.

Answers

- 1/2 a. ‘I love her with all my heart,’ Simon *told* his friend.
b. ‘Will you marry me?’ Liam *asked* Elizabeth.
c. ‘Goodbye, Jim,’ Sandra *said* and they never *spoke* (talked) again.
d. ‘Graham is the man for me,’ Sally *told* Barbara. ‘He *talks* about things I understand.’

Closure

Ask students to try to remember the main facts of the two types of films.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- use past continuous to set the scene;
- learn and practise reflexive pronouns;
- revise past tenses and direct speech;
- write the start of a story.

Introduction

Use Exercise A.

Exercise A

Students have seen how the past simple and past continuous are used in narrative, but have not yet focused on how the past continuous is used to set the scene at the beginning of a story or part of a story. The aim is to develop writing skills, rather than refocus on the grammatical form.

- 1 Tell students to read through the first time simply to identify the genre. Check answers directly. Note that students have not met the word *fairytale*.
- 2 Students should work individually, then check answers in pairs. Make an OHT or other visual medium of the extracts that can be shown on the board so that feedback can be clear. Point out that when two continuous actions occur in the same sentence, it is not necessary to repeat the subject and auxiliary verb. Ignore examples of the verb *be*, but clarify that there is no need to use the verb in a continuous form to set a scene like this.
- 3 Answer the question directly as a class. Students will have been thinking about this as they worked through 2. Do not confirm or correct suggestions, as students will read Skills Check 1 to consolidate.
- 4 Refer students to Skills Check 1 and give them two minutes to read it.

Answers

- 1 A fairytale
B adventure
C horror

D love story

E science fiction

- 2 A Cinderella was doing (1) the housework. She was washing (1) the kitchen floor and cooking (1) lunch at the same time. She was singing (1) to herself. Suddenly, somebody tapped (2) at the door and a letter dropped (2) onto the mat.
- B The sun was shining (1), but there was a large black cloud coming towards the two men. They were climbing (1) fast, but the hill was very steep. Suddenly, the rain started (2).
- C She was running (1) fast, but the creature was getting (1) closer. Her heart was beating (1) faster than ever before. She looked (2) left and right. The walls were high. Suddenly, she saw (2) a door in the wall on the right.
- D Jenny was lying (1) on her bed. She was holding (1) her phone in her hand, but it wasn't ringing (1). She was hoping (1) with all her heart that Paul wasn't angry with her. Suddenly, there was a knock at the door.
- E People were having (1) fun in the park. Some were playing (1) ball games and others were flying (1) kites. A few people were rowing (1) boats on the lake. Suddenly, a large shape appeared (2) in the sky. People stopped (2) and looked up (2).

Exercise B

Make sure students understand that the aim is to write an extract very similar to those in Exercise A.

Emphasize that they should simply set the scene and then describe one or two events at most. Read through the steps with them and then give them ten minutes to write. Monitor and check tense usage – better to correct now than once students exchange stories. Students should mingle, exchanging stories. Tell them to exchange their story with at least three classmates. You could collect the stories to mark and hand back at the end.

Exercise C

The aim here is to consolidate the various features of narrative that have been studied – past tenses and direct speech. Students should work individually, then check answers in pairs. Clarify any answers on the board, if necessary.

Answers

They *were flying* at about 50 metres. The pilot *checked* the height, then *started* the landing engines. She *spoke* to the crew. ‘We *are landing*,’ she *said*. ‘Prepare yourselves.’ The spaceship *landed* softly on the surface of the Moon. The pilot *stopped* the engines. ‘I *am opening* the doors now,’ she *told* the crew.

Exercise D

Students have been exposed to reflexive pronouns during the unit, but have not yet focused on them. Refer students to the sentences and give them a minute to read and think.

- 1 Students should work individually, then check answers in pairs.
- 2 Refer them to the Skills Check before you check answers with them. Tell them to spend another minute checking their answers now they have read the Skills Check. Go over answers on the board.
- 3 Make sure students cover the Skills Check to complete the table. Monitor to check as they work individually, as they will simply look again at the Skills Check to check answers.
- 4 Make sure students now cover both the Skills Check and the table. They can work directly in pairs to consolidate.

Answers

- 1 I looked at *myself* in the mirror.
A: ‘Did anyone help Jim?’
B: ‘No, he did all the work *himself*.’
‘I really do love him,’ Emma said to *herself*.

3	Subject pronoun	Verb	Reflective pronoun	
	I	saw	<i>myself</i>	in the mirror
	You		<i>yourself</i>	
	He		<i>himself</i>	
	She		<i>herself</i>	
	We		<i>ourselves</i>	
	You (plural)		<i>yourselves</i>	
	They		<i>themselves</i>	

- 4 a. Do you ever talk to *yourself*?
b. We painted the house *ourselves*.
c. I hurt *myself* playing football.
d. Sometimes students ask *themselves*, ‘How can I do better in this subject?’

Exercise E

The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

Answers

1	<i>It was probably</i>	her best	novel.
2	<i>Perhaps I'll</i>	read it	later.
3	Sarah	<i>said,</i>	‘I like it here.’
4	‘I don't care,’	Martin	<i>told Mary.</i>
5	Who	are you	<i>speaking to?</i>
6	Lucy	<i>told</i>	Mark her phone number.
7	I taught	<i>myself</i>	English by reading.
8	Tom and Lucy asked	<i>themselves,</i>	‘Is this really what we want?’

Closure

Do remedial work with groups or individuals on problematic areas.

Key vocabulary

activity (n)	enjoy (v)	model-making (n)
amateur (n/adj)	equipment (n)	photography (n)
birdwatching (n)	fishing (n)	pleasure (n)
collect (v)	free time (n)	popular (adj)
collection (n)	gardening (n)	professional (n/adj)
collecting (v)	hobby (n)	stamp collecting (n)
collector (n)	hobbyist (n)	star-gazing (n)
creative (adj)	interests (n)	
do-it-yourself (DIY) (n)	leisure time (n)	

Lesson 1: Listening

Objectives

In this lesson, students will:

- understand the structure of a talk;
- listen to take notes;
- listen for a change of subject.

Introduction

Start by clarifying the meaning of the words in the unit title and near synonyms that occur in the unit. Practise the pronunciation of *leisure* and establish that *leisure time* and *free time* are synonymous. Elicit a few common leisure activities, introducing *activities* as you do so. Somebody may introduce the word *hobby*. If they do, deal with it, but if not, wait until it is introduced in Exercise A.

Exercise A

Refer students to the pictures.

- 1 Answer the first question together as a class, establishing that all of the pictures show leisure or free-time activities.
- 2 Students should work directly in pairs so that they can communicate and compare knowledge as they go. Encourage use of dictionaries and monitor to

help with spelling and pronunciation, when necessary. Write answers on the board for clarification. Point out that *TV* is a very common abbreviation of *television* and that *DIY* means *do-it-yourself*.


- 3 Read through the questions with students, dealing with unknown vocabulary. However, tell them that they should look up *hobby* in a dictionary and answer question 1 themselves. They will hear *hobby* defined in Exercise C as well. Point out that *creative* is the adjective from *create*, and drill it. Give students time to answer the questions in pairs. Monitor to make a note of points that could be used in feedback. Going through each question again will be repetitive and not very beneficial. As feedback, focus on questions a and g. Suggest that photography is a hobby, while reading probably isn't. See if students can explain why. Get a class consensus as to which of the activities are most popular among them.

Answers

- 2 A cooking
B model-making
C watching TV
D stamp collecting
E playing a musical instrument / playing guitar
F gardening
G photography

- H DIY – do-it-yourself
- I fishing
- J skateboarding
- K reading
- L playing computer games
- 3 Answers depend on students.

Exercise B

Read through the questions with students, making sure they understand that they will not hear a speaker for each picture. Play  122 right through and then again, pausing after each speaker to check answers.

Answers

- Speaker 1 = C
- Speaker 2 = B
- Speaker 3 = A
- Speaker 4 = F
- Speaker 5 = I
- Speaker 6 = G
- Speaker 7 = D
- Speaker 8 = E

Transcript 122

Presenter: Unit 9: Sports and Leisure
Lesson 1: Listening

Exercise B. Listen and match each speaker with one of the pictures.

- Speaker 1: I don't think you can really call this a hobby. I mean, everyone does it or nearly everyone, anyway. Some people spend four or five hours every day doing it, even when there's nothing they really want to watch.
- Speaker 2: This hobby is probably most popular with young boys and men. They like making aeroplanes or ships. I don't think many women enjoy doing this.
- Speaker 3: In the past, I think this was more of a woman's hobby. Perhaps, it wasn't really a hobby at all – more like housework. Now, people – men and

women – think of it as a hobby and there are lots of TV shows telling you how to make something delicious.

Speaker 4: I guess this is a popular hobby, but mainly for older people. My mum and dad spend hours outside planting something or watering something. Personally, I think it's a bit boring.

Speaker 5: This is a very popular outdoor hobby in lots of countries. I don't think it's really a sport – I mean, you can't win or lose. I think men enjoy this more than women. Fathers like to do it with their sons. I think a lot of men do it to get out of the house and escape from the family.

Speaker 6: I think this is still a popular hobby, even if, nowadays, everything is digital and made easy. Lots of people still like to have a conventional camera and be creative with the pictures they take.

Speaker 7: People collect all sorts of things. Stamps and coins are very common, but people collect unusual things like teddy bears. I heard a story about a man collecting car number plates.

Speaker 8: This is a very creative hobby and it's popular with boys and girls equally. At school, children start learning the piano or violin and then as teenagers, the guitar or perhaps drums.

Exercise C

Tell students that they will listen to a talk. By now, they will be accustomed to listening to the introduction to a talk first.

- 1 Give them time to read through the questions so they know what they are listening for. They will know the answer to question 1, but should listen to what the lecturer defines it as. Contrast *leisure* and *pleasure*. The pronunciation, apart from the initial

sound, is the same. *Pleasure* is similar to enjoyment.

Play 123 through and then give students a moment to compare answers. Go over answers together orally. Point out that perhaps simple pleasures like reading and watching TV are not really hobbies – everyone does them.

- 2 Conduct as a whole-class discussion. Establish that the lecturer will probably go on to talk about various popular creative hobbies.

Answers

- 1 a. time not working
b. rich people
c. reading, listening to music, watching television
d. a free-time activity that's creative – that involves making something

Transcript 123

Presenter: Exercise C. Listen to the introduction to a talk about hobbies.

Lecturer: In the modern age, people have a lot of free time or leisure time – that's time not working. Certainly, more people have more free time than they did a hundred years ago. Then, only rich people had leisure time, while ordinary people worked very long hours. So, how do people fill this leisure time? Well, there are hundreds of different ways. Many people like simple pleasures like reading or listening to music, and a lot of people watch television. Some people have a more specific hobby and this is what I'm going to talk about. I see a hobby as a free-time activity that's creative. I mean, a hobby is a free-time activity that involves making something, or at least seeing some kind of end result.

Exercise D

Divide the listening task into two stages to be more manageable. Refer students to the notes and then read through the instructions to 1 and 2 with them. Explain that they will complete the notes for the first two hobbies and then make their own notes for the remaining three hobbies.

- 1 Give students time to read the notes and remind them of the importance of making predictions. Point out that they may not always hear the lines of notes exactly as they are written. Play 124 right through to the end of the part about photography. If you pause for students to write each answer, it will become too much of a dictation.

Give students time to compare answers in pairs and then play 124 again as you check answers. Write the answers on the board for clarification. Make an OHT or other visual medium of the notes for convenience. Ask students what developing a photograph means from the context of what they have heard.

- 2 Emphasize that students are to make notes – not write full sentences. Play 124 through to the end. You can decide if you should pause after each hobby or between lines. Avoid allowing it to become a dictation though. Give students time to compare their notes and then, as feedback, build up notes on the board.

Answers

- 1 Model-making

Making the *model* is the creative process. Most people like *making* the model, not *looking* at it or *playing* with it.

Photography

Photographers create a photograph, but also a *collection of photographs*. They put them in an album or keep them on a *computer*.

2 Possible answers:

Do-it-yourself

sometimes a clear result / people make s/th (table or cupboard)

most is repairing something (broken door/electrical work) or painting

make something work or look nicer

Gardening

similar to DIY / make space look more beautiful
creative – look after s/th – help it grow

Collecting

make a collection / put stamps or coins in album /
organize in alphabetical order

Transcript  **124**

Presenter: Exercise D. Listen to the rest of the lecture.


Lecturer: Sometimes it's easy to see the result of a hobby. For example, in model-making, there's a model at the end of the process – perhaps a plane or a ship. Model-makers probably get more pleasure from making the model than they get from looking at the model or playing with it. That's why they soon start making another model.

Photography is another very creative hobby. In photography, there's a photograph, of course, but there's also a collection of favourite photographs. These are perhaps in an album or, nowadays, stored on a computer. Technology – digital photography especially – is making photography seem easy, but many people still enjoy using a conventional camera and getting the best possible image.

Now, DIY – do-it-yourself – is another popular hobby. Sometimes with DIY there's a clear result. Perhaps people make a table or a

cupboard. Most DIY, however, is simply repairing something – repairing a broken door, doing some electrical work or painting a room, for example. You're still making something, though. You're making the lights work, or you're making the room look nicer. Gardening is similar to do-it-yourself, in some ways. You make a space look more beautiful. It's also creative because you look after something and help it to grow. But what about collecting? Can we say that collecting is really a hobby? What are you making? Stamp collectors don't make stamps, coin collectors don't make coins. But they do create something. They make a collection. They put their stamps or coins in an album and they organize it, in alphabetical order by country.

Exercise E

- 1 The aim is to draw attention to the fact that noticeable changes of subject occur in a lecture. Students have heard the recording so will already have a good idea of where the changes occur. Play  **125** from the beginning again, pausing when a significant number of students have put up their hands. Review what the speaker has just said.
- 2 Refer students to the Skills Check and give them time to read and absorb. Go over any points that students appear not to understand. You may consider playing the recording and pausing to illustrate each of the points, but bear in mind students have listened twice already.

Transcript  **125**

Presenter: Exercise E. Listen again.
[REPEAT OF 124]

Exercise F

Put students into pairs and set a time limit of two minutes. Monitor to check ideas and get some feedback to round up.

Closure

Get students to identify key words from this lesson from the stressed syllable.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- talk about a personal hobby;
- find and use specialist vocabulary.

Introduction

Use Exercise A.

Exercise A

The aim is to provide some free speaking practice to begin the lesson, to revise concepts and language from the previous lesson and to introduce the grammatical structure that is the focus of Exercise B.

Refer students back to the pictures and talk about one or two together as a class to get the ball rolling.

Without specifically focusing attention on form, introduce *-ing* adjectives, *make* + adjective and *make* + object + verb. If you talk about the first picture, for example, say: *Cooking is relaxing, it makes people happy and it makes people think more about they eat.* Put them into pairs and set a time limit of five minutes. Tell weaker students to choose the pictures they want to talk about. Monitor to check production and to make a note of what will be of interest during feedback. As feedback, choose two or three students to talk about an activity each.

Exercise B

- 1 Refer students to the sentences first and give them time to read and absorb. Then look at question 1 together as class. Establish that all the sentences contain the verb *make*. Emphasize that the meaning of *make* may be new to some students here – it is not the same as the basic meaning of *create*, i.e., *make a cake*.
- 2 Read through question 2 with them, making sure they do not look at the Skills Check yet. Students should work individually and then check answers in pairs.

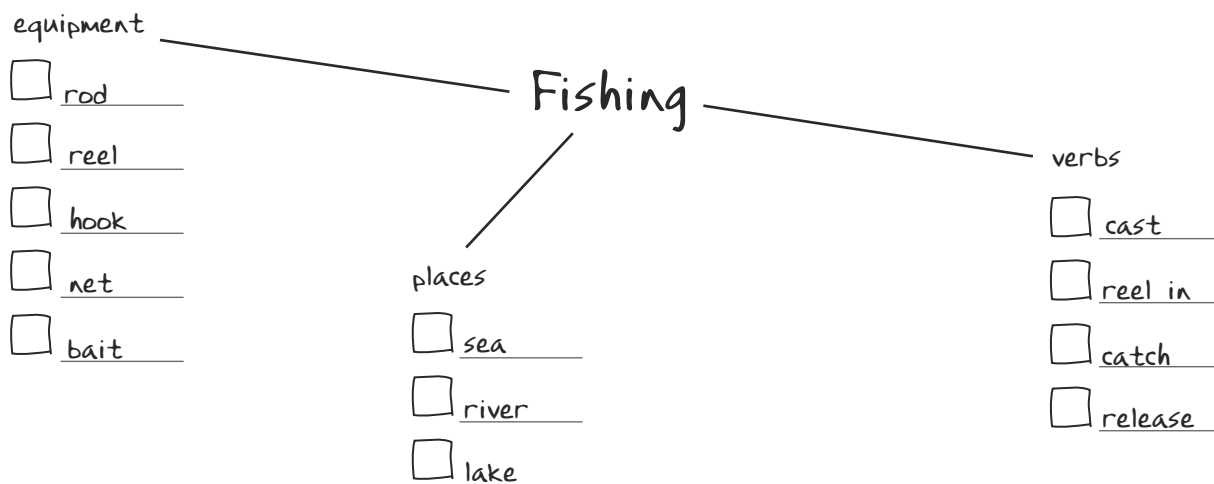
- 3 Refer them to Skills Check 1 and give them time to check answers. Go over any remaining uncertainties. Clarify that sentences a and b relate to the first half of the Skills Check and that sentences c and d relate to the second half. Write on the board *It makes her to feel sad*. Point out that this is a typical student error and then cross out *to*. Tell students that they will look at this language point in more depth in Lesson 5.

Exercise C

It is important to appreciate that the aim of Exercises C and D is to prepare students to talk about a hobby of their own later in the lesson and not to learn vocabulary specifically related to fishing. The talk serves as a model for the talk they will give and shows them how they must learn to become independent when finding words and phrases that relate to personal areas of interest.

- 1 Refer students to the picture and give them two minutes to answer the questions in pairs. Do not worry that some students might not know anything about the hobby – they should simply say so. As feedback, elicit and write on the board any key vocabulary that students know, but avoid feeding it yourself. Students will probably know *fishing*, *catch* and perhaps *net*. If they say something like a *fishing stick*, you can tell them that the correct word is *rod*.
- 2 Refer students to the word map and point out that this is a good way of recording vocabulary related to a topic. Tell them that they will create their own word map like this later. Check that they understand *equipment* as one of the headings, but do not go through the meaning of the other words either on the map or in the box – encourage them to use dictionaries. The aim is not to learn these, but to demonstrate how specialist vocabulary can be organized in preparation for a talk. Monitor as students work to check progress.
As feedback, you should ideally make an OHT or other visual medium of the map and complete it with students. At this point, clarify the meaning of the words, showing physically or drawing pictures.

Answers



Exercise D

The talk provides listening practice, but also aims to prepare students for the talk they will give later. Do not worry about playing 126 more than once.

- 1 Tell students to look at the word map as they listen and to tick the words as they hear them. They should naturally take in more information as they do this. Do not look through questions a–f yet, as this will overload students. Play 126. As feedback, simply check that students have ticked all the words. Going through the correct order with them is time wasted.
- 2 Students should try to answer the questions from what they remember. Put them into pairs and give them sufficient time. Monitor to check what they have understood. If it is clear they need to listen again, stop them talking and play 126 again. Make sure they read the questions carefully beforehand. Go over answers with students as feedback. Note that the pictures (for question f) will help them to answer question d also.
- 3 The aim of listening as they read the transcript is to help them prepare for their own talk. Pause 127 occasionally. Point out that the student:
 - starts by saying how often he enjoys the hobby and when he started doing it.

- then says what he likes about it.
- refers to his word map, to the picture and to objects he has brought in.
- spells words that he knows will be difficult for his classmates.
- uses introductory phrases learnt in the Listening lesson – *in river fishing* / *with river angling*, etc.
- summarizes by repeating what he especially likes about the hobby

Emphasize that the talk is simple once you understand the key vocabulary. Students should aim to give a talk adopting a similar style, though they should not expect to achieve quite this level of fluency. Refer students to the Skills Check and give them a moment to read and absorb.

Answers

- 2
 - a. another word for *fishing* / fishing as a leisure activity
 - b. his rods are too big
 - c. tuna / shark (big sea fish)
 - d. maggots / insects / bread / small fish / metal flies
 - e. releases them / eats them / takes big fish to a local restaurant
 - f. A a hook (for catching the fish)
B a net (to keep the fish in)
C maggots (bait/to attract fish)
D a reel (to turn and pull or reel in a fish)
E a fly (to attract fish)

Transcript 126

Presenter: Lesson 2: Speaking

Exercise D. Listen to the man talking about his hobby.

