Do you need English in your studies?
Then you need the
Progressive Skills in English Course

The course builds the skills required for lectures, tutorials, reading research and written assignments in English.

Listening skills include:
• understanding signpost language
• recognizing the organization of a lecture
• recognizing change of sub-topic
• predicting content from linking words
• note-taking; classification

Speaking skills include:
• showing understanding
• showing lack of understanding
• talking about research
• taking part in a tutorial
• giving a talk with slides

Reading skills include:
• finding information quickly
• predicting content
• distinguishing between fact and possibility

Writing skills include:
• comparing events and ideas
• connecting ideas with and; but
• recording and displaying results
• using basic paragraph structure:
  point, explanation, example

IELTS             Common European        Flesch-Kincaid Level for
Level             Framework Level            Listening and Reading Texts
4.0– 4.5        B1                                      Listening: 4–5 (max. 400 words)
Reading: 4–5 (max. 250 words)
Output writing texts: 1–5 paragraphs

Level 2 Course components:
Course Book with audio DVD .......................... 978-1-78260-304-7
Workbook with audio DVD ............................... 978-1-78260-307-8
Teacher’s Book ................................. 978-1-78260-310-8

www.skillsinenglish.com
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    • Festivals  
    • Fireworks, horses and bulls  
    • Celebrations                                          | Skills:  
    • following a sequence of events  
    • understanding signpost language  
    • identifying singular and plural  
                        Grammar:  
    • present simple  
    • wh- questions  
    • joining sentences with after and before                                      | Skills:  
    • showing understanding: echo + comment/ question  
                        Grammar:  
    • present simple  
    • open questions and negatives                                      |
| **2** Technology            |  • Who? What? When?  
    • Transport inventions  
    • A brief history of space travel  
    • The historic moment                                              | Skills:  
    • recognizing the organization of a lecture  
    • recognizing change of sub-topic  
                        Grammar:  
    • grammar of dates  
    • going to and will                                           | Skills:  
    • talking about research  
                        Grammar:  
    • checking questions  
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| **3** News and media        |  • News, news, news  
    • Advertising  
    • The values of magazines  
    • Media studies research reports                               | Skills:  
    • hearing related words  
    • predicting content from linking words  
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    • very/a lot/too/enough                                            | Skills:  
    • taking part in a tutorial  
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    • first conditional                                           |
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    • Sports in education  
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    • note-making: classification  
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Introduction

The series

This course is part of the multi-level Progressive Skills in English series. The series as a whole prepares students to study wholly or partly in English medium at tertiary level, or to join the world of academic English, on the internet and in print.

This new edition has been extensively revised to take into account feedback from both teachers and students. The accompanying Workbook provides further practice in all the skills areas.

The themes

In each level of Progressive Skills in English there are five themes, covering a wide range of areas of human knowledge.

Level 2
Theme 1: Culture and civilization
Theme 2: Technology
Theme 3: News and media
Theme 4: Sports and leisure
Theme 5: Nutrition and health

The lessons

Each skill section contains two or four main lessons, and each lesson has a clear focus and purpose.

Additional pages

Every theme contains three additional pages:

Everyday English
This page is in the speaking section and builds skills in survival language and social English. In Theme 1, for example, this page covers The right thing to say and in Theme 2, Using technology. See the Methodology section for more guidance.

Knowledge quiz
This page is in the reading section and tests students on their acquisition of common core knowledge and thematic vocabulary from the theme. In Theme 1, for example, this page ask students to remember information about Culture and civilization. See the Methodology section for more guidance.
This section comes at the very end of each theme and provides an opportunity to integrate skills learnt during the course. Students are provided with tasks and research information in additional listening and/or reading texts, and asked to produce talks and/or written texts. In Theme 3, for example, students are asked to research and talk about the usage of mass-media radio and news in the mass media. See the Methodology section for more guidance.

Additional text: Portfolio

**Approach**

**Aims**
In *Progressive Skills in English*, students learn to understand the main types of academic spoken language, lectures and tutorials, and the main types of academic written language, journal articles and encyclopedia entries. They also learn to produce the main kinds of student academic language, oral presentations, contributions to a tutorial and written assignments.

**Moving from teaching general to academic English**
Many of the teaching techniques and approaches used in general English teaching can be transferred to the teaching of academic English. The differences are more to do with the syllabus and course content. Some of the key differences we have noted include:

- **Grammar**
Most general English courses are driven by tense grammar. Since 80 per cent of academic English is in a present tense, the focus needs to move from tenses to syntactic grammar. For more details on this point, see *Syntactic grammar for EAP* on page 9.

- **Skills**
A general English course will focus mainly on oral communication. Listening will be extremely varied, from conversations and anecdotes to radio programmes. Reading is often relegated to third place and writing to a very distant fourth. For the academic learner, reading and writing are at least as important as the other skills. For more details, see *Discrete skills or integrated?*

- **Content**
In EAP, listening to lectures will be more relevant than listening to anecdotes and stories. Academic students need to learn to ‘grab’ relevant information from a lecture after one listening only. Similarly with reading, required content will mostly be fact or theory or a mixture, rather than fiction and anecdote. Students need to be able to decide quickly which texts, or parts of texts are relevant to the task and extract the information. Listening and reading texts in general will be much longer in EAP than in a general English course.

**Vocabulary**
Students need a wide range of formal language. Academic texts about a single subject tend to use a lot of synonyms for key nouns and verbs, so students need to deepen and broaden their lexical range all the time.

**Topics and themes**
Sometimes you find very familiar ‘EFL’ topics in *Progressive Skills in English*, but then you will see that the approach to that topic is different. In Theme 4: Sports and leisure, for example, students learn about the rules of games, but then they discuss *why* particular games are taught at school.

**Critical thinking**
Students are encouraged to ask *why* and *how* throughout the course, and to relate information from a particular text to their own selves or their own country/area. They are shown the importance of evaluating information and looking for stance or bias on the part of the speaker or writer.

**Discrete skills or integrated?**
In terms of presentation, *Progressive Skills in English* is very definitely a discrete skills course. Research has shown that students need to have a clear focus, with measurable objectives in order to make real progress, and this is only really possible if the skills are initially separated out. However, integration is the norm in the real world and, since the course aims to mimic real-world skills usage, integration is automatic once one moves from presentation. For example, in the receptive skills lessons, as in the real world, students have to make notes from reading and listening and then discuss their findings, thus bringing in writing and speaking to listening and reading lessons. In the productive skills lessons, as in the real world, students have to research before producing, thus bringing in reading and listening skills.

**Receptive skills – listening and reading**
Research strongly suggests that listening and reading are based on a continuous interaction between top-down and bottom-up processes. Top-down processes prepare the listener or reader to understand the information in the text. Bottom-up processes ensure than the listener or reader can decode information in real-time, i.e., as it is actually being heard or