Voice: OK, I'm going to give my talk about fishing. Fishing is my favourite activity. It's my hobby. I go fishing every week. In summer, I go two or three times a week. I started when I was six years old with my father. Err ... I say *fishing* because that's a word you all know, but really it's called *angling*. Fishing is catching fish, any kind of fish. That can be large commercial fishing with very big nets, for example. Angling is fishing as a *leisure* activity or as a hobby. You spell that A-N-G-L-I-N-G. OK, so why do I like angling? It makes me happy and it makes me feel good. It makes me relax. Fishing in a lake or a river is very relaxing. Fishing in the sea is more exciting. I really enjoy all types. Angling isn't a very expensive hobby, but you need various equipment. Of course, you need a rod – perhaps, two or three rods. At the moment, I have seven rods – I buy a new rod every year. In the picture, you can see my rod for river fishing. I didn't bring a rod to show you because they're too big to take on the bus! OK, on the rod, is the reel. I have a reel here for you to see. It's like a wheel. You turn it to make the line go out or to pull the line back in. I can put different reels on different rods. I have five different reels now – this is just one of them. Of course, next, you must have hooks if you want to catch a fish. I have a few hooks here to

show you. You can see they're different shapes and different sizes. This big hook is for sea fishing – perhaps to catch a tuna, or even a shark. Finally, you need bait. I have to buy bait every month. I have some bait to show you in this tin. Let me just open it. These are maggots – that's M-A-G-G-O-T-S. They're like little worms. Some people don't like them! There are other things we use as bait, for instance small insects and sometimes, just bread. With sea fishing, it's common to use a small fish as bait. Sometimes we throw fish into the sea to make the bigger fish come to the boat. Now, in river fishing, I often use a fly. That's not a real fly. It's a fly made of metal. It has bright colours, and river fish like these colours. Here are some flies. You can pass them around. With river angling, you also need a net. When you catch a fish, you take it off the hook and put it in a net in the river. At the end of the day, you release the fish back into the water. Sometimes, with sea fishing, I keep the fish to eat. I take a very big fish to a local restaurant. So, to summarize – I enjoy angling because I find it very relaxing and exciting. I love casting the line and waiting. Then, when I feel a fish, it's very exciting. For me, I'm happiest when I'm reeling in a big fish.

Transcript 127

Presenter: Exercise D3. Listen again as you read the tapescript.
[REPEAT OF 126]

Exercise E

To prepare properly for the talk and to gather any objects to show the class, the talk will ideally be given in the next lesson. Alternatively, students can plan PowerPoint presentations with pictures instead of real objects. Note, however, that to give talks of any real substance, students will need sufficient time (20–30 minutes) to prepare.

Read through Skill Check 2 and Skills Check 3 with students and give them time to prepare accordingly. Tell students that they should aim to talk for about two minutes.

Exercise F

The Course Book instructions say to work in groups of four, but you may prefer each student to give his/her talk to the class. A whole lesson would probably have to be devoted to the talks if this option is chosen.

If students work in groups, monitor so that you can catch a part of each talk and give feedback. Whichever option is chosen, encourage students listening to the talks to ask questions and show interest in the information given.

Closure

Use the feedback from the talks in Exercise F.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- learn how words can have more than one meaning;
- learn adjectives with an *-ing* or *-ed* ending;
- pronounce words with a missing syllable.

Introduction

The overall aim of the lesson is to develop awareness of areas of related vocabulary and pronunciation patterns, rather than to present new vocabulary. Students particularly focus on the flexibility of vocabulary in English and learn how common words have multiple meanings.

Exercise A

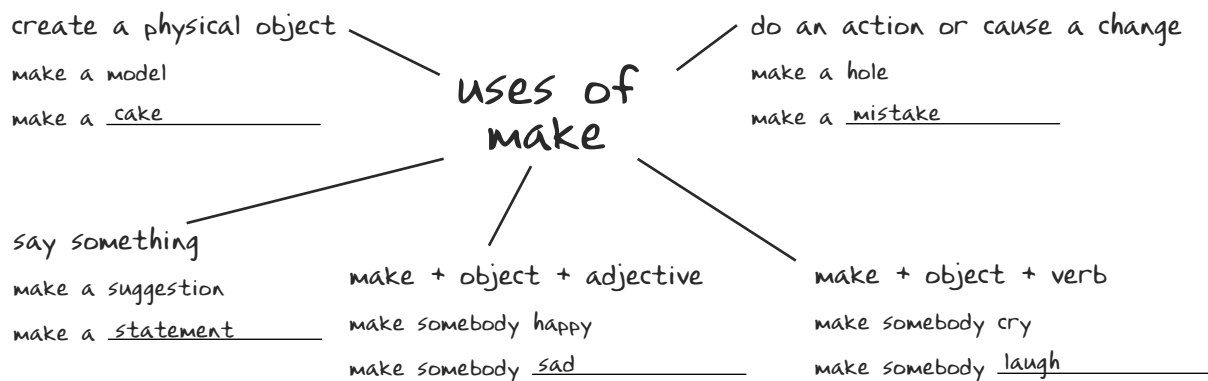
Students will have been exposed to the various uses of *make* without having stopped to think about the similarities and differences between those uses.

- 1 Refer students to the sentences in the box and give them time to read and absorb them. Put them into pairs and give them time to answer the questions. Note that the final question is not easy to answer – the aim is more to make students think about the various uses. As feedback, run through the answers together. Refer them to the word map, rather than running through all the meanings as an answer to c.

- 2 Students have now seen various word maps. Remind them that they are a very helpful way of recording related vocabulary and that if they record common verbs in this way, they can add examples to categories as they learn them. Students should work individually and then check answers in pairs. Monitor to check progress – it is better to point out mistakes as they work, than to wait until they have finished. As feedback, use an OHT or other visual medium of the map. You or students can add the examples to the appropriate category.
- 3 Students should work directly in pairs so that they can communicate and compare knowledge as they go. Monitor to check suggestions. Add some of the more commonly suggested examples to the map on the board as feedback.
- 4 The aim here is to show students that *make* cannot be used with any noun and that there are other verbs that are as flexible as *make*. Students should work directly in pairs so that they can communicate and compare knowledge as they go. Check answers and point out that *take* and *do*, like *make*, have multiple uses – *take your time / take an opportunity / do the housework / do your best*.

Answers

- 1 a) They all contain the verb *make*.
b) *Make* has a different meaning in each sentence.
c) See the categories on the word map.
- 2 See word map below.



3 Possible answers:

- create a physical object = a meal
 - do an action or cause a change = mess / effort
 - say something = speech / promise
 - make* + object + adjective = cross / nervous
 - make* + object + verb = smile / go red
- 4 make a photo → take a photo
make your homework → do your homework

Exercise B

Follow the same procedure as for Exercise A1. Once again, the answer to question 3 is not easy and you will probably need to assist. *Find a job* and *find work* are common collocations – the meaning is not quite the same as finding something that has been lost. The pattern *find* + object + adjective is common – *I find him rather boring* / *We found it expensive*, etc.

Answers

- 1 They all contain the word *find*.
- 2 *Find* has a different meaning in each sentence.
- 3 a. This refers to finding something that had been lost.
- b. This means graduates are struggling to get a job.
- c. To have a particular feeling or opinion about something.

Exercise C

The aim now is to present students with a number of words that have more than one meaning. Once again, the aim is more to increase awareness of this feature of English, rather than to learn the specific pairs of words that occur.

- 1 Read through the instructions with students and make sure they know what to do. Use an OHT or other visual medium to display the two boxes and fill in the first word in box B as an example if necessary. Students should work individually and then check answers in pairs. Write the answers on the board without going into detail about meaning. Students will discuss the words in 2.

- 2 Put students into pairs and give them time to answer the questions. Use the boxes on the board to go through pairs of words systematically as feedback. Don't spend too much time going over the meanings.

Answers

- 1 kill a *fly*
I left early
talk about the weather
book a table at a restaurant
see a *play* at the theatre
- 2 a. *book* is a noun
fly is a verb
play is a verb
left is an adverb
talk is a noun
b. No – *book* is a verb
fly is a noun
play is a noun
left is a verb
talk is a verb
c. Students should know the meanings of these words.

Exercise D

The aim is to consolidate what has been learnt in Exercise C. Refer students to Skills Check 1.

- 1 Read through the instructions with students. Tell them to look carefully at the whole Skills Check before they attempt to write in the two missing words. You can tell them that one of the words is a word they have already studied and the other is not. Students should work individually and then check answers in pairs. Monitor to see how many students have the correct two words.
- 2 Read through all the instructions with students. Make sure they know what they are doing for each step. They should work individually and then check answers in pairs. Give them the time they need to think and look up words, if necessary. Monitor to offer assistance and to check when most students have finished. Discuss the two meanings of each word briefly together as feedback.

Answers

- 1 left / train
- 2 Possible answers:
orange = colour (n/adj) / orange = fruit (n)
lie = opposite of stand (lie on the bed) (v) / lie = something not true (n)
land = country (n) / land = ground that is owned (n) / land = come down to the ground (plane) (v)
right = not wrong (adj) / right = not left (adj/adv)
last = opposite of first (adj) / last = go on for a long time (v)
water = liquid (n) / water = give water to flowers, etc. (v)

Exercise E

There is a crossover of vocabulary and grammar when it comes to studying *-ing* and *-ed* adjectives. They can be learnt as new words with different meanings or compared together more in terms of their form. If students have corresponding forms of participle adjectives like these in their first language, it will help to point it out. Some students seem to get the idea very quickly and have few problems, while others find it a difficult point to grasp.

- 1 Give students time to look at the two sentences and to think. Tell them to discuss the difference in pairs before they read Skills Check 2. Monitor to check which students can see the difference and explain it.
- 2 Refer them to Skills Check 2 as feedback, rather than explaining the difference yourself. Point out that the examples will probably help most.
- 3 As with most grammatical distinctions like this, doing a task and seeing examples will probably help more than explanations. Students should work individually and then check answers in pairs. Go over answers together, dealing with any remaining uncertainties.

Answers

- 3 a. surprised
b. frightening
c. exciting
d. satisfied
e. amazing

Exercise F

The aim is now to concentrate on pronunciation and focus on words that look as though they have more syllables than they actually do. Most of these words are notoriously produced wrongly by many students at this level.

Write *favourite* on the board and ask a number of students to say it. Check the meaning of *syllable* and establish that the word has two syllables (not three). Model the correct pronunciation (/ˈfeɪvərɪt/) and drill.

- 1 Allow students a couple of minutes saying the words in pairs before they listen. Monitor, but do not confirm or correct. Play 128 and refer students to question 2.
- 2 Give students a minute to discuss the question in pairs and then establish that the words all have one fewer syllable than appears to be the case and are all frequently mispronounced.
- 3 Refer students to the table as consolidation. Play 129. Display an OHT or other visual medium of the table so that you can check answers efficiently while drilling the words again.
- 4 Read through the question with students and then give them a couple of minutes to say the words and count the syllables. Point out that, once again, it is a common mistake to pronounce *-ed* adjectives with an additional unnecessary syllable (as with many regular past verb forms).
- 5 Play 130 and drill.

Answers

3		Oo	Ooo
1	favourite	✓	
2	gardening	✓	
3	comfortable		✓
4	vegetable		✓
5	chocolate	✓	
6	different	✓	

- 4 bored (1) / frightened (2) / surprised (2) / amazed (2)

Transcript  128

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise F1. Listen and count the syllables.

Voice: favourite
gardening
comfortable
vegetable
chocolate
different

Transcript  129

Presenter: Exercise F3. Listen again and tick the stress pattern for each word in the table. Then practise saying them.

[REPEAT OF 128]

Transcript  130

Presenter: Exercise F5. Listen and check. Then practise saying these adjectives.

Voice: bored
frightened
surprised
amazed

Closure

Conclude the lesson by telling students to close books and recount which features of vocabulary and pronunciation they have focused on.

Lesson 4: Reading

Objectives

In this lesson, students will:

- predict content from a heading;
- skim to check predictions;
- read to make notes and exchange information;
- recognize reasons and concessions.

Introduction

As an alternative to going straight into Exercise A, you could start the lesson by writing the main heading on the board and seeing if students can gradually guess the word for each letter. Give them *television* to start with. Point out that the heading is a question. To prompt a question word for the first letter, tell them that the last word is a word they've been focusing on in the unit so far, and so on.

Exercise A

Read through the instructions with students so they know that, as usual, they will prepare to read the text. Give students time (about two minutes) to read the heading and the line that explains it underneath and to look at the pictures.

Exercise B

Make sure students cover the text page; put them into pairs.

- 1 Tell them that you will reveal the line under the heading on the board when at least one pair has remembered all the words correctly. Monitor to check progress and give prompts if pairs are having real difficulties. Display an OHT or other visual medium of the text, revealing one part at a time. Reveal the heading and the line under it to provide the answer.
- 2 Students should work individually and then compare their answer in pairs. Get students to raise their hands for each option. Do not confirm or

correct the answer, as students will read the introduction to check in a moment.

- 3 Make sure students know which part of the text they are reading and give them one minute to read. Confirm that 'popular hobbies' is the correct answer to 2.
- 4 The aim is to pre-teach two key words from the text which are not necessarily easily understood in context. Model the pronunciation of the two words and drill. Give students a minute to discuss the meaning in pairs. Check answers.

Answers

- 4 A *professional* does something as a job – he/she is paid to do it.
An *amateur* does something for enjoyment – he/she is not paid.

Exercise C

Now that students know what the text is about, the aim is to orientate them towards it and to get them thinking about how the content relates to them before they read. Read through the questions with them and make sure they understand each one. For question 2, you can also teach *channel hopping*, and tell them to say whether they do this. Point out the use of *instead of* in question 3. Set a time limit of three minutes – avoid a discussion about what sort of programmes they watch. Get some very quick feedback before moving onto the reading tasks.

Exercise D

Refer students back to the text and ask them to look at the pictures. Revise the four hobbies, checking pronunciation of key words.

- 1 Put students into groups of four. Tell them to choose one hobby each. Ideally, it should be a hobby they are actually interested in.
- 2 Refer students to the headings of the notes. Set for individual work. Monitor and assist weaker students – check that they will have information to compare when it comes to the communicative stage.

Methodology note

Point out that students are encouraged to be more independent with their note-taking here. They must decide what information is key in the *History* section.

- 3 Refer students the Skills Check and give them time to read and absorb. Make sure students look at the examples and then write on the board:

People do it because they have no option.

People have no option, so they do it.

I do it myself, but I don't like it.

I do it myself. I don't like it though. I make lots of mistakes.'

Work through slowly and methodically, pointing out that the link words carry the same meanings, but are used in a different way.

- 4 Give students another two minutes to read their section again, noting examples of the target language. Monitor, but do not assist.

Exercise E

Bring together all the students from each hobby topic to compare notes. Try to ensure that students are making

<i>Hobby</i>	<i>DIY</i>	<i>Gardening</i>	<i>Stamp collecting</i>	<i>Photography</i>
History	<i>people did things themselves, then paid people, then did not have enough money</i>	<i>started soon after agriculture – in Egypt, Greece, Rome, etc.</i>	<i>1st stamp = 1840</i>	<i>Niepce = first photograph – June 1827</i>
First magazine	<i>1955 TV programme = 1960s</i>	<i>1820</i>	<i>1852</i>	<i>1884</i>
Hobbyists worldwide		<i>one of the most popular hobbies</i>	<i>200 million</i>	<i>most people have a camera</i>
Why do they do it?	<i>necessity satisfying feel good</i>	<i>relaxing</i>	<i>beautiful learn about the world</i>	<i>fascinating remind you of places</i>

short notes, not copying whole sentences. Check the students in each group are confident about explaining any new words. Possible words that need explanation are below.

DIY: *earn* = make money from work; *can't afford* = don't have enough money; *satisfying* = enjoyable

Gardening: *crops* = plants to eat; *keen* = enthusiastic

Stamp collecting: *penny* = coin (UK); *spread* = became popular in many places; *rare* = not common

Photography: *took* + period of time; *fascinating* = very interesting

Exercise F

Make sure students return to the groups in Exercise D.

They must ask about the other hobbies and make notes, but they must not show each other the notes they have made/are making. Monitor to check performance.

At the end, allow students to compare notes. If possible, make an OHT or other visual medium of the possible notes to show on the board. Students can compare their notes with these. Avoid building up all the notes together as feedback, as this will be time-consuming.

Conclude by asking students which of the hobbies they can imagine becoming interested in soon or later in life.

Answers

Possible notes:

Closure

Feed back on Exercise F.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- learn how to use *too* and *also*;
- write an e-mail about hobbies and interests.

Introduction

Use Exercise A.

Exercise A

The aim is to revise and consolidate the uses of *make* learnt in the unit. Students should think for a moment individually and then discuss in pairs.

Answers

- make* + object + adjective
- make* + object + verb

Exercise B

Read through the questions with students and then give them two minutes to think and plan what to say before they start talking. Put them into pairs and give them another two minutes to compare ideas. Monitor to check accuracy, rather than conduct a lengthy class feedback session. As a change, for feedback, ask students to ask you three or four questions and provide natural answers.

Exercise C

The aim here is to provide another opportunity to practise more informal writing. Students will practise another formal piece in Lesson 6. The text also provides the opportunity to focus on *too* and *very*, which arose earlier in the unit.

Make sure students read the e-mail right through before attempting to fill any gaps. Students should

work individually and then check answers in pairs. Tell them to write in answers they are sure of to narrow the number of options when it comes to gaps they are less certain of. Remind them to use capital letters when necessary. You can make an OHT of the e-mail or simply give feedback orally.

Answers

Hi again Craig,

In your last e-mail, you asked me about my hobbies and interests. *Well*, I play football and basketball, but I *also* really enjoy a traditional Spanish sport called pelota. *I guess* it's a bit like squash.

I go to the cinema every two or three weeks and I like renting DVDs to watch at home *too*. I don't watch TV or play computer games very often.

My favourite hobby is rock climbing, *though*. I go every week in summer. It's exciting and sometimes quite dangerous. It makes me feel free. I forget about everything else.

Tell me about your hobbies and interests.

Best wishes,

Bruno

Exercise D

Refer students to the two sentences and give them time to read and think.

- 1/2 Students should work directly in pairs to discuss. Monitor to check understanding. There is no need to give feedback as students are referred to the Skills Check.
- 3 Refer students to the Skills Check and give them time to read and absorb. Point out that Bruno uses *too* as this is an informal piece of writing. In a more formal text, writers tend to use *also*. Point out that we often use *also* when we have planned what we want to say, while *too* is often used when we spontaneously decide to add information – for this reason, it is more common in spoken language.
- 4 The aim is to practise written language so the focus here is on *also*. Students work individually, then check their sentences in pairs. Choose two

stronger students to come up and write the answers on the board.

- 5 Students will need time to plan, prepare and then write the e-mail. If it is not realistic to dedicate 20 minutes or so to this in class time, it may be better set for homework. Students can exchange and compare e-mails before you collect them to assess.

Answers

- 4 a. Justin plays the guitar, the piano and the saxophone. He's also a very good singer.
b. We visited Japan and South Korea. We also spent a night in Singapore.

Closure

Feed back on the e-mails students wrote.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- learn how to use *too* + adjective;
- learn how to use *not* + adjective + *enough*;
- write about the history of a hobby.

Introduction

Use Exercise A1.

Exercise A

The language point has occurred in the unit, but has not yet been a focus.

If possible, use an OHT or other visual to display the pictures so that students are not distracted by language on the page.

- 1 Read the question to students – note that *problem* is a key word here. Some students may use *very* to describe the pictures, but it is very likely that one or two will use *too*. Drill appropriate sentences as they are suggested. Do not confirm that certain sentences go with each picture as students will match as consolidation in 2. Note that students may suggest *not* + adjective + *enough* (*She isn't tall enough*). If they do, tell them they are perfectly correct and that will be the focus of another exercise later.
- 2 Reveal the sentences and match them together as a class on the board to consolidate.
- 3 Put students directly into pairs to discuss the difference and then refer them to the Skills Check.
- 4 Give students a minute or two to look at and absorb the Skills Check and the table. The table does not add information here, but students will be accustomed to seeing structures organized in this way now.
- 5 Make sure students understand that they are to write two words in each space. They should work individually, then check answers in pairs. Write just the missing words as answers on the board to check. Point out that *too* + adjective + *for* + pronoun is a very common pattern.

Answers

- 2 It's too hot. = C
It's too loud. = D
It's too big. = B
It's too high. = A
- 5 a. too old
b. too young
c. too expensive
d. too difficult / hard

Exercise B

The target structure has occurred in the unit, but has not yet been a focus. Students should recognize it from the text in Lesson 4 (*I'm not rich enough*). It would be a good idea to write the two sentences on the board and tell students to close their books – they will not be tempted to look ahead at the table.

- 1 Read the instructions through with students and make sure they understand. Put them directly into pairs so that they can communicate and compare knowledge as they go. Check what students have decided before referring them to the table on this occasion.
- 2 Refer students to Table 2 and give them a moment to read and absorb. Refer students back to the first picture in Exercise A and elicit *She isn't tall enough*. You may like to refer also to the second picture and point out that we can say *The door isn't wide enough*, but not *The sofa isn't small enough*. You will probably have to rely on students' innate sense of logic to appreciate why.
- 3 Look at the example with students and then put them directly into pairs to write answers to the remaining questions. Elicit answers to write on the board.

Answer

- 1 Sally wants to learn to drive, but she isn't *old enough*.
- 3 b. They're not fast enough.
c. He wasn't clever enough.
d. It isn't strong enough.

Exercise C

Refer students to the photograph. Elicit the name of the activity if possible, otherwise, teach *birdwatching*. Ask students if they think this hobby is interesting. Students should complete the notes individually, then check in pairs. Monitor and assist. As feedback, build up the model notes on the board using an OHT or other visual medium of the notes table.

Answers

Model notes:

	Bird watching (Ornithology)
History	<i>started with civilization Anc. India (1500 BCE) studied birds Aristotle (Gr. C 4th BCE) = 170 types (10,000 types!) Gr. 'ornitha' = chicken 'logos' = science</i>
1 st magazine	<i>'Ibis' (1859)</i>
Why do they do it?	<i>relaxing birds = interesting</i>

Exercise D

Refer students to the second photograph again and then to the notes. Set for individual work. Monitor and assist, but do not do the task for them. Students can exchange and compare their descriptions before you collect them. You might like to show students the model description below on the board.

Answers

Model texts:

Astronomy

Astronomy started with civilization. People in Ancient India studied the stars and the planets in 1500 BCE. The Greek philosopher Aristotle said the planets went round the Earth. Nowadays, we know that the planets go round the Sun. The name comes from two Greek words. The word *astron* means 'law', and the word *nomos* means 'stars'. The first magazine for amateur

astronomers appeared in 1929. It was called *Amateur Astronomer*. People study the planets and the stars because they are beautiful. Amateur astronomers also find new stars and planets sometimes.

Exercise E

Set for homework. Make sure students use the descriptions here as a model.

Exercise F

The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

Answers

1	The film	made me	<i>laugh.</i>
2	The sad ending	made Laura	<i>cry.</i>
3	I was	<i>bored</i>	during the film.
4	I had a	<i>relaxing</i>	bath.
5	Mmm, this cake	is	<i>very good.</i>
6	First class travel is	<i>too expensive</i>	for most people.
7	Our hotel room	wasn't	<i>big enough.</i>

Closure

Dictate words from the texts on birdwatching and stargazing.

Key vocabulary

bag (n)	hard cheese (n)	significant (adj)
bottle (n)	gradual (adj)	slice (n)
box (n)	healthy (adj)	smoke (v)
calories (n)	increase (v/n)	smoking (n)
case (n)	jar (n)	soap (n)
cause (v/n)	notice (v)	soft cheese (n)
decrease (v/n)	piece (n)	stand out (v)
dramatic (adj)	raw (adj)	take exercise (v)
exercise (v/n)	red meat (n)	tip (n)
fall (v/n)	refrigerator (n)	toothbrush (n)
food poisoning (n)	restaurant (n)	unhealthy (adj)
fresh (adj)	rise (v/n)	wrap (v)
fridge (n)	sharp (adj)	wrapping (n)

Lesson 1: Listening

Objectives

In this lesson, students will:

- improve prediction skills;
- listen for statistics;
- learn to use *too much*.

Introduction

Start by clarifying the meaning of the words in the unit title and near synonyms that occur in the unit. Practise the pronunciation of *nutrition*. Explain that if food is *nutritious*, it is good for you. Point out that health is a wide-ranging topic that typically takes in diet, lifestyle and physical exercise. Teach the adjectives *healthy* and *unhealthy* and check the pronunciation.

Exercise A

Exercise A serves as an introduction into the topic and as revision. The aim is to revise and consolidate, rather than learn a lot of new food vocabulary.


Students should be free to add words of their choice to the columns, but avoid long gluts of words that will be new to most students. You can either set a time limit of about ten minutes or suggest a limit of five words for each category.

Students should work in pairs so that they can communicate and compare knowledge as they go. Monitor to check spelling and assist if necessary. As feedback, make a copy of the table on the board and add words together as a class. Point out that beef, steak and lamb are referred to as *red meat* and that it is this meat that people shouldn't eat too much of.

Answers

Answers depend on students.

Exercise B

The aim is to lead into the listening practice with some short extracts. Read through the instructions with students and then play  131 right through. Play it again as you go over answers.

Answers

- 1 rice
- 2 sugar
- 3 sandwich
- 4 chips
- 5 tomatoes

Transcript 131

Presenter: Unit 10: Nutrition and Health
Lesson 1: Listening
Exercise B. Listen. Write each food the speaker describes in your notebook.

- Voices:**
- 1 People eat this all over the world, but especially in China, Japan and India. People usually eat it with some kind of meat or vegetables.
 - 2 You put this in tea or coffee to make it taste sweet. Some people put it on cereal.
 - 3 This is two pieces of bread with something in the middle, perhaps meat or cheese.
 - 4 These are small pieces of potato fried in oil. People eat them with fish or burgers. Some people eat them every day, but they're not very healthy.
 - 5 Some people say they're fruit. Some people say they're vegetables. They're soft and round and bright red. People eat them in a salad.

Exercise C

Refer students to Table 1. By now, they will be accustomed to filling in tables of information like this as they listen and they will expect some preparation work first.

Tell them to work individually to read through the questions and answer them. Note that the questions

focus on food items and words in the table that are likely to be new. Students can compare answers before you give some feedback. Check the pronunciation of *vegetables*, making sure it is produced with only three syllables.

Answers

- 1 Answers depend on students.
- 2 *Soft cheese* is usually in a plastic container. You might spread it on bread. You usually cut *hard cheese* into pieces or slices. Students will probably know *parmesan*.
- 3 Raw is uncooked, *fresh* is natural – not in a packet, for example. Explain that fresh fish is straight out of the sea – you might buy it in a market. In Japan, people like raw fish – fish that is not cooked.
- 4 If you *wrap* food, you put plastic or silver foil around it.

Exercise D

Tell students that they will listen to a lecture that relates to the table in a moment. Now they are going to talk about some of the food items they have learnt.

Look at question 1 before moving on.

- 1 Check again the meaning and pronunciation of *healthy* and *unhealthy*. Point out again that in spoken language, we frequently say *good for you* or *not very good for you*. Give students time to think and complete the task individually.
- 2 Read the examples with students, though don't focus on the form of each one yet. Make sure they give a reason for each of their answers in 1. Monitor and make a note of points that could be used as feedback. Note that students might want to use new key vocabulary – *it has lot of vitamins*, for example. Help them if necessary. Get an answer and one good reason for each item as feedback.
- 3/4 Read through the questions with students and then give them time to discuss the answers in pairs. You can either check answers orally before referring them to the Skills Check or refer them directly to the Skills Check to check answers.
- 5 Students read the Skills Check.

Exercise E

Read through the rubric with students and revise the meaning of *safety*. Point out that *safety* is the noun from the adjective *safe*. Ask students what they think *food safety* means.

- 1 Answer the question together as a class. Give students a moment to look at the pictures and think, then elicit ideas. Tell them to look at the table again if they don't remember the names of the items in the pictures. Clarify that *wrapping* is a noun and is from the verb *wrap*. Point out that most people say *fridge*, rather than *refrigerator*, as they will hear on the recording. Note that students may want to say that a fridge *makes food cold*. This is not really accurate, since the food is usually already cold. Take the opportunity to teach *keeps food cold or fresh*.
- 2 Give students a minute or two to answer this question in pairs. Monitor and make a note of who can give a good answer as feedback. However, do not confirm or correct the answer as that is given in the first part of the lecture.
- 3 Students will now be accustomed to guessing the next word or phrase when the recording is paused. Play 132, pausing appropriately. In each case, get one or two suggestions. Then play the next part to confirm. Play the complete recording right through again at the end.

Transcript 132

Presenter: Exercise E3. Listen and check. When the lecturer pauses, say the next word.

Lecturer: At one time, people only ate fresh food and cooked food very quickly. They couldn't keep it for more than [PAUSE] one or two days. But, today, we have two things in our homes to help us keep [PAUSE] fresh food and cooked food. Firstly, we have the [PAUSE] refrigerator – of course, most people just call it a fridge nowadays. In 1856, an Australian called James Harrison

produced the first refrigerator – a box with a constant temperature of around [PAUSE] four degrees centigrade. Secondly, we have [PAUSE] plastic wrapping for food. In 1933, an American called Ralph Wiley discovered PVC. After the Second World War, people began to use it to wrap [PAUSE] fresh food and cooked food. Fridges and plastic wrapping mean we can keep fresh food and cooked food for quite a long [PAUSE] time.

Exercise F

Refer students back to Table 1.

- 1/2 Read through questions 1 and 2 with students. Make sure students appreciate the colour coding and explain *no limit*. Tell them to take a minute or two to think individually, before comparing ideas in pairs. Check ideas together as a class before listening, but do not confirm or correct.
- 3 Play 133 and give students a minute to compare answers. Use an OHT or other visual medium to display the table so that feedback can be quick and concise. Mark the appropriate columns on the board.
- 4 Play 134. Feed back, building up the table on the board. If students are confident about their answers, build up the table quickly, simply confirming answers. If students have struggled with answers, go more slowly and perhaps play parts of 134 again.

Answers

Food	Days (max)
bread	7
butter	7
hard cheese	90
soft cheese	7
coffee	<i>no limit</i>

eggs	21
cooked fish	1
jam	180
cooked meat	1
raw (fresh) meat	3-4
raw (fresh) fish	2
milk	5
potatoes	180
cooked rice	4-5
salt	no limit
tea	<i>no limit</i>
vegetables	3-4

in a refrigerator for quite a long time, three weeks, or 21 days. Finally, jam and potatoes keep for six months or 180 days.

Closure

Ask students questions about Table 1.

Transcript 133

Presenter: Exercise F3. Listen to the next part of the talk and check.

Lecturer: So, how long can we keep fresh food and cooked food for? Well, for some things, there is really no limit, if we keep them in a cool, dry place. Salt, for example, and coffee and tea. At the other end of the scale, we can only keep cooked meat and fish for one day in a refrigerator and we must wrap it.

Transcript 134

Presenter: Exercise F4. Listen to the final part and complete the table.

Lecturer: We can keep fresh meat and fish for longer, two days for fish, three to four days for meat. Vegetables also keep for three to four days, cooked rice keeps a little longer, four to five days. Milk keeps for five days, while bread, butter and soft cheese keep for about a week, seven days. Hard cheese, by the way, is different. It keeps for up to three months, that is, 90 days. Eggs keep

Lesson 2: Speaking

Objectives

In this lesson, students will:

- talk about graphs and charts;
- talk about trends.

General note: It is important to appreciate that the aim is to give a students a taste of talking about graphs and charts and not to expect that they will become experts over the course of this one lesson. Academic students often find that the difficulty is looking at and absorbing information at the same time that they are formulating language. Make sure that, at all times, students understand information and data shown before they try to describe it.

Introduction

Use Exercise A.

Exercise A

Refer students to the cartoon and elicit ideas. Ask what sort of creature this is and why it is at the food table. Establish that it is a germ or a bacterium and that the image illustrates the danger of *food poisoning*. Write *poison (n)* on the board and elicit its meaning. Point out that the verb is the same as the noun.

Exercise B

Note that the lead-in questions aim to prepare students for information that they will see in the figures. Read through the questions with them, dealing with any key words and making sure they understand. Students might know *cause* as a verb, rather than as a noun and will need to practise the pronunciation.

Put students into pairs and give them time to answer the questions. Monitor to check ideas and make a note of points that could be used in feedback. Go over

answers, but do not confirm or correct anything that relates to information in the figures (questions 2 and 4).

Answers

1 Possible answers:

- eating food that is bad / not fresh / old
- not washing food or not washing hands before preparing food
- not cooking food properly
- leaving food in a warm place for too long and then eating it
- specific bacteria in certain food types – eggs / seafood, etc.

2 See Exercise C.

3 Possible answers:
salmonella, E. coli

4 See Exercise C.

Exercise C

Revise what each figure is called. Figure 1 is a *line graph*, Figure 2 is a *pie chart* and Figure 3 can be called either a *bar graph* or a *bar chart*. Reassure students that you will make sure they understand exactly what each figure shows before they start talking about them, but that you are going to leave it to them first. Put them into pairs and give them the time they need to discuss. Monitor and check whether students understand the figures and can articulate what they show. Give feedback orally, but make sure all is clear. Ask concept questions to assess comprehension: *How many people out of 100,000 got food poisoning in New York in 1996?*, *Where do most people get food poisoning?*, etc.


Answers

Figure 1: the number of cases of food poisoning per 100,000 people in New York City between 1996 and 2008

Figure 2: the percentage of people that get food poisoning in various locations

Figure 3: the number of cases of two types of food poisoning in a place called Rowbridge over a five-year period

Exercise D

- 1 Play  135 as students match. Check answers.
- 2/3 The aim is to assess what students have understood and picked up. They should use their own words and not be expected to replicate language used on the recording. Read through questions with them and give them a few minutes to talk in pairs. Do not go through a feedback phase as students will work with the extracts in more depth in a moment.

Answers

Extract A = 2

Extract B = 1

Extract C = 3

Transcript 135

Presenter: Lesson 2: Speaking
Exercise D. Listen to some students.
Extract A

- S1: So, what information stands out when you look at this figure?
- S2: Well, over half of all cases of food poisoning are in restaurants.
- S1: Yes, I noticed that, too. I was quite surprised. Fewer people get food poisoning at home. I guess people at home are more hygienic than people working in restaurants.

Extract B



- S2: So, what about this figure? Did you notice anything in particular?
- S1: Well, cases of food poisoning decreased over the complete period. However, they increased again at the end of the period.
- S2: Yes, that's true. Why was there a dramatic rise in 2001? Why was there a sharp fall the next year?
- S1: I have no idea. Perhaps, there was a specific problem, you know, like E. coli a few years ago.

Extract C

- S1: It's obvious. The number of cases of E. coli decreased over the period, while the number of cases of salmonella increased.
- S2: Yes, the increase was gradual from 2006 to 2009. Then there was a sharp rise in 2010.

Exercise E

Tell students to read the extracts before they look at the questions. They should check to compare what they understood when listening, with what they now understand when reading.

- 1 It is important that students understand that this is not a memory test. The aim is, to an extent, to assess what they understood when they listened, but more to see what they can piece together logically. If they don't know a word to fill a space, they will certainly have an idea of the type of word it will be, and this will help prepare them for when they listen again and try to learn some of the typical patterns.
Students should work directly in pairs so that they can communicate and compare ideas as they go. Monitor and check progress. Bring the task to an end when about half the class have worked out or made a guess at all the words. Do not give any feedback.
- 2 Play  136, pausing at the end of each extract. Avoid pausing after each space as this will make it too much of a dictation. Clarify any misunderstandings now and consolidate when new words are high frequency, flexible and likely to be useful.
Use an OHT or other visual medium to display the extracts. Play  136 again and pause to write each answer in. Elicit the spelling of each from students. Clarify any misunderstandings now.
 - Point out that *stand out* is a phrasal verb and that if something *stands out*, it attracts attention. It is a very common way of referring to data shown in a figure.

- Emphasize the use of *fewer* rather than *less*. Elicit from students why *fewer* is used. Point out that comparative forms are commonly used to talk about pie charts.
- Clarify that *increase* and *decrease*, which students will probably know, mean the same as *rise* and *fall*, which may be new in this context. Make clear that both *rise* and *fall* are irregular verbs and that the past forms are *rose* and *fell*. Then make clear that the nouns are the same as the verbs. Point out the typical structures – subject + verb and *There was* + noun.
- Clarify the difference between *gradual* and *sharp*, illustrating with lines on the board. Go back and point out that *dramatic* is similar to *sharp* – it will probably be the same in students' own language. Draw a line with a very slight rise in it and elicit or teach *slight*.

3 Refer students to the Skills Checks, making sure they understand that they should read all three. Give them time to read and absorb. Tell them to close their books and check retention. Ask which verb has the same meaning as *increase* and what the past form is. Draw rising lines on the board and check all the adjectives – make sure students understand that these adjectives can be used with *fall* too.

Answers

Extract A

- S1: So, what information *stands* out when you look at this figure?
- S2: Well, over *half* of all cases of food poisoning are in restaurants.
- S1: Yes, I noticed that, too. I was quite surprised. *Fewer* people get food poisoning at home. I guess people at home are more hygienic than people working in restaurants.

Extract B

- S2: So, what about this figure? Did you *notice* anything in particular?
- S1: Well, cases of food poisoning *decreased* over the complete period. However, they *increased* again at the end of the period.

S2: Yes, that's true. Why was there a dramatic *rise* in 2001? Why was there a sharp *fall* the next year?

S1: I have no idea. Perhaps, there was a specific problem, you know, like E. coli a few years ago.

Extract C

S1: It's *obvious*. We can see that the number of cases of E. coli decreased over the period, while the number of cases of salmonella increased.

S2: Yes, the increase was *gradual* from 2006 to 2009. Then there was a *sharp* rise in 2010.

Transcript 136

Presenter: Exercise E2. Listen again and check. Write in the missing words.
[REPEAT OF 135]

Exercise F

Read through all the steps methodically with students. Emphasize once more that they are not expected to talk fluently and accurately about the figures. This is probably their first attempt at a challenging task and they should try to use the conventional words and fixed phrases they have learnt as well as some of their own words. Give students the time they need and monitor as they talk. Make a note of any clear observations that could be used as feedback. As feedback, refer to parts of each figure on an OHT or other visual medium: *What about this part of the line graph?*, etc. Avoid going through every feature of each figure.

Exercise G

You will need to dedicate quite a lot of time to this exercise if it is to be done properly – up to 30 minutes perhaps. If that is not realistic, set it for homework. Students can give their talk at the beginning of the next lesson.

Closure

Feed back on Exercise F.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- revise and extend language related to countable and uncountable nouns;
- learn about words with weak forms;
- write and practise a dialogue.

Introduction

The overall aim of the lesson is to develop awareness of language related to countable and uncountable nouns, and involves grammar as well as vocabulary and pronunciation.

Exercise A serves as an introduction as it is very much revision. You could bring some real countable and uncountable items into the class, rather than start immediately with a book task.

Exercise A

Students should work individually, then check answers in pairs. Go over the answers together.

Answers

cheese	U
egg	C
butter	U
carrot	C
rice	U
milk	U
bottle	C

Exercise B

The aim is to make students aware that nouns that are both countable and uncountable exist, rather than to learn a list of specific examples – though the words presented will be useful.



- 1 Refer students to the pictures and give them time to think individually before comparing ideas with a partner. Go over answers orally.
- 2 Give students a time limit of two minutes to think of some more examples. Monitor and correct as they work, rather than pointing out their ideas are wrong when they have finished. Get a couple of suggestions on the board as feedback.

Answers

- 1 In the first pair, a is uncountable – *lamb* is a type of meat / b is countable – *a lamb* is an animal.
In the second pair, a is uncountable – *ice cream* / b is countable – *an ice cream/two ice creams*.
- 2 Possible answers:
chocolate / a chocolate; cake / a cake

Exercise C

Refer students to the picture. Ask where the people are and what they might be talking about. Give them time to read the dialogue and then tell them to cover it. Ask what the people are planning to make and introduce *ingredients* – you need various ingredients to make a meal. Ask them how many of the ingredients they remember. As they say them, check whether each is countable or uncountable, but do not confirm or correct.

- 1 Students should be able to work out most of the missing words, but will need to guess some of them. Make sure they see that they are to use one or two words. Students should work individually, then check answers in pairs. Do not give feedback, as students will listen to check.
- 2 Play  137. Students should have time to write in any answers they missed or need to change.
Play  137 again, pausing to check answers. Use an OHT or other visual medium to display the dialogue, into which you can write the answers for clarity.
- 3/4 Students should answer in pairs. Refer them to Skills 1 Check and give them the time they need to read and absorb. Emphasize that *some* and *a lot* are used with both and that it is the verb that

changes when the noun is countable – *is* to *are*. Note that all the information consolidates what has been learnt, apart from the last part, which prepares for the exercise that follows. If you feel a number of students still have uncertainties, you can check answers more methodically on the board.

Transcript & answers

Transcript 137

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise C2. Listen and check.

- M: So, what do we need?
 F: Well, we're making bolognaise and pasta. We certainly need *some* meat.
 M: OK, how *much*?
 F: It's for four people, so quite *a lot*. Perhaps about two kilos.
 M: OK, let's take this pack. It's 2.2 kilos. Do we need to buy pasta?
 F: I don't think so. There's quite *a lot* at home. I bought *some* a few days ago.
 M: What about vegetables?
 F: Yes, we need tomatoes, onions and mushrooms.
 M: Fresh tomatoes or in a tin?
 F: Tinned tomatoes are best for bolognaise.
 M: So, how *many* tins?
 F: Let's get three.
 M: OK, where are the fresh vegetables?
 F: Over here.
 M: Right, how many onions do we need?
 F: *A few*, um ... three or four, I guess.
 M: OK, and mushrooms?
 F: We need quite *a lot* of mushrooms. This pack looks about right. Oh, we need olive oil, too.
 M: I think we've got *some* at home.
 F: No, there's only *a little* in the bottle. We need *some* more.
 M: OK, where can we find that, then?
 F: I think it's next to ...

Exercise D

Students should work individually, then check answers in pairs. As they compare answers, monitor to check they have understood any new words. As feedback, rather than simply checking the answers, tell them to cover the exercise and then see how many of the listed words they can give for each phrase.


Answers


1 a bottle of	3	jam / marmalade / honey / peanut butter
2 a box of	6	bread / ham / lemon / cheese
3 a jar of	1	water / lemonade / wine / olive oil
4 a bag of	2	chocolates / biscuits / toys / tools
5 a piece of	4	sweets / flour / potatoes / coffee beans
6 a slice of	5	cake / cheese / wood / cloth

Exercise E

This task focuses on pronunciation. Students will have studied weak forms within words, but may not be aware that whole words are weakened. They may have been told that single-syllable words cannot be weak and that is true, generally speaking. However, a considerable number of short grammatical words – articles, auxiliary verbs, prepositions and conjunctions – are produced weakly in rapid speech.

Give students time to read the extract before they start answering questions.

- 1 Put students into pairs to discuss. Tell them to say the words and some of the whole lines. Point out that it is saying the whole line that shapes how the key word is produced. Monitor and check whether they have the idea. If they have, question 2 will simply be consolidation; if they haven't, you will need to use question 2 to present the point.
- 2 Discuss as a whole class.
- 3 Play  138 right through for students to check what they discussed or were told.
- 4 Refer students to Skills Check 2 and give them time to read and absorb. Model each of the words for

them – best done in short phrases – *Do you like? Is it for me?*, and so on. It would be a good idea to play  138 again at this point to really drive home the point that has been made.

- 5 Students should read the dialogue aloud twice, swapping roles. Monitor to check performance.

Answers

- 2 They are all pronounced as weak forms.

Transcript 138

Presenter: Exercise E3. Listen and check.

M: So, what do we need?

F: Well, we're making bolognaise and pasta. We certainly need some meat.

M: OK, how much?

F: It's for four people, so quite a lot. Perhaps about two kilos.

M: OK, let's take this pack. It's 2.2 kilos. Do we need to buy pasta?

F: I don't think so. There's quite a lot at home.

Exercise F

Read through all the steps methodically with students. Emphasize that their dialogues do not have to be as long as the example in the book. Check the meaning of *ingredients* once more. Set a time limit of just one minute for them to decide what they are going to cook. Time should be spent writing and practising the dialogues. If there is insufficient time for every pair to read their dialogue to the class – the process may also be rather repetitive – put students into groups of four or six. You will then need to monitor quickly to make sure you can give some feedback to each pair.

Closure

Give feedback on the talks.

Lesson 4: Reading

Objectives

In this lesson, students will:

- predict information about a known subject before reading;
- predict from headings and subheadings;
- read to take notes and exchange information.

General note: Students are accustomed to reading just the heading and introductory paragraph of a text now. On this occasion, as there are further prediction tasks and you do not want them to see the text, they will read features of the text on the first page with the actual text covered.

Note that the text contains various examples of conditional structures, which students may well have not previously seen. The form is not analyzed in this lesson, but will be the focus of Lesson 5.

Introduction

Write on the board *healthy* and *unhealthy* as the headings for two lists. Elicit words and phrases that students have learnt in the unit so far and then suggest that they start thinking about areas other than food.

Exercise A

Make sure students cover the text and also Exercise B on the first page so that the answers to A3 are not revealed.

- 1/2 Read through questions 1 and 2 with them and refer them to the heading and subheading on page 70. Students can read and answer in pairs.
- 3 Students should think individually for three minutes and then compare ideas with other students around them – pairs or groups of three. Monitor to check their ideas, but do not go through a whole-class feedback phase. Refer them directly to Exercise B.

Answer

- 2 A *tip* is a piece of advice. A *tip* is given by somebody that has knowledge of the subject.

Exercise B

Read through the instructions with students and make sure they know what to do.

- 1 Students can work in the pair or group they are in. Give them two minutes to write a word in each space.
- 2 Tell them to uncover the text to check answers. Ask them if the section headings are the same as the ideas they thought of in A3.
- 3 Conduct as a whole-class discussion so that you can elicit and pre-teach some key vocabulary. For the first section, for example, ask students what part of the body smoking most affects and write *lungs* on the board. Then elicit *cancer*. Do not pre-teach all potentially unknown vocabulary – as students should practise working out meaning from context and dictionary use – just words that can easily and naturally be elicited from the prediction discussion.

Exercise C

Methodology notes

- 1 On one level, the text in this lesson will be challenging. However, students should be able to cope because they have a clear task and they are encouraged to look up words and discuss them with classmates. This mimics the situation in the real world when you are doing research.
- 2 Once students realize that they can find the required information, they may think the exercise is too simple – it is mostly close copying. But close copying of factual information is a key research skill. Students must be able to record information such as names of institutions and dates with complete accuracy, or the data will be useless later.

Put students into groups of five. Ask them to choose one piece of advice each. Ideally, it should be advice that they are actually interested in. Refer students to the headings of the notes. Set for individual work. Monitor and assist.

Answers (to give at the end of the lesson)

Note that there is multiple research in three cases. The following layout might be best in these cases:

Topic			
General advice			
Research results	1	2	3
Who said?			
When?			
My opinion			

Exercise D

Work through the Skills Check. Point out that the source of information is sometimes given in brackets, with a date.

Exercise E

Refer students back to their own texts to check. Monitor, but do not assist. Refer students to the table and give them time to read and absorb.

Exercise F

Bring together all the students from each advice topic to compare notes. Try to ensure that students are making short notes, not copying whole sentences. Try also to ensure that they agree on the value of the advice. They should complete the *My opinion* section.

Exercise G

Make sure students return to the groups in Exercise C. They must ask about the other advice and make notes,

but they must not show each other the notes they have made/are making. Monitor. At the end, allow students to compare notes. Make sure they explain at least one new word which they have guessed from context or looked up. Feed back by building up a model set of notes on the board.

Suggested notes are provided below. Use an OHT or other visual medium so that students can compare their own notes with them. Alternatively, photocopy the notes, cut them into appropriate sections and hand them out. You may feel that students have made perfectly good notes and do not need to see a model.

Refer students to the table and give them time to read and absorb.

Answers

See table on next page.

Closure

Ask students – those who read or those who heard – to explain some of the advice they heard (not read).

Topic	General advice	Research results	Who said?	When?
Don't smoke	harms you, friends, children; can kill you	harms nearly every part of body	National Cancer Institute, USA	Apr, 2004
		kills 5m people p.a.	WHO	2003
		live with a smoker = 24% rise in chance of lung cancer	British Medical Journal	1997
Don't eat too many sweets	lots of sweets = bad for teeth; make you fat	v. fat = ? serious illness = 30 illnesses = obesity	National Health and Nutrition Examination Survey, USA	1988–1994
		dark chocolate = ? prevent cancer + heart disease	Dutch National Institute of Public Health	1997
Don't lie in the sun	sun = Vitamin D, but too much = dangerous; sun = few minutes = ? skin cancer	skin cancer Norway + 350% m / 440% w: 1957–1984 1960s/70s = sun cream	Norwegian Cancer Institute	
Take exercise every day	walk half an hour a day = body works properly; feel better	makes heart stronger	American Heart Association	
		makes memory better (but = mice!)	Journal of Neuroscience	20th Sept, 2005
Go to bed early once or twice a week	get average = 8 hrs a night = body works properly	tired = 1,500 deaths in road accidents in USA p.a.	National Highway Traffic Safety Administration, USA	1999

? = may

Possible words to guess from context/look up in a dictionary in **bold** above.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- learn *should* / *shouldn't* + infinitive;
- learn conditionals expressing fact (zero);
- learn conditionals expressing possibility (first);
- write giving hygiene advice.

Introduction

Use Exercise A.

Exercise A

Examples of *should* and *shouldn't* + infinitive have occurred in the unit, but have not been a focus. It is likely that students will have understood their meaning in context or will have seen them somewhere before. Refer them to the pictures and give them a moment to think.

- 1 Students should discuss the question in pairs before you clarify. Establish that *must/mustn't* is used when there is obligation or something is not permitted. In the picture, smoking is not permitted. *Should/shouldn't* is used to give advice or say that something is a good or bad idea – there is no law to say you cannot smoke around children, but most people think it is a bad thing to do.
- 2 Refer students to the table and point out that *should* as a modal verb is followed by a bare infinitive – an infinitive without *to*. Write *You should to take more exercise* on the board and then cross out *to*, emphasizing that this is a common mistake at this level.

Exercise B

Read through the instructions with students. Make sure they understand that there are more words in the box than they need to use. Students should work

individually and then check answers in pairs. As feedback, tell students to cover the exercise and then get five of them to remember the pieces of advice.

Answers

- 1 You *should stop* smoking.
- 2 You *shouldn't eat* so many burgers.
- 3 You *should take* more exercise.
- 4 You *shouldn't watch* TV all day.
- 5 You *should drink* more water.

Exercise C

There is noticeable change of topic here, but this is something students can easily relate to and they do not have to invent advice. If students are from different cities, they can give advice directly to their partner. If they are all from the same city, they can work in pairs to write lines of advice. Get a few ideas from various students as feedback.

Exercise D

Students were exposed to conditional sentences in Lesson 4, but did not focus on the usage or form. Note that students start by looking at conditionals that express fact or truisms (often referred to as *zero conditional*) and then go on to conditionals that express possibility (often referred to as *first conditional*).

Do not mention that the sentences here are conditional structures. Simply set the matching task for individual completion. Students can check answers in pairs before you go over them. As students work, write the first half of each sentence onto the board. As feedback, students can come up and write the appropriate ending. You will need the completed sentences on the board in order to properly work through Exercise E.

Answers

1 If you live in a hot country,	4	you shouldn't drive.
2 If you live in a cooler country,	3	you can't learn to drive.
3 If you're under 17,	2	you can drink less water.
4 If you're very tired,	5	you increase the chance of heart disease.
5 If you eat a lot of red meat,	1	you need more water.

Exercise E

Put students into pairs and then read through the questions with them. Tell them to answer questions 1–3, but not to look at the tables until you have checked answers. Monitor as students talk and see how much still needs clarification or explanation. Go over answers orally, using the sentences on the board when appropriate. For question 3, write an example on the board and model the pronunciation.

Answers

- 1 They are all conditional structures. They all have a condition clause and a result or effect clause.
- 2 They all express fact. They state something that people know to be true.
- 3 Yes – and they are frequently expressed the other way round. Note that when sentences are expressed with the result clause first, they are not usually written with a comma. *You can't learn to drive if you're under 17.*

Exercise F

Follow the same procedure as for Exercise D.

Answers

1 If you smoke near children,	3	you probably won't survive.
2 If you join a gym,	4	it will go bad.
3 If you are in a plane crash,	1	they may copy you.
4 If you keep food too long,	6	you may develop skin cancer.
5 If you eat too much unhealthy food,	5	you will probably get fat.
6 If you lie in the sun for too long,	2	you will feel healthier.

Exercise G

Work through as with Exercise E. It is important that the feedback phase is methodical and thorough.

Answers

- 1 They are all conditional structures. They all have a condition clause and a result or effect clause.
- 2 They all express possibility – a future result. Sometimes the possibility has the function of giving advice or a warning.
- 3 Yes – they can be expressed the other way round, but it is not so common. The tendency is to express the condition clause and then the result clause, so that it has more impact.
- 4 We use *will* when we are sure of the result or when making a confident prediction. We use *may* when we are less sure or when expressing pure possibility.
- 5 We add *probably* to make a confident prediction slightly less sure. One way to look at this is to say – *may* = 50% sure, *will* = 100% sure and *will probably* = 75% sure, though this is rather simplistic.

Exercise H

Students should work individually and then check ideas in pairs. Monitor and check for accuracy and appropriate use of *will* and *may*. Get a couple of ideas for each sentence on the board as feedback.

Answers

Possible answers:

- 1 If you drive when you're tired, you'll probably make more mistakes.
If you drive when you're tired, you may cause an accident.
- 2 If you eat a lot of fruit and salad, you'll stay healthy.
- 3 If Tommy eats only burgers and chips, he'll get fat / get spots.
If Tommy eats only burgers and chips, he may have a heart attack.
- 4 If Tracy doesn't do any exercise, she'll get fat / be unhealthy.
If Tracy doesn't do any exercise, she may get ill.

Exercise I

Refer students to the photograph and elicit the action. Emphasize that you *wash* your hands, but *clean* or *brush* your teeth. *Wash your teeth* sounds very strange, though perfectly logical. Explain that they are going to read another health tip. Set for individual work and pairwork checking. Monitor and assist. Feed back, getting the model notes on the board.

Answers

Model notes:

Topic	<i>Wash your hands with soap.</i>
General advice	<i>many health problems → germs; soap kills germs; so wash hands with soap; If wash hands = kill billions of germs</i>
Research results	<i>regular washing = ? save 1m lives p.a.</i>
Who said?	<i>London School of Hygiene and Tropical Medicine</i>
When?	<i>2003</i>

Exercise J

Refer students to the notes again. Set for individual work. Monitor and assist. Students can compare their texts

before you collect them to assess. Use an OHT or other visual medium to display the model notes below, against which students can compare their work.

To conclude the lesson, ask students which piece of advice from this unit they are going to follow.

Answers

Model text:

Brush your teeth after eating and drinking

Many health problems start with germs. However, toothpaste kills germs, so you should brush your teeth after eating or drinking. If you leave food in your teeth, they will go bad.

Research has shown that you should use a soft toothbrush. You should brush for three minutes. Most people only brush for one minute. (*The American Dental Association, 2005*)

Closure

Ask students which piece of advice from this unit they are going to follow.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- revise countable and uncountable nouns and related language;
- write a report of information in a graph.

Introduction

Ask students to cover Table 1. Refer them to the photos and ask them if *potatoes* and *cheese* are countable or uncountable. Direct them to the table to check their answers.

Exercise A

The exercise revises and consolidates language learnt in the unit.

- 1 Students should work individually, then check answers in pairs. Use an OHT or other visual medium to display the table to give quick concise feedback.
- 2 Students should work individually and then check answers in pairs. As feedback, either you or students should write the corrected sentences on the board.

Answers

1		Countable	Uncountable
	Words	potatoes	cheese
	is		✓
	are	✓	
	much		✓
	many	✓	
	some	✓	✓
	How much?		✓
	How many?	✓	
	a lot	✓	✓
	a few	✓	

a little		✓
more	✓	✓
less		✓
fewer	✓	
too much		✓
too many	✓	

- 2 a. How *much* *homework* does your teacher give you?
b. ✓
c. ✓
d. People in China eat *fewer* potatoes than people in Europe.
e. You only need to put a *little* salt in the soup.
f. ✓

Exercise B

Students have talked about the graph, but not yet written a report. Report writing is challenging and you can approach the actual writing phase in various ways, depending on how well you feel your students will cope. See notes for 2 below.

- 1 The aim is to lead students into the writing task and present them with the style of report writing. Give them time to read the first part of a report before they start trying to fill any spaces. They should work individually before checking answers in pairs. Note that there are options for some spaces. As feedback, write answers on the board for clarity.
- 2 Students can either attempt to write the second part of the report individually or work in pairs to pool resources. They will need sufficient time to think, plan and write. Monitor and assist quite rigorously. Alternatively, if you feel the task is too demanding, build the report up on the board together as a class. Make sure, though, that stronger students do not completely dominate and that weaker students are following.

A final option would be to set the task for homework, giving individual students the time they need to plan and organize. Students can compare their reports before you collect them to be assessed.

Answers

- 1 The graph shows how *many* people per 100,000 people in New York got food poisoning each year between 1996 and 2008. Cases of food poisoning *fell / decreased* over the complete period, but *increased / rose* again from 2005 to 2008. Between 1996 and 1999, there was a *sharp / dramatic* fall in the number of food poisoning cases in the city. Between 1999 and 2000, there was a *slight* rise in the number of cases. Then, between 2000 and 2001, the number of cases fell again.
- 2 **Model report:**
Between 2001 and 2002, the number of cases of food poisoning rose very sharply. Then the number fell again. Between 2002 and 2003, the number fell dramatically. Then between 2003 and 2005, it fell more gradually. Between 2005 and 2008, the number of cases rose again gradually to the end of the period.

Exercise C

The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

Answers

1	Tina eats	<i>too much</i>	chocolate.
2	<i>Fewer</i>	people eat red meat	these days.
3	I like	<i>a lot of</i>	sugar in my tea.
4	Would you like	a piece of	<i>cake?</i>
5	You shouldn't	<i>eat</i>	too many burgers.
6	You can't vote	if	<i>you are not 18.</i>
7	<i>If you smoke,</i>	you may	develop lung cancer.
8	If you develop lung cancer,	<i>you will probably</i>	die.

Closure

Do remedial work with groups or individuals on problematic areas.

Lesson 1: Listening

Objectives

In this lesson, students will:

- revise and develop listening skills practised in the Course Book.



General note: There are two distinct halves to the lesson. Students will hear two lectures, one related to leisure activities, the other to nutrition and health. They will practise a range of listening skills and good lecture practice.

Introduction

Start by revising the topics that were covered in the five Course Book units. Ask students what information they learnt from each unit – something that they did not previously know.

Exercise A

The exercise serves as revision of the main Course Book themes and as general listening practice. Note that students will need to both understand the sentence they hear, and have taken in the information given. The information is fairly general – not specific facts that students may not have picked up.

Read through the instructions with students and then do the first sentence as an example. Establish that the answer is false, and why – most weddings in India are very big. Play the rest of  139. You can pause briefly after each sentence if you feel that is necessary, but do not encourage students to shout out answers until the task is complete. Play  139 again, pausing as you check answers. Go over why some answers are false, if not immediately obvious.

Answers

1 F, 2 F, 3 T, 4 T, 5 F, 6 T, 7 T, 8 F, 9 F, 10 T

Transcript 139

Presenter: Review 2

Lesson 1: Listening

Exercise A. Listen to some sentences about the topics you learnt about in Units 6–10. Mark them true or false.

- Voice:
- 1 Most weddings in India are quite small. There are only a few guests.
 - 2 It is traditional for the groom to put the ring on the third finger of the bride's right hand.
 - 3 Driving a car or riding a motorbike is more dangerous than travelling by train.
 - 4 There are very few plane crashes, but when there is a plane crash, the chances of surviving are very small.
 - 5 Most people, both men and women, usually say that crime stories are their favourite type of film.
 - 6 Sherlock Holmes was a detective in the short stories by Sir Arthur Conan Doyle.
 - 7 Most people have more leisure time now than they did a hundred years ago.
 - 8 Digital cameras are making photography too easy. People don't enjoy taking photographs any more.
 - 9 Hard cheese keeps in a refrigerator for only a few days.
 - 10 Taking regular exercise is good for your heart.


Exercise B

Before starting the whole listening task, decide whether the concept of a small independent cinema is one that

your students will readily relate to, or a concept that will be new to them. Students will not be able to talk about the pictures if they do not appreciate a difference between them and you will need to move on so that they learn the difference from listening. Put students into pairs if you think they will have something to say, otherwise conduct as a whole-class discussion. Try to elicit answers and make suggestions without feeding too much of what is revealed in the introduction to the recording.

Exercise C

Read through the instructions with students and make sure they appreciate that they are going to hear a radio interview rather than a lecture. Tell them to read the questions so that they know what they are listening for. Point out that the third question is more open and that they may want to take a few notes.

Play  140 and then give students a moment to think before they discuss their answers in pairs. Go over answers, establishing the concept of a small independent cinema, if necessary. Note that saying what films the cinema does *not* show is easier than saying what films it *does* show. Students can lift the answer to question 1 from the recording or use their own words.

Answers

- 1 less commercial films – films people may not know about (independent films/‘small’ films)
- 2 big Hollywood blockbusters / action movies
- 3 Last month, they showed eight films. / There is only one screen.

Transcript 140

Presenter: Exercise C. Listen to the first part of a radio interview. Answer the questions in pairs.

Journalist: Good morning and welcome to *Entertainment Plus*. Today, I’m talking to the manager of a cinema. That’s The Picture House cinema in York. Hello, Steve.

Manager: Good morning, George.

Journalist: Steve – I’ve got a few questions I’d like to ask about the people who come to your cinema.

Manager: No problem. I like talking about our films and the people who come to watch them.

Journalist: So, do different people come to see different films?

Manager: Yes, certainly. People come here to see all kinds of films.


Journalist: What films do you show?

Manager: Well, as you know, we’re a small, independent cinema so we don’t show the big Hollywood blockbusters. We never show action movies. People can go to the big cinemas to see them. We show less commercial films – films people may not know about. Last month we showed eight films.

Journalist: And you only have one screen?

Manager: That’s right. Most big cinemas have three or four screens.

Exercise D

Refer students to the table and make sure they know which parts they are to fill in. Check the meaning and pronunciation of *audience*. Play  141 through and give students time to compare answers in pairs. Use an OHT or other visual medium to display the table to ensure that feedback is quick and concise.

Answers

Type of film	Watched by ...?
silent film	students
love story	men and women
thriller	women
crime	older women
science fiction	men
foreign language	students

Transcript 141

Presenter: Exercise D. Listen to the rest of the interview and complete Table 1.

Journalist: So, what kind of films did you show?

Manager: Well, we had an old silent film, in black and white, a love story ... erm two thrillers, a crime story ... er a science fiction film and two foreign language films.

Journalist: Who came to see them?

Manager: The audience for the silent film was mostly students from the Art College in town. They were the biggest group of people for the foreign language films, too. We show foreign language films in the original language, with subtitles in English.

Journalist: What films were they?

Manager: One was a Korean film called *Old Boy*. The other was *Nicotina*. That's a Mexican film. It's very good.

Journalist: Tell me more about the audiences.

Manager: We get a lot of couples – men and women – for a love story. Mostly women come to see thrillers. I think women like to be frightened more than men.

Journalist: Is it the same for crime films, too? Is it mostly women?

Manager: Yes, but older women. We get quite a few men as well, but older. So I'd say older people like crime. Perhaps they like to guess who did it – they like a mystery.

Journalist: How about science fiction? Who likes that?

Manager: Men, usually. We get a younger audience for a modern science fiction film. Older people come to see the old science fiction films we show. But it's still more men than women.

Journalist: What about you? What kind of films do you watch?

Manager: Ah! I work in a cinema because I love films. In my free time, I watch films, too! I watch a comedy on DVD with my family. Now that's entertainment!

Exercise E

Students will now be accustomed to discussing the meaning of words learnt in context. Note that you may have discussed the meanings of these items as you went over answers to previous exercises. If that is the case, conduct as a quick whole-class consolidation phase; otherwise, give students a minute to discuss the items in pairs. As you check answers, point out that:


- *Hollywood* is often used in a slightly derogatory way to talk about big-budget films. A *blockbuster* is a big-budget film that is expected to make a lot of money. It usually has big stars in it.
- A cinema has a *screen*, as does a TV and a computer.
- *Subtitles* are at the bottom of the screen. You read the subtitles as you watch the film.

Exercise F

Conduct as a whole-class discussion to conclude the first part of the lesson.

Exercise G

Orientate students towards a change of topic. Remind them that nutrition and health was a major topic in the Course Book. Read the rubric and ask students exactly what is meant by *diet*. Is *diet* the same as *food*? Does *diet* simply mean *what you eat*?

- 1 Read the first question with students and make sure they appreciate they will hear only the introduction to a short lecture. Play  142. Check the answer directly.
- 2 Refer students to the pictures and remind them of the value of predicting content before listening to a lecture. Talk about the first picture together – *This*

will be related to a Japanese diet. He will say that fresh fish is healthy. He may say that in the West, we should eat more fresh fish, etc. Give students two minutes to compare ideas and then get some feedback. Do not confirm or correct, but revise each of the food items – you may need to teach *beans*.

Answers

- 1 The Japanese diet with the diet of the Western world.
- 2 Answers depend on students.

Transcript 142

Presenter: Exercise G. Listen to the introduction to a lecture about diet.

Lecturer: The title of my talk today is ‘diet and health’. By that I mean that our diet – the food we eat – plays an important role in how healthy we are and perhaps how long we live. I’m going to compare the diet of the Japanese with the diet of the Western world. I should say that by ‘the Western world’, I mean Europe and the Americas.

Exercise H

Give students time to read through the sentences so they know what they are listening for. Check the meaning and pronunciation of *blood*, *heart* and *heart attack*. Students may feel that they know answers to some of these questions without listening and that is fine, but tell them to listen for confirmation. Play 143 and then give students a moment to compare answers. As you check answers, explain why any sentences are false and elicit or provide the correct information.

Answers

- 1 T
- 2 F (it is better than red meat, but still has more fat than is necessary)
- 3 T

4 T

5 T

6 F (they eat less bread, so hence less butter)

Transcript 143

Presenter: Exercise H. Listen to the first part of the lecture. Mark the sentences true or false.

Lecturer: So, to start with, a Western diet is high in fat. We eat a lot of meat – a lot more meat than our grandparents did. In the West, we eat a lot of chicken, for example, because it’s cheaper than it was. It’s lower in fat than red meat, such as beef and lamb, but it still has more fat than we actually need. When we eat more than we need to, we add to our body weight. The fat stays with us and some of it remains in our blood. Our heart needs to work harder to use it. On the other hand, in Japan, people eat a lot less meat. They get their protein mainly from fish and beans. Both of these foods are low in fat. The Japanese have fewer heart attacks than people in Western countries. This is the reason: in Japan, people don’t usually eat bread, so they have no need to eat butter. In fact, in Eastern countries generally, people eat fewer dairy products – milk, cheese, butter and so on. In the west, we eat a lot – probably too much – of these foods. This is another reason for the large amount of fat in our diet. Now, I’m going to go on to talk about some of the changes that are happening ...

Exercise I

Remind students of what they learnt about a lecturer signalling when he or she is going to change topic. Play the last line of 143 again and then just the first line of 144. Ask students why they think a traditional Japanese diet may be changing.

Refer students to the notes and give them time to read. Encourage them to make predictions. Check the meaning of *convenience*, which appears in the notes. Students have learnt *convenient*, so use this to explain that *convenience food* is food you don't need to cook – it's ready to eat. Play 144 and then give students a minute or two to compare answers. They may well want to check the spelling of *microwave* with you. Using an OHT or other visual medium to display the notes will be the most efficient way of giving feedback.

Answers

Changes to diet

mostly economic – people spend *more money* on more food, but people don't eat *better*

In Japan

more meat / less fish / more hamburgers and so more *bread*

In the West

less fish – reduction in fishing so *higher* prices
more convenience food (hamburgers, pizzas & food we put in the *microwave*)
food not healthy – too much fat and *salt*

Transcript 144

Presenter: Exercise I. Listen to the second part of the lecture. Complete the notes.
Use one or two words in each space.

Lecturer: For the last part of my talk, I want to look at the changes that are taking place in the diet of people in both the West and the East. These changes are happening for a number of reasons, mostly economic. As countries become richer, people spend more money on more food.

However, more food doesn't mean that people are eating better. In Japan these days, people are eating more meat. It's now very easy to find fast food, like hamburgers and hotdogs. In some places, it's easier to find fast food than it is to find traditional raw fish.

Unfortunately, as the Japanese eat more hamburgers, they also eat more bread. In many Western countries, doctors want us to eat less meat, or to choose healthier meat with less fat. People in the West are also eating less fish than they did. There is a reduction in fishing and the price of fish in the markets is higher. To replace fish in our diet, Western people are eating more convenience food – more hamburgers and pizzas, as well as food we just need to heat in the microwave. These meals are high in fat, contain too much salt and are generally not healthy.

Exercise J

If students are from various countries, set as pairwork.
If they are all from the same country, conduct as a whole-class discussion to conclude the lesson.

Closure

Use Exercise J.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- revise and develop speaking skills practised in the Course Book.

General note: Each exercise (more or less) relates to one of the topics focused on in the Course Book. You will need to treat each exercise as a separate entity, rather than trying to create a flow.

Introduction

Give students one minute to look at the photos. Then get them to close their books and try to remember – in pairs, groups, or as a whole class – what was in each photograph.

Exercise A

It will be clear that the aim is to revise language learnt in the first unit. Refer students to the pictures and tell them to spend three minutes thinking about what they want to say before they start talking. Tell them to check any key vocabulary they have forgotten in their notes or in the Course Book unit.

Monitor as students talk, checking for fluency and appropriate use of vocabulary and structure learnt. Avoid a feedback phase here as it can only be a repetition of what has already been said.

Exercise B

Note that students have learnt new language since previously talking about these topics. They may, for example, be able to use past forms better to talk about an event. Give students three minutes to choose a picture and plan what they are going to say. Monitor as students talk, checking for fluency and appropriate use of vocabulary and structure learnt. Get some quick feedback on each of the three events.

Exercise C

Students previously compared these transport methods, but have since learnt a wider range of language – particularly language related to countable and uncountable concepts.

Quickly refocus students by brainstorming the transport methods from Unit 2, Lesson 1. Then refer them to the blue box and check the pronunciation of each method presented. Refer them to the yellow box and make a point of checking the example. Tell them to use each word at least once. Monitor as students talk and make a note of sentences that can be used during feedback. Write a couple of sentences with each comparative word on the board.

Answers

Possible answers:

Cars, motorcycles, bicycles and buses are more dangerous than other methods of transport.

There are fewer plane crashes than car crashes.

Travelling by bus is less expensive than flying.

Exercise D

Refocus students by asking them to tell you three words that can relate to both films and books: *story*, *character*, *set*, etc.

Read through the instructions with students and make sure they know what they are to do. Point out that they have answered some of these questions, but that they should now feel more confident, having learnt a range of new language. Give them five minutes to read the questions and plan answers. Once again, suggest that they check their notes or the Course Book unit for any key vocabulary they have forgotten.

Monitor as students talk, checking for fluency and appropriate use of vocabulary and structure learnt. As feedback, choose two students on the opposite side of the classroom. Tell one of them to ask his or her questions to the other as the class listens.

Exercise E

Refocus students by checking the activities shown in the pictures. Note they are activities not previously focused on, but activities students should know how to say: camping, cycling, swimming and listening to music. Read through steps 1–3 with students and then put them into groups. Give them a minute to decide within each group which topic each member will talk about.



Then give them five minutes to prepare their talks. Monitor as they prepare, and assist with vocabulary, if necessary. Monitor as students give their talks, but do not correct. You might like to choose one talk that can be given to the whole class.

Exercise F

Refocus students by referring back to Lesson 1. Revise the point that people are generally eating more meat and more red meat at that. Refer students to Figure 1 and give them a minute to work out what information is shown. Ask them what they think *poultry* is – meat from farmed birds – especially chicken, but perhaps, more increasingly, turkey. Give them another minute to absorb and plan what to say. Check that everyone understands the information fully before they start talking in pairs.

As they talk, monitor to check the logic of what is said, the accuracy of the expression and whether they have grown in confidence. As feedback, get ideas from various students. Do not write a list of sentences on the board, as the aim is to develop speaking rather than writing skills.

Exercise G

- 1 Students should work individually to read the conversations and fill in the missing words. They can then check answers in pairs before listening. Do not give feedback before they listen.
- 2 Play  145 as students check answers. Clarify anything that is not clear.
- 3 Play  145 for each conversation one at a time, drilling where appropriate. Students should then practise the conversation before you play the next.
- 4 Students should work directly in pairs. They should add three or four lines to each conversation. If time is short, students can choose one or two of the conversations to extend and then read out for the class.

Transcript & answers

Transcript 145

Presenter: Lesson 2: Speaking
Exercise G2. Listen and check your answers.

Conversation 1

- A: Do most people *get* married in church in your country?
B: Yes. People are not always religious, but they still like a church ceremony.
A: Do most people have a traditional white *wedding*?
B: Oh yes. The bride usually wears a white *dress*.
B: What happens after the church ceremony?
A: Well, ...

Conversation 2

- A: Did you fly?
B: Yes, I did.
A: How was the *flight*?
B: It wasn't very good, actually ...

Conversation 3

- A: Who's your *favourite* film character of all time?

-
- B: Err, that's a difficult question. I think it's *probably* Darth Vader, you know, in *Star Wars*.
A: Oh, really? He's a *bad* character.
B: Yes, I find heroes a bit boring. What about you?
A: I ...

Conversation 4

- A: What do you like doing in your *free* time?
B: Well, I like reading and listening to music, but I *guess* my real hobby's surfing.
A: Really? How *often* do you go surfing?
B: *Every* week in the summer. We drive to the beach. Last year, I went surfing in Hawaii *too*. What about you? What's ...

Conversation 5

- A: So, what do we need for this omelette?
B: Well, we need eggs.
A: OK, how *many*?
B: Well, it's for three people so let's say four.
A: Do we need milk?
B: Yes, but just a *little*. We mix that with the eggs.
A: OK, then ...

Closure

Feed back on common errors in Exercise G.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- revise and develop vocabulary practised in the Course Book.

General note: This lesson is a series of unrelated exercises that aim to revise vocabulary learnt in the various Course Book units and to draw attention once more to the different ways in which lexis can be recorded. Instructions here are brief as the exercises are largely self-explanatory and the exercise types have all previously been presented.

Introduction

Use Exercise A.

Exercise A

Students should work individually, then check answers in pairs. Either you or students should write answers on the board for clarity.

Answers

- 1 christen
- 2 Anniversary
- 3 journey
- 4 accident
- 5 character
- 6 mysteries
- 7 frightening
- 8 pleasure
- 9 calories
- 10 poisoning

Exercise B

Students can either work individually, then check answers in pairs, or in pairs to share knowledge. Write answers on the board for clarity.

Answers

- 1 low
- 2 falling
- 3 dangerous
- 4 uncomfortable
- 5 slow
- 6 sad / unhappy
- 7 boring
- 8 hard

Exercise C

Students should work individually, then check answers in pairs. Use an OHT or other visual medium to display the table for feedback. Alternatively, tell students to cover the second column and see if they can remember answers as feedback.

Answers

1	make	3	a firework display
2	take	9	a crime / a mystery
3	watch	7	a question
4	give	12	a job
5	ride	1	a mistake
6	have / cause	4	presents
7	answer	8	a role
8	play	11	a fish
9	solve	2	a photograph
10	paint	5	a bicycle
11	catch	10	a room
12	find	6	an accident


Exercise D

Read the instructions and look at the example with students. Make sure they know what they are doing. Students should work in pairs to share knowledge and communicate. You could put students into teams and introduce a competitive element. You can end the exercise when one pair has all the answers. Write answers on the board for clarity.

Answers

- 1 orange
- 2 back
- 3 watch
- 4 spend
- 5 fly

Exercise E

- 1 Read the instructions and look at the example with students. Model the example word a couple of times so that students can hear the appropriate vowel sound. Students should work in pairs so that they can say the words aloud to each other as they go. Monitor, but only correct if pairs have a number of incorrect matches. Model words for them, if necessary.
- 2 Play  146 to check answers.

Transcript & answers


Transcript 146

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise E2. Listen and check.

- Voice:**
- | | |
|------------|-----------|
| 1 go | role |
| 2 custom | love |
| 3 bride | pilot |
| 4 death | men |
| 5 safe | favourite |
| 6 fast | laugh |
| 7 cartoon | group |
| 8 research | journey |

- | | |
|----------|-------|
| 9 found | now |
| 10 sport | water |

Exercise F

- 1 Read the instructions and look at the example with students. Model the example word a couple of times so that students can hear the stress pattern. Do the second word as an example as well, if you feel necessary.
- 2 Play  147 to check answers.
- 3 Students should work in pairs so that they can say the words aloud to each other. Monitor and model words for them if they have made mistakes.

Answers

		Ooo	oOo	Oooo	oOoo	ooOo
1	ceremony			✓		
2	anniversary					✓
3	celebrate	✓				
4	population					✓
5	comfortable	✓				
6	competition					✓
7	adventure		✓			
8	historical				✓	
9	literature	✓				
10	photography				✓	
11	dramatic		✓			
12	ingredients				✓	

Transcript 147

Presenter: Exercise F2. Listen and check.

- Voice:**
- 1 ceremony
 - 2 anniversary
 - 3 celebrate
 - 4 population
 - 5 comfortable
 - 6 competition
 - 7 adventure
 - 8 historical

-
- 9 literature
 - 10 photography
 - 11 dramatic
 - 12 ingredients

Closure

Dictate some of the longer words from the lesson.

Lesson 4: Reading

Objectives

In this lesson, students will:

- develop reading skills practised in the Course Book.

Introduction

Use Exercise A.

Exercise A

Read through the questions with students and give them a couple of minutes to answer in pairs. Get some quick feedback from two or three students.

Exercise B

Students need to work with the headings on page 170, as they have been removed from the text.

- 1 Make sure students understand the three headings are the headings of the three sections they can see on the opposite page. Make sure they only answer this first question for now. It will probably be necessary to check the meaning of *aim for*. Draw a target on the board and explain that you aim for a target when you shoot. Note that Exercise A will have helped them orientate towards the general theme anyway. Do not confirm or correct suggestions yet.
- 2 Make sure students understand that the introduction is the line immediately below the heading *How To Be Happy*. Give them a minute to read and absorb, then establish together that the overall theme will be *finding happiness*.
- 3 Refer students back to the three headings on the first page and give them three minutes to make predictions in pairs. Monitor as students talk, rather than conduct a rather repetitive feedback phase.

Exercise C

Make sure students read with the aim of completing the task. Tell them you will check answers when five students have finished. Check the answers together and make sure students write the headings in the correct place before further work on the text.

Answers

A Little of Everything – Veronica

Something to Aim for – Sandra

Someone to Talk to – Mick

Exercise D

The aim is to practise understanding new vocabulary in context, but also to make sure that students understand some key words and phrases before they read in more depth. They will need to know most of these words in order to understand the fundamental point being made.

Make sure students understand the steps. If they know the word already, they can circle the correct option immediately. If they do not know the word, they should find it in the text, read either side of the key word and then circle the correct option.

Students should work individually and then check answers in pairs. Use an OHT or other visual medium to display the exercise. Delete the incorrect answers for clarity and deal with any remaining uncertainties.

Explain that a *luxury* is the opposite of a necessity.

Answers

- 2 a. bad
b. badly
c. little jobs
d. have a clear idea of what you want
e. do it
f. objects you have
g. don't really need

Exercise E

Students should now be prepared to read the text without a lot of difficulty. Note that they have so far tended to read one part of the text and exchange information – here they are reading a longer text. Tell students to read through the summary options before they read the text again. Point out that it is not a case of two options being completely wrong and one right – sometimes more than one summary will be correct information, but will not serve as a summary (see answers below).

Students should work individually, then check answers in pairs. Encourage them to discuss any differences of opinion before you confirm the answers.

Answers

A Little of Everything – Enjoy everything you do.
(*Don't waste time and money* is advice given but not a summary.)

Something to Aim For – Be organized.

Someone To Talk To – Luxury is not important. (*You don't need a Ferrari* is advice given, but not a summary.)

Exercise F

Students should discuss their opinions and give reasons. Select two or three students to give their opinions and reasons to the class.

Closure

Feed back on common errors from Exercise F.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- revise writing skills and grammatical structures practised in the Course Book.

Introduction

Use Exercise A.

Exercise A

The aim is to revise text organization and punctuation and to prepare students for the writing task that follows.

- 1/2 Give students time to read and absorb individually and then talk with a partner. Establish that the topic is collecting. Check that students understand *matchbox*. Brainstorm a few more objects that people collect.
- 3 Make sure students understand that they should use the lines in the second group in order – work through the first as an example, if necessary. If you write the example on the board, do not add punctuation. Students should work individually, then check answers in pairs. Check answers orally as students will write them as part of the task that follows. Students can read the joined lines aloud.

Answers

- 2 a. people spend their free time in many different ways
b. a popular hobby is collecting
c. people collect all sorts of things
d. some people collect stamps, matchboxes or old bottles
e. Others collect old tickets from sports games or rock concerts
f. collectors may collect strange things but they usually do it because the design is attractive or interesting

Exercise B

Students know the order of the information already so now it is simply a case of adding the appropriate punctuation. Point out that they should also think about where two sentences could be combined by using a conjunction (see model below). They should work individually, then check their work in pairs. As feedback, build up the paragraph on the board together as a class.

Answer

Model answer:

People spend their free time in many different ways. A popular hobby is collecting, and people collect all sorts of things. Some people collect stamps, matchboxes or old bottles. Others collect old tickets from sports games or rock concerts. Collectors may collect strange things, but they usually do it because the design is attractive or interesting.

Exercise C

Students have already talked extensively about hobbies and free-time activities. Encourage them now to focus on saying something they haven't previously said, or to gauge their development – do they feel they can talk more confidently and fluently about what they previously struggled with?

- 1 Try to make sure students are working with a partner they have not previously spoken to about hobbies. Give them three minutes to compare thoughts.
- 2 Tell students to use the discussion to make notes for the writing task.
- 3 You can either dedicate an appropriate amount of class time to the writing task or set it for homework. Students will need around 15 minutes to plan and write something worthwhile. Monitor as they work and assist if conducted in class time. Students can compare their work before you collect it to assess.

Exercise D

The final exercise is an extension of the exercise that concludes all units. Here the aim is to consolidate the various forms learnt in the five units of the course. Students should work individually, then check answers in pairs. As feedback, either you or students should write any corrected sentences on the board.

Answers

1. ✓
2. The population *is rising* in most African countries.
3. What *happened* at the party last night?
4. ✓
5. ✓
6. *What* was your hotel like?
7. Jim was driving too fast and he *lost* control of the car.
8. ✓
9. Suzy taught *herself* to play the piano. She didn't have any lessons.
10. *Psycho* *is probably* Alfred Hitchcock's best-known film.
11. The end of the film made *me* cry.
12. Can we find a cheaper restaurant? This one is *too expensive*.
13. ✓
14. ✓
15. I found the part of the lecture about the Romans very *interesting*.
16. ✓
17. We've got *chicken* and rice for dinner.
18. ✓
19. People really *shouldn't use* bad language when children are listening.
20. If you *do* not take exercise, you will get unhealthy.

Closure

Feed back on commonly occurring errors from Exercise D.

Lesson 6: Portfolio

Objectives

In this lesson, students will:

- listen to take notes;
- research information and learn specific vocabulary in order to give a talk;
- give an extended talk, persuading an audience to take an action.

Introduction

Use Exercise A.

Exercise A

The aim is both to prepare students for the talk they will give and to provide some guided speaking practice that will re-engage them with the theme of hobbies and interests. Note that students have talked extensively about hobbies and free-time activities. It is important they appreciate that they will talk about activities here that they have not previously looked at.


Read through the instructions and all the questions with students and put them into pairs. You can either start by eliciting and getting the activities on the board together as a class, or leave pairs to use a dictionary as part of the exercise. Use the feedback phase to pre-teach or revise vocabulary that will be useful for the production stage later in the lesson (see suggestions below).


Answers

Possible answers:

1. paragliding / skiing / caving / scuba-diving / go-karting
2. Answers depend on students (excitement / adventure / thrill / escape / an element of danger)
3. skiing and scuba-diving are probably most expensive as you need to travel / paragliding is relatively expensive compared with caving and go-karting.
4. protective clothing / helmet / goggles + equipment specific to each activity

Exercise B

It is important to appreciate that the aim of the listening component is to prepare students to talk about one of the other activities later in the lesson and not to learn vocabulary specifically related to caving. The talk serves as a model for the talk they will give and re-emphasizes the need to become independent when planning and researching particular areas of interest. Do not worry about playing  148 more than once on this occasion.

Make sure students listen the first time simply to identify the activity. Tell them they will listen again with a more directed task in a moment. Play  148 and establish that the speaker is talking about caving, i.e., the large picture in the middle of the page.

Transcript 148

Presenter: Lesson 6: Portfolio

Exercise B. Listen. Which activity is the speaker talking about?

Voice: I'm going to talk to you about an activity and tell you why I think you should try it. Now, this activity has a few different names. The most common name is *caving*. It's called that because it's all about discovering caves – underground caves. In the United States, people often call it *spelunking* – that's S-P-E-L-U-N-K-I-N-G. I have no idea where that word comes from. In the United Kingdom, people usually call the activity *potholing* – that's P-O-T H-O-L-I-N-G. I guess the *holing* part of the name comes from the word *hole*. The activity involves going down some very dark underground holes. I'm going to call the activity *caving* from now on – that makes things easier. So what do cavers do? Well, they explore underground systems of tunnels and caves. It's very exciting,

especially when you find a new cave. I mean a cave nobody else knows. You and your friends are the first people to find it. People say it's dangerous. Well, yes, it's probably more dangerous than most other hobbies, but if you take care, you'll be safe. I like it because it's a little dangerous. I think that makes it exciting. I'm sometimes frightened when a tunnel's full of water. I mean, perhaps the tunnel goes from a lake in one cave to another lake in another cave. You need to swim through the tunnel. It's very dark!



I also think you should do this activity because it's very sociable. You work as a team. You help each other and you learn to trust people in dangerous situations. You make a lot of friends.

Another reason to do this activity is that it's not expensive like skiing or scuba diving. You don't need a lot of equipment and it's not necessary to travel far. You need a helmet, the right clothes and some good strong boots. Perhaps you can buy ropes and so on, but if you are in a club, they will have that type of equipment.

So, to conclude; why should people try caving? Because it's an adventure and it's very exciting. Don't try caving if you don't like small spaces or if you're afraid of the dark!

Exercise C

Give students time to read the notes properly. Remind them of the value of predicting information they will hear. Point out that they may hear words they do not

know how to spell and they will have to make a sensible guess. Play  149 through and then give students two or three minutes to compare answers. Play  149 a third time, pausing to check answers. Making an OHT or other visual medium of the notes that can be shown on the board will ensure quick and concise feedback.

Answers

Caving

(in U.S. also called *spelunking* / in UK also called *potholing*)

What it involves

exploring underground *tunnels* and caves
(Perhaps discovering a *new* cave)

Reasons to do it

it's very *exciting* – not too *dangerous* if careful
it's very sociable – work with other people as a *team* /
learn to *trust* people – you make *friends*
it's not too *expensive* – club may have some equipment

Transcript 149

Presenter: Exercise C. Listen again and complete the notes below.
[REPEAT OF TRACK 148]

Exercise D

Students can answer the two questions in pairs or you can answer them as a whole class and develop a discussion that leads into Exercise E. Conclude by pointing out that the speaker is trying to persuade people to think about the activity – write *persuade* on the board and clarify its meaning for later.

Answers

Possible answers:

- 1 When he is in a tunnel full of water (a tunnel between two underground lakes).
- 2 People that do not like small spaces or are afraid of the dark.

Exercise E

Conduct as pairwork or directly as a whole-class discussion. Get a consensus as to who would like to try it. If any of your students has tried the activity, they should, of course, tell the others about it.

Exercise F

Read through the first line of the instructions with students and remind them of what *persuade* means. Tell them that as they are trying to emphasize the appeal of the activity, they should choose carefully. They will find it difficult to persuade their group to take up an activity they think is boring themselves. Ideally, students within a group will all choose a different activity and you will need to make sure this happens. You may feel that it does not matter if two students talk about the same activity, if it means they will be more enthusiastic about giving their talk. Read through the rest of the steps and then set a time limit. Students will need between 20 and 30 minutes to research and make notes and then to organize them, especially if they have to leave the classroom to access information. Encourage students to print out pictures that they can show as they give their talks.

Exercise G

Students can decide in which order talks are to be given. Tell them to listen carefully when classmates are talking and to ask questions when they need to. Monitor as students talk and make a note of anything to give feedback on – do not interrupt students to correct as they talk. When all students have given their talk, they should each vote for one of the others in their group. They can do this secretly – writing the activity on a piece of paper – so that they are not swayed by each other.

Closure

Conclude the lesson by establishing whether any one activity was most popular or whether it depended more on the talk given.

Word list

	Unit		Unit
above (<i>prep</i>)	5	blow out candles (<i>v</i>)	6
accident (<i>n</i>)	7	boring (<i>adj</i>)	3
achievement (<i>n</i>)	3	bottle (<i>n</i>)	10
action film (<i>n</i>)	8	bottom (<i>adj</i>)	5
activity (<i>n</i>)	9	box (<i>n</i>)	10
actor (<i>n</i>)	8	brush my hair (<i>v</i>)	2
actress (<i>n</i>)	8	brush my teeth (<i>v</i>)	2
advantage (<i>n</i>)	2	builder (<i>n</i>)	3
adventure (<i>n</i>)	8	bus (<i>n</i>)	3
advertisement (<i>n</i>)	3	bus driver (<i>n</i>)	3
aeroplane (<i>n</i>)	7	Business Studies (<i>n</i>)	1
affect (<i>v</i>)	4	calories (<i>n</i>)	10
ago (<i>adv</i>)	5	car (<i>n</i>)	7
agriculture (<i>n</i>)	3	cartoon (<i>n</i>)	8
airport (<i>n</i>)	7	case (<i>n</i>)	10
alarm (<i>n</i>)	2	catch the bus (<i>v</i>)	2
altitude (<i>n</i>)	4	cause (<i>v/n</i>)	10
always (<i>adv</i>)	2	celebrate (<i>v</i>)	6
amateur (<i>n/adj</i>)	9	cellphone (<i>n</i>)	2
anniversary (<i>n</i>)	6	ceremony (<i>n</i>)	6
applicant (<i>n</i>)	3	character (<i>n</i>)	8
application (<i>n</i>)	3	christening (<i>n</i>)	6
Art (<i>n</i>)	1	climate (<i>n</i>)	4
assignment (<i>n</i>)	1	cloudy (<i>adj</i>)	4
author (<i>n</i>)	8	cold (<i>adj</i>)	4
autobiography (<i>n</i>)	8	collect (<i>v</i>)	9
autumn (<i>n</i>)	4	collecting (<i>v</i>)	9
average (<i>adj/n</i>)	6	collection (<i>n</i>)	9
away from (<i>prep</i>)	5	collector (<i>n</i>)	9
background (<i>n</i>)	3	comedy (<i>n</i>)	8
bag (<i>n</i>)	10	comfortable (<i>adj</i>)	3
bank (<i>n</i>)	3	communicating (<i>v</i>)	1
bank clerk (<i>n</i>)	3	compulsory (<i>adj</i>)	1
be born (<i>v</i>)	6	computer (<i>n</i>)	3
bear (<i>n</i>)	4	confident (<i>adj</i>)	3
beautiful (<i>adj</i>)	4	construction (<i>n</i>)	3
behind (<i>prep</i>)	5	convenient (<i>adj</i>)	7
below (<i>prep</i>)	5	co-operative (<i>adj</i>)	3
between (<i>prep</i>)	5	costume (<i>n</i>)	6
bicycle (<i>n</i>)	7	crash (<i>n/v</i>)	7
birdwatching (<i>n</i>)	9	creative (<i>adj</i>)	9
birth (<i>n</i>)	6	crime (<i>n</i>)	8
birth rate (<i>n</i>)	6	crime film (<i>n</i>)	8
birthday (<i>n</i>)	6	custom (<i>n</i>)	6

cyclist (<i>n</i>)	7	fireworks (<i>n</i>)	6
dangerous (<i>adj</i>)	4	fishing (<i>n</i>)	9
death (<i>n</i>)	6	flow chart (<i>n</i>)	1
death rate (<i>n</i>)	6	fly (<i>v</i>)	7
decrease (<i>v/n</i>)	10	foggy (<i>adj</i>)	4
deep (<i>adj</i>)	5	food poisoning (<i>n</i>)	10
depth (<i>n</i>)	5	free time (<i>n</i>)	9
diagram (<i>n</i>)	1	fresh (<i>adj</i>)	10
die (<i>v</i>)	6	fridge (<i>n</i>)	10
difficult (<i>adj</i>)	4	friendly (<i>adj</i>)	3
direct (a film) (<i>v</i>)	8	funeral (<i>n</i>)	6
director (<i>n</i>)	8	fur (<i>n</i>)	4
disadvantage (<i>n</i>)	2	gardening (<i>n</i>)	9
dog (<i>n</i>)	4	Geography (<i>n</i>)	1
do-it-yourself (DIY) (<i>n</i>)	9	get dressed (<i>v</i>)	2
drama (<i>n</i>)	8	get home (<i>v</i>)	2
dramatic (<i>adj</i>)	10	get married (<i>v</i>)	6
draw (<i>v</i>)	1	get up (<i>v</i>)	2
dry (<i>adj</i>)	4	go to bed (<i>v</i>)	2
east (<i>adj</i>)	5	go to sleep (<i>v</i>)	2
economical (<i>adj</i>)	7	government (<i>n</i>)	3
effect (<i>n</i>)	4	gradual (<i>adj</i>)	10
employ (<i>v</i>)	3	growth (<i>n</i>)	6
employee (<i>n</i>)	3	guest (<i>n</i>)	6
employer (<i>n</i>)	3	happen (<i>v</i>)	6
employment (<i>n</i>)	3	hard cheese (<i>n</i>)	10
enjoy (<i>v</i>)	9	have a shave (<i>v</i>)	2
equipment (<i>n</i>)	9	have a shower (<i>v</i>)	2
evaluating (<i>v</i>)	1	healthy (<i>adj</i>)	10
event (<i>n</i>)	6	hemisphere (<i>n</i>)	5
exercise (<i>n</i>)	1	high (<i>adj</i>)	4
expensive (<i>adj</i>)	7	historical film (<i>n</i>)	8
experiment (<i>n</i>)	1	History (<i>n</i>)	1
explain (<i>v</i>)	1	hobby (<i>n</i>)	3
explanation (<i>n</i>)	3	hobbyist (<i>n</i>)	9
factory (<i>n</i>)	3	honeymoon (<i>n</i>)	6
fall (<i>v/n</i>)	10	horror film (<i>n</i>)	8
falling population (<i>n</i>)	6	hot (<i>adj</i>)	4
far (<i>adv</i>)	5	humid (<i>adj</i>)	4
farm (<i>n</i>)	3	imaginative (<i>adj</i>)	3
farmer (<i>n</i>)	3	in front of (<i>prep</i>)	5
fast (<i>adj</i>)	4	in the centre (<i>prep</i>)	5
favourite (<i>adj</i>)	8	in the corner (<i>prep</i>)	5
finance (<i>n</i>)	3	inconvenient (<i>adj</i>)	7
firework display (<i>n</i>)	6	increase (<i>v/n</i>)	10

independent (<i>adj</i>)	3	neck (<i>n</i>)	4
interest (<i>n</i>)	3	Neptune (<i>n</i>)	5
interview (<i>n/v</i>)	3	never (<i>adv</i>)	2
into (<i>prep</i>)	5	next to (<i>prep</i>)	5
involve (<i>v</i>)	7	north (<i>adj</i>)	5
IT (<i>n</i>)	1	nose (<i>n</i>)	4
jar (<i>n</i>)	10	notice (<i>v</i>)	10
journey (<i>n</i>)	7	novel (<i>n</i>)	8
Jupiter (<i>n</i>)	5	nursery school (<i>n</i>)	1
keyboard skills (<i>n</i>)	1	occasion (<i>n</i>)	6
kind (<i>adj</i>)	3	office worker (<i>n</i>)	3
knowledge (<i>n</i>)	1	often (<i>adv</i>)	2
laptop (<i>n</i>)	2	old (<i>adj</i>)	5
leave home (<i>v</i>)	2	organized (<i>adj</i>)	3
left (<i>adv</i>)	5	out of (<i>prep</i>)	5
leg (<i>n</i>)	4	over (<i>prep</i>)	5
leisure (<i>n</i>)	3	pack my bag (<i>v</i>)	2
leisure time (<i>n</i>)	9	parade (<i>n</i>)	6
length (<i>n</i>)	5	passenger (<i>n</i>)	7
life expectancy (<i>n</i>)	6	patient (<i>adj</i>)	3
lightning (<i>n</i>)	4	paw (<i>n</i>)	4
lips (<i>n</i>)	4	pedestrian (<i>n</i>)	7
liquid (<i>n</i>)	5	personality (<i>n</i>)	3
Literature (<i>n</i>)	1	photograph (<i>n</i>)	1
lock the door (<i>v</i>)	2	photography (<i>n</i>)	9
love story (<i>n</i>)	8	Physical Education (<i>n</i>)	1
low (<i>adj</i>)	4	pie chart (<i>n</i>)	1
make a speech (<i>v</i>)	6	piece (<i>n</i>)	10
manager (<i>n</i>)	3	planet (<i>n</i>)	5
manual worker (<i>n</i>)	3	play (a part/role) (<i>v</i>)	8
manufacturing (<i>n</i>)	3	pleasure (<i>n</i>)	9
marriage (<i>n</i>)	6	popular (<i>adj</i>)	9
Mars (<i>n</i>)	5	prepare (<i>v</i>)	1
Mathematics (<i>n</i>)	1	present (<i>n</i>)	6
measure (<i>v</i>)	7	primary school (<i>n</i>)	1
Mercury (<i>n</i>)	5	professional (<i>n/adj</i>)	3
method of transport (<i>n</i>)	7	protected (<i>adj</i>)	4
mild (<i>adj</i>)	4	Psychology (<i>n</i>)	1
model-making (<i>n</i>)	9	punctual (<i>adj</i>)	3
modern (<i>adj</i>)	4	put on make up (<i>v</i>)	2
motorbike (<i>n</i>)	7	rain (<i>v</i>)	4
motorist (<i>n</i>)	7	raw (<i>adj</i>)	10
mp3 player (<i>n</i>)	2	red meat (<i>n</i>)	10
Music (<i>n</i>)	1	refrigerator (<i>n</i>)	10
near (<i>adv</i>)	5	region (<i>n</i>)	4

Religious Studies (n)	1	summer (n)	4
responsibility (n)	3	sunny (adj)	4
restaurant (n)	10	take exercise (v)	10
retail (n)	3	temperature (n)	4
right (adv)	5	text (n)	1
rise (v/n)	10	texting (v)	2
rising population (n)	6	the Earth (n)	5
rock (n)	5	the Moon (n)	5
role (n)	8	the Solar System (n)	5
safe (adj)	7	the Sun (n)	5
safety (n)	7	tip (n)	10
salary (n)	3	toothbrush (n)	10
Saturn (n)	5	top (adj)	5
scene (n)	8	towards (prep)	5
Science (n)	1	traffic (n)	7
science fiction (sci-fi) film (n)	8	train (n)	7
sea (n)	3	trainee (n)	3
season (n)	4	transport (n)	3
secondary school (n)	1	tropical (adj)	4
set (be set in) (v)	8	tutorial (n)	1
sharp (adj)	10	uncomfortable (adj)	7
shop (n)	3	under (prep)	5
shop assistant (n)	3	unhealthy (adj)	10
significant (adj)	10	Uranus (n)	5
skill (n)	1	usually (adv)	2
skin (n)	4	valley (n)	4
slice (n)	10	Venus (n)	5
slow (adj)	7	voice call (n)	2
smart (adj)	3	wake up (v)	2
smoke (v)	10	warm (adj)	4
smoking (n)	10	website (n)	2
soap (n)	10	wedding (n)	6
social networking site (n)	2	weight (n)	4
soft cheese (n)	10	west (adj)	5
solid (n)	5	wet (adj)	4
sometimes (adv)	2	wide (adj)	5
south (adj)	5	width (n)	5
speech (n)	6	winter (n)	4
spring (n)	4	witness (n)	7
stamp collecting (n)	9	wrap (v)	10
stand out (v)	10	wrapping (n)	10
star-gazing (n)	9	young (adj)	5
statement (n)	7		
storm (n)	4		
subject (school) (n)	1		

Unit 1 Education

Listening and Speaking

Exercise A

Table 1: *Short vowels*

/æ/	/e/	/i:/	/ɒ/	/ʌ/
bank	ten	six	wrong	one
<i>adult</i>	<i>bread</i>	<i>drink</i>	<i>hot</i>	<i>does</i>
<i>black</i>	<i>friend</i>	<i>fish</i>	<i>want</i>	<i>month</i>
<i>man</i>	<i>leisure</i>	<i>give</i>	<i>watch</i>	<i>sun</i>

Table 2: *Long vowels*

/ɑ:/	/ɜ:/	/i:/	/ɔ:/	/u:/
grass	third	three	four	do
<i>ask</i>	<i>first</i>	<i>people</i>	<i>court</i>	<i>blue</i>
<i>can't</i>	<i>her</i>	<i>read</i>	<i>mall</i>	<i>juice</i>
<i>last</i>	<i>work</i>	<i>week</i>	<i>walk</i>	<i>move</i>

Table 2: *Diphthongs*

/aɪ/	/eɪ/	/aʊ/	/əʊ/
five	eight	now	no
<i>child</i>	<i>day</i>	<i>brown</i>	<i>go</i>
<i>right</i>	<i>grey</i>	<i>cloud</i>	<i>road</i>
<i>sky</i>		<i>how</i>	<i>snow</i>
<i>type</i>			

Exercise B

1 When do children begin nursery in your country?	8	Nowadays, most teenagers go on to university or college.
2 Do all children go to nursery?	3	Most children leave at 11. A few children change schools at 12 or 13.
3 When do children leave primary school?	7	No. Some children leave then, but most children stay at school for another two years.
4 Where do they go?	4	To a secondary school, from 11 to 18.
5 Do all children study the same subjects?	5	Yes, they do. For the first three years of secondary school. Then they can choose.
6 When can children leave school?	2	No. Most children start school at five.
7 Do most children leave school then?	6	When they are 16.
8 What about university or college?	1	They begin at three or four.

Exercise C

- learning
- doing
- studying
- sitting
- smiling
- preparing
- sending
- looking
- explaining
- writing
- going
- making

Exercise D

- A I'm an IT student. I'm really *enjoying* my course. At the moment, we're *studying* website design. I'm *writing* an assignment about it. My tutor is really nice. She's *helping* me a lot with my assignment at the moment.
- B I'm *studying* sociology. There are six students in my tutor group. Two students *are studying* education and sociology. Two students *are preparing* a presentation with me at the moment. They *are helping* me a lot. They *have* really good ideas.
- C I'm *taking* tourism. I'm *not doing* much work at the moment. I'm *not feeling* well. My friends *are taking* notes for me this week because I can't go to lectures.

Exercise E

- 1 A: Excuse me. *I'm looking* for my tutor – John Evans.
B: Oh, he's not here today. He's *working* from home.
- 2 A: Hi! What *are you doing*?
B: I'm *sending* a text. But there's no signal here.
- 3 A: Can I use that computer now? *Are you working* on it?
B: Sorry, give me two minutes. I'm *just finishing something*.
- 4 A: Where's Jane? I want to speak to her.
B: She's *having* a shower, I think.
- 5 A: Where *do you come* from?
B: I'm from Frankfurt, in Germany.
- 6 A: *Do you speak* English?
B: Yes, a little.

Reading and Writing

Exercise A

I am ~~watch~~ *watching* a Year 3 class at Queen Elizabeth Primary School at the moment. The school is old but the buildings ~~is are~~ new. ~~He~~ *It* is a mixed school for boys and girls from 7–11. ~~They~~ *There* are about 300 pupils at the school, and they have about 20 ~~teacher~~ *teachers*. There are 30 ~~child~~ *children* in my class from 7 to 8 years old. ~~A~~ *The* teacher is Mrs Jones. She *is* 25.

~~On~~ *In* the morning, the children have lessons in Maths and English. The children usually *works* in groups. After lunch, they ~~has~~ *have* PE. Sometimes, ~~there~~ *they* paint pictures. I help the children to ~~reading~~ *read*. There is a class library ~~have that~~ *has* lots of ~~childrens~~ *children's* books. The children can choose two ~~book~~ *books* every week. Sometimes, the children ~~they~~ become noisy but Mrs Jones never shouts.

At the moment, the children ~~is are~~ learning about the sea. I am helping ~~they~~ *them* with a wall display. This morning, the children ~~make are~~ *making* pictures of fish for the display.

Exercise B

- 1 The mathematical symbol pi.
- 2 facts from the past
facts from the present

Exercise C

1 The name of the symbol Π is pi.	T
2 Pi is a Greek letter.	T
3 Π is c/d.	T
4 You can use pi to find the area of a circle.	T
5 The value of pi is exactly 3.141519.	F
6 The Greeks discovered pi.	F
7 A British man gave pi its name in the 18 th century.	T
8 Pi is not very important today.	F

Exercise D

Answers depend on students.

Unit 2 Daily Life

Listening and Speaking

Exercise A

- 1 a. Fatima ~~is coming~~ *comes* from Pakistan.
b. She ~~study~~ *studies* English.
c. She likes reading and ~~cook~~ *cooking*.
d. She watches TV and listens *to the* radio.
e. Mario ~~don't~~ *doesn't* use e-mail.
f. He uses the Internet and ~~making~~ *makes* voice calls on his cellphone.
g. Fatima and Mario both ~~watches~~ *watch* TV.
h. They ~~doesn't~~ *don't* send e-mails.
- 2 a. He *comes* from Japan.
b. He *studies* Economics.
c. He *likes* going to the sports centre.
d. He *sends* texts and e-mails.
e. He *uses* social networking sites.
f. He *makes* voice calls.
- 3 Answers depend on students.
- 4 Possible answers
 - a. *Does Hirohito come from Japan?*
 - b. *Does he study* Economics?
 - c. *Does he like* reading?
 - d. *Where does Fatima come from* – India?
 - e. *Does she like* cooking?
 - f. *Does she use* social networking sites?
 - g. *Does Mario use* the Internet?
 - h. *Does he send* texts?
 - i. *Does he play* football?
- 5 Answers depend on students.

Exercise B

	A	B
1	Where he live?	Where does he live?
2	We go home by bus.	We go to home by bus.
3	I no understand this word.	I don't understand this word.
4	What you do in the evenings?	What do you do in the evenings?
5	I like my lectures very much.	I like very much my lectures.
6	She doesn't go to the lectures.	She don't go to the lectures.
7	I catch the bus at 7.55.	I catch bus at 7.55.
8	I once a week meet my tutor.	I meet my tutor once a week.
9	John sends a lot of texts on him phone.	John sends a lot of texts on his phone.
10	My friend has sandwiches every day.	My friend he has sandwiches everyday.

Exercise C

- 1 I'm *not* a teacher. I'm a student.
- 2 Beijing *is* in China.
- 3 We *aren't* going to a lecture today – it's Sunday!
- 4 What time *does* the lecture start?
- 5 My father *doesn't* send texts because he *doesn't* understand his cellphone.
- 6 How long *do* teenagers spend on computers?
- 7 They *don't* want to do the assignments – they *are* too difficult!
- 8 Where's the bus? I'm late!

Exercise D

- 1 I *don't* spend a lot of time on social networking sites.
- 2 My boss *doesn't send* a lot of e-mails every day.
- 3 Teenagers *don't* communicate in the same way as their parents.
- 4 Teenagers *don't* talk a lot face-to-face.

- 5 Beatriz *doesn't live* in a big house.
- 6 I *don't* watch TV every evening.
- 7 I *don't* always come late.
- 8 He *doesn't* usually *park* his car near the supermarket.
- 9 My mother *isn't* always tired in the evenings.
- 10 You *don't* always give me lots of food!

Reading and Writing

Exercise A

1 catch	5	bed
2 spend	9	on the phone
3 turn on	12	Psychology
4 arrive	7	a lecture
5 go to	8	an assignment
6 have	10	a message
7 listen to	4	home
8 do	11	a shopping list
9 talk	2	time
10 send	6	a meal
11 write	1	a bus
12 study	3	the computer

Exercise B

- 1 How long did you *spend* on this assignment?
- 2 How do you *turn on* this machine?
- 3 What time do you usually *arrive* at university?
- 4 I don't want to *study* Mathematics any more.
- 5 What do you usually *have* for dinner?
- 6 She doesn't usually *send* me e-mails.
- 7 We always text each other. We don't *talk* on the phone.
- 8 What do you *do* in your free time?

Exercise C

- 1 I am usually tired in the evenings.
- 2 My friend is always late for lectures.
- 3 I never go to the sports centre.
- 4 I often get up late on Sunday morning.
- 5 She always gives very interesting lectures.
- 6 We sometimes get a takeaway for dinner.
- 7 I don't usually like rock music.
- 8 Where do you usually have lunch?
- 9 What time does the lecture usually finish?
- 10 How often do you go to the cinema?

Exercise D

- 1 The text is about the disadvantages of the Internet.
- 2 Answers depend on students.

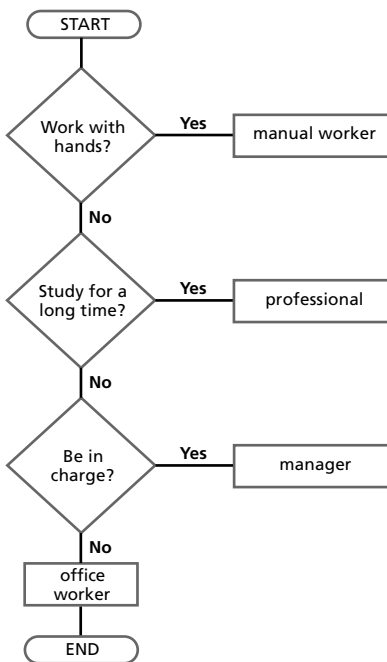
Exercise E

- 2 a Information can be unreliable and not always true.
b Advertisements sent in e-mails can damage your computer.
c People you meet on the Internet may be lying to you.

Unit 3 Work and Business

Listening and Speaking

Exercise A



Exercise B

Answers depend on students.

Exercise C

1 high	8	advertisement
2 long	5	certificate
3 manual	10	clerk
4 interesting	2	hours
5 secondary	7	industry
6 career	4	job
7 leisure	9	person
8 job	6	plan
9 organized	1	salary
10 bank	3	worker

Exercise D

- 1 He *wants* to work with his hands.
- 2 She *would* like to be a teacher.
- 3 They are *going* to go to university.
- 4 I want *an* interesting job.
- 5 I *don't* want to be in charge.
- 6 *Do* you want to work outside?
- 7 *Would* you like to be a manager?
- 8 *Are* you going to go on to university?
- 9 *What* is he going to do after university?
- 10 *Where* is she going to live?

Exercise E

9	to lots of different places?
7	computers?
8	things?
2	hands?
10	dangerous?
11	of money in your job?
12	a factory?
3	charge of people?
1	outside?
4	a lot of people?
6	your job?
5	the government?

Reading and Writing

Exercise A

1 She got a good job after university, but the company closed down after one year.	R
2 She didn't have exams anymore.	E
3 She didn't have homework in the evenings or at the weekend.	E
4 She had a degree so she got another job very quickly.	R
5 She had lots of exams.	R
6 She had lots of money for clothes and CDs.	E
7 She lost her first job because the supermarket closed down.	E
8 She never had any money for clothes or CDs.	R
9 She passed all the exams and she got a degree.	R
10 She was often very tired and very stressed.	R

Exercise B

- 1 Ellie is looking for a new job so she spends a lot of time on job websites.
- 2 Rose studied hard *because* she wanted good grades.
- 3 Ellie didn't stay at school *because* she wanted to earn money.
- 4 Ellie doesn't have enough money for her own apartment *because* she doesn't earn very much.
- 5 Rose earns a good salary so she has a car.

Exercise C

Alan Armstrong
132, Eastvale Road
Morton
AF3 7GH
01745 234 567
alanarm@hotmail.com

Personal profile

I am 20 years old. *I am British.* I am studying at Hadford University at the moment. I am hard-working.

I get jobs in the university holidays to help my family. *I am confident. I am a member of the local theatre company.*

Education

1993 – 2000 *Eastvale Primary School, Morton*

2000 – 2009 *Kingland Secondary School, Morton*

Qualifications

6 GCSEs

3 A levels

Skills / achievements

- full driving licence
- *first aid certificate*
- food safety course (Level 1)

Work experience

Summer 2010

Waiter

Bell's Restaurant, Morton

I was responsible for serving food and drinks to 7 tables.

I learnt to operate the till and to use a credit card machine.

Christmas 2009

Kitchen assistant

The Grand Hotel, Morton

I prepared food. I checked the levels of food and drink every day.

Summer 2009

Assistant manager

The Starz Bar

I organized the staff timetable. I served food and drink. I operated the till and I completed the end of day accounting form.

Hobbies and interests

I enjoy all types of sport. *I like reading.* I also like acting.

Exercise D

Answers depend on students.

Unit 4 Science and Nature

Listening and Speaking

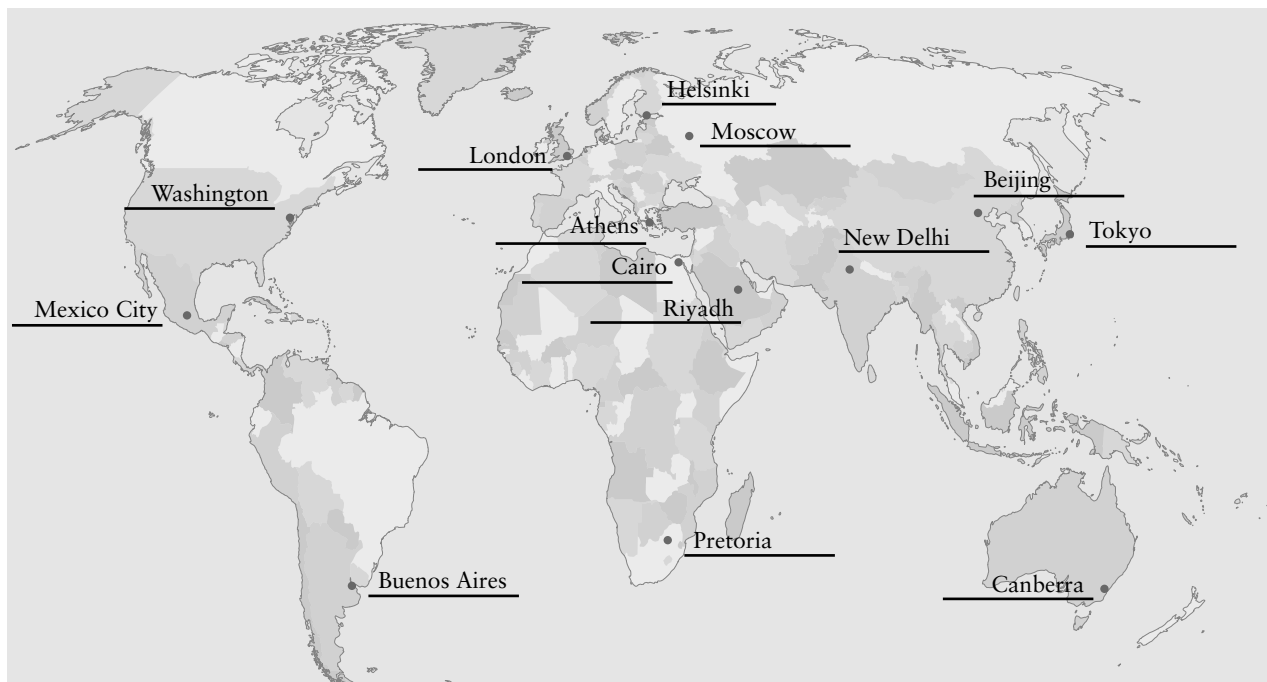
Exercise A

- 1/2 Athens – Greece
Beijing – China
Buenos Aires – Argentina
Cairo – Egypt
Canberra – Australia
Helsinki – Finland
London – England
Mexico City – Mexico
Moscow – Russia
New Delhi – India
Pretoria – South Africa
Riyadh – Saudi Arabia
Tokyo – Japan
Washington – U.S.A

Exercise B

- 1 See map.

- 2 What do weather stations look like? Well, of course, some are very large *and* have a lot of expensive equipment. *But* some are very simple. You can set up a weather station in your garden, for example, *or* at your school or university. It's easy *and* it's very cheap. You only need an open space away from buildings and trees. Why? *Because* buildings give off heat, *and* buildings and trees provide too much shade.
- OK. What's next? Well, you need a white box for your equipment. It must be white *because* that reflects heat. Put your thermometer *and* other equipment inside. Then you must take readings regularly, twice a day, *and* always at the same time. That's really important. You can record the information for two *or* three months *but* it's best to collect the information for two *or* three years. Then you can see differences *and* patterns from year to year.
- What can you do with the data? Well, you can compare two types of weather, for example wind direction *and* the amount of rain. *Or* you can compare your data with information from another local weather station.



Exercise C

1 trees	2	<u>A</u> ugust
2 <u>a</u> utumn	9	<u>a</u> verage
3 <u>c</u> loud	4	c <u>o</u> ld
4 snow	3	<u>f</u> lower
5 <u>c</u> ountry	7	<u>t</u> utor
6 <u>w</u> eather	8	r <u>o</u> ck
7 <u>h</u> umid	10	<u>c</u> limate
8 <u>t</u> ropical	5	<u>s</u> ummer
9 <u>a</u> dapt	6	<u>t</u> errible
10 <u>i</u> ce	1	<u>s</u> ea <u>s</u> on

Exercise D

- 1 It's really cold today. They say it's going to *snow*.
- 2 It's really *cloudy* today. Maybe it will rain.
- 3 In the States, *autumn* is called 'fall'.
- 4 In Britain, the weather is often cold, wet and *humid*.
- 5 Which *country* are you from?
- 6 What was the *weather* like on your holiday?
- 7 It was *terrible*. It rained nearly every day.
- 8 Do they have a dry *season* in the rainforest?
- 9 Animals can't *adapt* quickly to the environment.
- 10 I tripped over a *rock*.

Exercise E

- A: Now, what *can you* tell us about the Sherpa people?
- B: Well, first, some geography. They live near the Himalayan mountains in Nepal. It's the biggest mountain range in the world. Some *come* from China and India.
- C: Sorry. What *does range mean*?
- B: It's a group of mountains.
- C: OK. Thanks. *Go on*.
- A: What *is the weather like*?
- B: Well, Nepal *has* two different climates. There's a mountain climate in the mountains, of course. But most of the country *is* tropical.

- A: Interesting.
- B: Oh, I *forgot* to say. Nepal has four seasons. In the wet season, they *can have* 375 millimetres of rain.
- C: *Anything else*?
- B: There are *many* animals yaks, deer and wolves. They *also have* tigers, rhinos, snow leopards, pandas and elephants. But *their* numbers are very small.
- A: How *do* they adapt to their environment?
- B: The Sherpa people live at a very *high* altitude in the summer. But in winter, they go down *to* the lower parts of the country.

Reading and Writing

Exercise A

- 1 adapt / adaptation
- 2 animal(s)
- 3 autumn
- 4 camouflage
- 5 climate
- 6 desert
- 7 environment
- 8 forecast
- 9 human / humid
- 10 insects
- 11 minus
- 12 plants
- 13 season
- 14 spring
- 15 summer
- 16 survive / survival
- 17 temperature
- 18 tropical
- 19 weather
- 20 winter

Exercise B

1 a shell	2	a brown bear
2 brown fur	4	a crocodile
3 a long neck	3	a giraffe
4 green skin	7	a panda
5 big paws	5	a polar bear
6 a very long nose	8	a snake
7 black and white fur	1	a turtle
8 no legs	6	an elephant

Exercise C

the climate of Nepal	2
the climate of the Amazon Rainforest	5
the geography of Nepal	1
the geography of the Amazon Rainforest	4
the living things of Nepal	3
the living things of the Amazon Rainforest	6

Exercise D

See table below.

	Nepal	The Amazon Rainforest
Country or region?	small country	large region
Location	Asia – between with India and China	South America – main part in Brazil; also parts in Peru, Venezuela
Size	nearly 150,000 sq. km	nearly 7 m sq. km
Capital	Kathmandu	Manaus
Climate	mountain area = mountain climate – v. cold; snow most of yr rest = tropical	tropical = humid all year
Seasons	4 inc. monsoon June–Sept.	2 = long wet, short dry
Ave. rainfall p.a.	350 mm	2,500 mm
Ave. temp	17°C (Kathmandu)	26°C (Manaus)
Animals	large numbers: yaks, wolves, deer; small numbers: tigers, snow leopards, elephants, pandas	millions of types! insects: < 200,000 fish: several thousand birds: < 1,000 large animals: < 300 inc. jaguars, crocodiles, monkeys

Exercise E

Model answer

The Amazon Rainforest is a large region in South America. The main part is in Brazil, but there are also parts in Peru and Venezuela. It covers nearly seven million square kilometres. The capital of the region is Manaus.

The Amazon Rainforest has a tropical climate. The weather is humid all year. There are only two seasons. There is a long wet season and a short dry season. The average rainfall is 2,500 millimetres per year. The average temperature in the capital is 26°C.

The region has millions of types of animals. There are more than 200,000 types of insects and several thousand types of fish. There are more than 1,000 types of birds. There are also many large animals including jaguars, crocodiles and monkeys.

Exercise F

Possible answers:

Nepal is smaller than the Amazon Rainforest.

It is drier.

It is colder.

Unit 5 The Physical World

Listening and Speaking

Exercise A

1 'Jupiter, 'Saturn, 'Uranus, 'Neptune

	Jupiter	Saturn	Uranus	Neptune
Distance from the Sun (m km)	778	1,427	2,871	4,497
Diameter (km)	143,000	120,000	51,000	50,000
One year (in Earth years)	12	29	84	165
One day (in Earth hours)	10	10.6	17	16
Weight (Earth = 1)	318	95	14	17
Temperature (°C)	-150	-180	-210	-210
No. of moons	16	18	15	8
Discovered	2000 BCE	2000 BCE	1781	1846

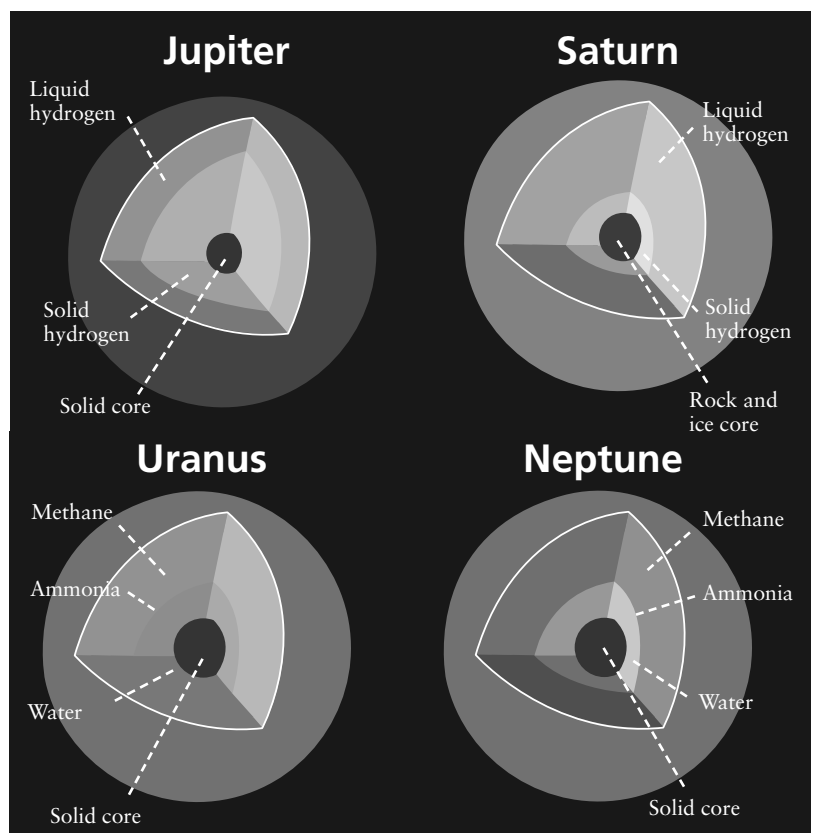
- 3 a'mmonia, core, 'frozen, 'hydrogen, ice, 'liquid, 'methane, rock, 'solid, 'water
- 4 See artwork opposite.

Exercise B

- 1 Uranus is 2,871 million kilometres *from* the Sun.
- 2 Neptune *has* a diameter of 50,000 kilometres.
- 3 Jupiter *goes* round the Sun in twelve Earth years.
- 4 One day on Uranus is shorter *than* an Earth day.
- 5 Saturn is *much* heavier than the Earth.
- 6 The temperature on Neptune is *minus* 210 degrees Celsius.
- 7 Neptune has *eight* moons.
- 8 A man called Herschel discovered Uranus *in* 1781.

Exercise C

- 1 The largest planet is *Jupiter*.
- 2 The farthest planet from the Sun is *Neptune*.
- 3 Jupiter has the shortest *day* and the shortest year.
- 4 Neptune is heavier than *Uranus*.
- 5 The heaviest planet is *Jupiter*.
- 6 The lightest planet is *Uranus*.
- 7 Uranus is between *Saturn* and *Neptune*.



- 8 The hottest planet is *Jupiter*.
- 9 Saturn is farther from the Sun than *Jupiter*.
- 10 The longest day is on *Uranus*.

Exercise D

5	continent.
8	continents.
10	moving.
7	ocean.
1	ago?
9	parts.
3	places.
6	south.
12	time?
2	today.
4	too.
11	west.

Exercise E

Answers depend on students.

Reading and Writing

Exercise A

See table below.

1 The Paris trip is longer than the Sicily trip.	F The Paris trip is shorter than the Sicily trip.
2 The cheapest trip is the one to Sicily.	F The cheapest trip is the one to Paris.
3 Paris is usually hotter in July than Sicily.	F Paris is usually colder in July than Sicily.
4 It takes longer to get to Sicily than Paris.	T
5 All the field trips are useful for Tourism students.	T
6 You can visit mountains on the USA trip.	F You can visit mountains on the Sicily trip.
7 You can swim at the accommodation in Paris.	F You can swim at the accommodation in Sicily and the USA.
8 The accommodation in Sicily is the nearest to the airport.	T

Exercise B

Answers depend on students, but must include *the most* and the adjective given.

Exercise C

- 1 I've never seen an *eclipse* of the Sun.
- 2 The *nearest* cash machine is in the High Street.
- 3 Is an elephant *heavier* than a rhino?
- 4 How do you *pronounce* this word?
- 5 We *discussed* climate change last week.
- 6 The Egyptians built the pyramids about 4,000 years *ago*.
- 7 The title is usually *under* the figure.
- 8 Room 240 is *between* the office and the music studio.
- 9 They can't build there because it is *solid* rock.
- 10 Don't *forget* the lecture is at 3.00 today.

Exercise D

Possible answers:

- 1 The Mississippi river is longer than the Rhine.
- 2 Japan is bigger/larger than the UK.
- 3 The Coliseum is older than the pyramids at Chichen Itza.
- 4 New York is hotter in August than in July.

Exercise E

1 b, 2 b, 3 b, 4 b, 5 b, 6a, 7 a, 8 b, 9 a, 10 b

Review 1

Listening and Speaking

Exercise A

1 We are doing triangles in Maths at the moment.	✓	We're doing triangles in Maths this week.	
2 We did flow charts in IT yesterday.		We did flow charts in IT last week.	✓
3 He sometimes plays football in the evenings.		He always plays football in the evenings.	✓
4 I'm not going to leave school next year.	✓	I'm going to leave school next year.	
5 It is very cold in Antarctica so it doesn't rain.	✓	It is very cold in Antarctica so it snows a lot.	
6 Winter in South America is from June to August.		Winter in North America is from November to February.	✓
7 Polar bears live in Russia, Greenland and Canada.	✓	Brown bears live in Russia, the USA and Canada.	
8 The deepest lake in the world is Lake Baikal.	✓	The largest lake in the world is the Caspian Sea.	

Exercise B

1 What do you want to be	2	at the moment?
2 What are you studying	6	tomorrow?
3 What do you do	7	rain?
4 What do you usually have	8	in your country?
5 What qualifications do you	1	after university?
6 What will the weather be like	4	for lunch?
7 Is it going to	3	in the summer?
8 What's the average temperature	5	have?

Exercise C

- 1 I'm reading a good book at the moment.
- 2 Where are you going?
- 3 She often gets angry.

- 4 Do you turn off your phone during lectures?
- 5 Can you help me with my job application?
- 6 I'd like to work in a hotel.
- 7 What's the weather like in your country in the winter?
- 8 Some animals are more protected than other animals.
- 9 John Couch Adams discovered Neptune 165 years ago.
- 10 The mantle is between the outer core and the crust.

Exercise D

1	Africa in the 1800s	
	The life of Abraham Lincoln	1
	Britain in the 1800s	
	The problems in the States in the 1860s	2
	China and Japan in the 1800s	
	Europe in the 1800s	
	The results of the American Civil War	3

2	the United States.	2
	government.	8
	died.	10
	lawyer.	5
	century.	1
	year.	7
	people.	9
	school.	4
	1861.	6
	town.	3

Exercise E

Answers depend on students.

Reading and Writing

Exercise A

- 1 *advantage*
- 2 *advertisement*
- 3 *beautiful*
- 4 *comfortable*
- 5 *employer/ye*
- 6 *interview/iewer*
- 7 *prepare/ration*
- 8 *salary*
- 9 *transport*
- 10 *tropical*
- 11 *valley*
- 12 *weight*

Exercise B

1 daily	10	assistant
2 bank	2	clerk
3 business	4	dressed
4 get	9	networking site
5 go	7	player
6 keyboard	1	routine
7 mp3	8	school
8 primary	6	skills
9 social	3	studies
10 shop	5	to bed

Exercise C

- 1 The area of a *triangle* is *half* base times *height*.
- 2 *Rome* is the capital of *Italy*.
- 3 The people of *Brazil* speak *Portuguese*.
- 4 The population of *London* is about *eight million*.
- 5 *Doctors* earn more money than *teachers* in my country.
- 6 He works in *the leisure industry*. He's a *receptionist*.

Exercise D

1 a, 2 c, 3 b, 4 b, 5 c, 6 a

Exercise E

	India
Climate	3 seasons:
win.	Nov–Mar: warm; sn. in n.
sum.	Apr–Jun: v. hot
wet	Jun–Dec – w. coast; Oct–Dec – e. coast
Education	4 stages:
nurs.	15%
pri.	100%
sec.	100%
uni./coll	10%
Employment	(2009)
agr.	52%
man + con.	14%
fin, ret, lei	34%

Exercise F

Model answer

There are three seasons in China. Winter is from December to April. It is cool and very cold in the north. Summer is from May to August. It is very hot. The wet season is from March to April in the south and the east. It is June to August in the west.

There are four stages of education in China. Forty-two per cent of children go to nursery. All children then go to primary school and secondary school. Twenty-three per cent go on to university or college.

After school or university, 40% of people work in the agriculture sector. Twenty-seven per cent go into manufacturing or construction. Thirty-three per cent work in finance, retail or the leisure industry. These figures are from 2008.

Unit 6 Culture and Civilization

Listening and Speaking

Exercise A

- 1/2 1 free
2 Egypt, Nile
3 promise
4 love
5 best man
6 husbands
5 a. purse
b. maid
c. engagement
d. Eternity
e. Reeds

Exercise B

- 1/2 1 an adult
2 vote
3 the door
4 dinner
5 forty

Exercise C

- 1 Answers depend on students.
2 a. Actually, he was born in Hawaii.
b. The birth rate in Africa is rising, actually.
c. Actually, it's a big festival in Mexico
d. A bride usually wears a white dress, actually.

Exercise D

- 1/2 A: Are you from Germany?
B: Yes, *that's right*. How did you know?
A: I heard your accent.
B: Oh, *I see*. Where are you from?
A: Italy. My name's Marco.
B: Hi, I'm Hans.

A: So, is the lecture in this room?

B: *I think so*, but *I'm not really sure*. There aren't many other students here.

A: No, I'm going to ask somebody.

B: OK, I'll wait here.

Reading and Writing

Exercise A

Noun	Adjective	Verb
<i>birth</i>		be born
<i>christening</i>		christen
<i>death</i>	<i>dead</i>	die
<i>marriage</i>	<i>married</i>	marry / get married
celebration		<i>celebrate</i>
weight		<i>weigh</i>
tradition	<i>traditional</i>	

Exercise B

- 1 anniversary
2 ceremony
3 funeral
4 guests
5 prayer
6 parade

Exercise C

- 1 Princess Diana / Lady Diana / Lady Diana Spencer

2

b.	1961
name	Diana Spencer
left school	16
first job	1979 – pre-school
m.	1981 – Charles Windsor
children	William (1982) / Harry (1984)
d.	1997 (36)

Exercise D

1 Answers depend on students.

2 **Model text:**

He was born in 1491. His family name was Tudor. He became the King of England in 1509 – Henry VIII. In the same year, he married Catherine of Aragon. It was the first of his six marriages. He married Anne Boleyn in 1533, Jane Seymour in 1536, Anne of Cleves in 1540, Catherine Howard in 1540 and Catherine Parr in 1543. He had three children. A daughter, Mary was born in 1516 and another daughter, Elizabeth was born in 1533. His only son Edward was born in 1537. Henry died in 1547 at the age of 56.

3 Answers depend on students.

4 Answers depend on students.

Unit 7 Inventions and Discoveries

Listening and Speaking

Exercise A

- 1/2 Person / Place / Date / Transport
3 Answers depend on students.

Exercise B

- 1 See table below.

Exercise C

See table below.

Exercise D

Answers depend on students.

Exercise E

Answers depend on students.

Exercise F

- 1 Conversation 1 = by plane; Conversation 2 = by train
2 Conversation 1 = quick / comfortable; Conversation 2 = terrible / no seats

Exercise G

Conversation 1

- A: Did you fly?
B: Yes, I did. The *train* journey was going to take eight hours.
A: How was the *flight*?
B: Very quick and very *comfortable*. I was in Business Class.
A: Oh good!

Conversation 2

- A: How did you get here this morning?
B: On the *train*.
A: How was the journey?
B: *Terrible*, actually. There were no *seats*.
A: Oh dear.

Person	Place	Date	Transport	What happened?
Diana, Princess of Wales	Paris, France	31/08/1997	car	car at c.200 kph hit pillar, photographers chasing car on motorbikes
Pierre Curie	Paris, France	19/04/1906	pedestrian	raining heavily, crossing the road, wheel of a carriage hit him
T. E. Lawrence	Dorset, England	13/05/1935	motorcycle	riding very fast along country lane, swerved to avoid two children on bicycles
Dag Hammarskjöld	Ndola, Zambia	17/09/1961	plane	15 km from airport, the aircraft descended too low, and impacted the jungle below
Percy Bysshe Shelley	Livorno, Italy	08/07/1822	boat	sailing home in storm, boat sank, he drowned

Reading and Writing

Exercise A

They are about flying. The titles are two names, so they are biographies of two women – presumably pilots.

Exercise B

1

	Amelia Earhart
born	24 th July 1897, Kansas, USA
died	2 nd July 1937
nationality	American
bought a plane	1920
became a pilot	1923
what happened to her?	Were flying to a small island in the Pacific Ocean; never arrived; drowned?

2 Indian Ocean, Caribbean, Pacific Ocean, America, Africa, Europe, Asia, Australia

Exercise C

Answers depend on students.

Exercise D

Amy Johnson *was born on* 1st July, 1903, *in* Hull in the United Kingdom.

She *was* interested *in* flying as a girl *and got* her pilot's licence *in* 1929. She *could* not get a job *as* a pilot *so* she *studied* to be an engineer. In 1930, her father *bought* her a plane *and*, in the same year, she *became* the first woman to fly from England to Australia. The journey *took* 19 days. In 1931, she *flew* from England to Japan, *and* in 1932 from England to South Africa.

She *married* another famous pilot, Jim Mollison, in

1932. They *flew* together to the United States, *but* the plane crashed in Connecticut. They both *survived*.

The Second World War *started* in 1939. In 1940, Amy *got* a job transporting planes around the United Kingdom. *On* January 5th, 1941, the weather *was* very cold *and* foggy. Amy *was taking* a plane *from* Blackpool in the northwest of England to Oxford in the centre *of* the country. She *crashed* into the sea near London. Why *was* she so far off course? Nobody knows. She *survived* the crash, *but* *drowned* before rescuers *arrived*. She *was* 37 years old.

Exercise E

	Amy Johnson
born	1 st July 1903, Hull, UK
died	5 th January 1941
nationality	British
bought a plane	1930
became a pilot	1929
what happened to her?	Flying in bad weather; went off course; crashed in the North Sea; drowned. Indian Ocean, Mediterranean Sea, America, Africa, Europe, Asia, Australia.

Exercise F

Possible answers:

- They were very successful women in a man's world at the time – flying.
- They had their own planes.
- They lived in the first half of the 20th century.
- They died in a plane crash.
- They died young – 40 and 37.
- They went off course (probably).
- They drowned (probably).

Unit 8 Art and Literature

Listening and Speaking

Exercise A

A6, B8, C2, D7, E3, F1, G4, H5

Exercise B

- 1 a. A – adventure; B – horror; C – cartoon;
D – comedy; E – science fiction; F – love story;
G – drama; H – crime
- b. Answers depend on students.
- c. Answers depend on students.
- d. Answers depend on students.
- 2 Answers depend on students.

Exercise C

Answers depend on students.

Exercise D

1/2 a. 3, b. 8, c. 5, d. 1, e. 6, f. 7, g. 2, h. 4

Exercise E

Answers depend on students.

Reading and Writing

Exercise A

- 1 It is the story of Frankenstein, a novel by Mary Shelley.
- 2 Answers depend on students. (Students should know quite a lot because of the mini-text on the book and its author in the Course Book unit.)

Exercise B

Possible answers – words in italics may be new:

- 1 It shows Frankenstein's *laboratory*.
- 2 Victor Frankenstein.
- 3 On the table. / Under the sheet.
- 4 It will probably come down the *tubes*.
- 5 Answers depend on students.

Exercise C

1–3 Answers depend on students.

Exercise D

1/2 Answers depend on students.

3/4 C, F, D, A, B, E

Exercise E

Answers depend on students.

Exercise F

Model Story:

Victor Frankenstein was in his laboratory. This was the moment he was waiting for. The creature was on the table and Victor pulled a lever. Electricity passed through the monster's body but nothing happened. Victor pulled the lever again. The electricity filled the laboratory with light. Something moved under the cover and then the creature sat up.

Unit 9 Sports and Leisure

Listening and Speaking

Exercise A

- 1/2 1 frightened 4 amazing
2 laugh 5 enough
3 excited

Exercise B

- 1 b, 2 a, 3 b, 4 b, 5 a, 6 a

Exercise C

- 3 Board games
What were the *rules*?

Hunting

Romans hunted for *pleasure*.

Introduced *new animals* to countries they occupied.

Theatre & amphitheatres

In plays, actors and actresses wore masks of a good or bad *character*.

In amphitheatres, gladiators fought each other or with *wild animals*.

Chariot racing

Chariot racers were celebrities – like footballers.

They became *rich*.

Roman baths

Romans spent all day in *hot* baths.

They did exercises, swam and bathed.

Rich Romans conducted *business* at the bathhouses.

Exercise D

Conversation A: b, d, a, c; Conversation B: d, b, a, c

Conversation C: b, d, a, c; Conversation D: b, d, a, c

Reading and Writing

Exercise A

- 1 They are all about the effect on children of watching television.
2 Answers depend on students.

Exercise B

Possible answers:

- | | |
|--------------------------|--|
| gives advice | ? (one piece of information contains advice, but mostly it is facts and figures) |
| gives information | ✓ |
| makes you think | ✓ |
| says 'Television is bad' | ✗ (it asks the reader to think about this, rather than telling him/her) |

Exercise C

info	word	n, v, adj	meaning
3	development	n	getting better
3	explore	v	look around and find out new information
6	violent acts	adj + n	one person hitting or killing another person
6	guys	n	people
7	research	n	studying the world, asking questions
8	violent pictures	adj + n	pictures of one person hitting or killing another person
9	habit	n	something you do all the time
10	junk food	adj + n	e.g., burgers

- 2 Possible words and meanings

-
- 3 Answers depend on students.
- 4 Point 4 – it is positive, while all the others are negative or potentially negative.

Exercise D

Answers depend on students.

Exercise E

1

points	information	order
TV and video games may slow down development.	3	
Children see violent acts and copy them.	6	
Children become frightened of the real world.	7, 8	
Children don't know adverts are adverts.	10	
Too much television makes you fat.	5	
Children see bad habits and copy them.	9	

- 2 Answers depend on students.

Exercise F

Answers depend on students.

Unit 10 Nutrition and Health

Listening and Speaking

Exercise A

- 1 food poisoning
- 2 Answers depend on students.
- 3 Answers depend on students.

Exercise B

30,000,000
10,000

Exercise D

Keep raw FOOD *cool and dry*.
Don't keep FOOD *for too long*.
Wash your hands *before you cook FOOD*.
Wash your hands *before you eat FOOD*.
Cook FOOD *for long enough (at a high temperature)*.
Eat FOOD *soon after cooking*.

Exercise E

2,000,000

Exercise F

Conversation 1

- A: Can I have a ham and salad sandwich, please?
B: White or brown bread?
A: Oh, brown, please.
B: Would you like some mayonnaise?

Conversation 2

- A: Would you like some more soup?
B: Just a little. I'm quite full.
A: Here you are.
B: Thanks very much.

Conversation 3

- A: What are you cooking? It smells delicious.
B: Fish with tomatoes and black olives.
A: Are you frying the fish?
B: No, I'm baking it in the oven.

Conversation 4

- A: Let's go out for dinner this evening.
B: OK. Do you want to try the new Italian place?
A: Yes, why not? I'll book a table for eight.
B: Good idea. If we don't book, we might not get a table.

Exercise G

Answers depend on students.

Reading and Writing

Exercise A

- 1 food poisoning by bacteria
- 2 Answers depend on students.
- 3 Answers depend on students.

Exercise B

They are types of bacteria.

Exercise C

Answers depend on students.

Exercise D

Bacteria	How serious?	Foods	Solution
campylobacter	2.5 million cases in US each year; 500 die	chickens; raw milk	cook chicken; pasteurize milk
salmonella	10% of all food poisoning; 500 a year die in US	raw, badly cooked eggs; chickens; raw meat; dairy products	cook properly; pasteurize milk
listeria	2,500 in US + 500 die; causes 28% of all deaths from food poisoning	ice cream; hot dogs; burgers; raw fish; raw meat; vegetables	cook long enough at high temperature; pasteurize milk
E. coli	10 bacteria = fatal	fast foods; apple juice	cook long enough at high temperature; pasteurize juice

Exercise E

Answers depend on students.

Exercise F

Answers depend on students.

Review 2

Listening and Speaking

Exercise A

- 1/2 1 an adult
2 street
3 lands
4 laugh
5 problems
6 fresh

A: I went to a job interview this morning.

B: *How was it?*

A: Not bad. I think they liked me.

B: *Oh good!*

A: Does this word mean 'not expensive'?

B: Yes, *I think so*. I'll check in my dictionary.

A: Thanks.

A: Was your journey OK?

B: Actually, it was terrible. There was a lot of traffic.

A: *Oh dear*.

Exercise B

- 2 a. Actually, they celebrate a golden wedding anniversary after 50 years of marriage.
b. Flying is one of the safest methods of transport, actually.
c. Actually, *Romeo and Juliet* is a love story/one of the world's favourite love stories.
d. Smoking makes your clothes smell terrible, actually.

Exercise C

1 c, 2 a, 3 d, 4 b

Exercise D

- 1/2 A: What time does the film start?
B: *I'm not really sure*. There are usually advertisements first.
A: I'll ask at the desk.

A: Let's go and see a film tonight.
B: *OK, why not?* Is there something you want to see?
A: The new Julia Roberts film looks interesting.

A: You study medicine, don't you?
B: Yes. *That's right*. I'm in my second year.
A: I study literature.

Exercise E

Answers depend on students.

Reading and Writing

Exercise A

- Thousands of years ago, in pre-history, there were many dangers and people only lived for about 20 years.
- In the Renaissance, at the time of Michelangelo and Shakespeare, most people lived until they were 37.
- There are thousands of accidents every day, involving trains, pedestrians, cars and planes.
- His passenger, a soldier called Richer, fell out of the car and died three days later in hospital.
- Doyle was born in Edinburgh, Scotland, in 1859 and died in 1930, aged 71.
- In each story, something strange happens and Holmes, a private detective, solves a crime.
- At one time, doing it yourself was normal. People painted rooms, built furniture and repaired their cars.
- Research has shown that if you are tired, you are less efficient and you will perform some actions less well.

Exercise B

a. iii, b. ii, c. i, d. ii, e. iii

Exercise C

Jane Eyre is a girl from an ordinary family. When she *leaves* school, she *tries* to find a job teaching children. She *works* as a private teacher in a big house. She *teaches* English and other subjects to a young French girl. She soon *meets* the master of the house, Mr Rochester. He is also the girl's father. One day, Jane *goes* for a walk. She *sees* Mr Rochester riding his horse. Suddenly, he *falls* from his horse and Jane *helps* him. She begins to understand that she *loves* Mr Rochester.

Exercise D

- 1 When the plane was landing, a fire started in one engine.
A fire started in one engine when the plane was landing.
- 2 I was eating a hard sweet, when I broke my tooth.
I broke my tooth when eating a hard sweet.

Exercise E

The first stamp appeared in Britain in 1840. It was called the Penny Black, *because* it was black and it cost one penny. Only twelve years later, the first magazine *for* stamp collectors appeared. *At* first, most collectors were children *but* soon adults also started collecting. Stamps spread around the world. Stamp-collecting spread, too. Nowadays, there are over 200 million stamp collectors worldwide. 'I collect stamps because *they* are beautiful,' says Tom. 'I also learn a lot about the world. I don't buy rare stamps, though. I'm not rich *enough*.' These days, a Penny Black sells for about £2,000.

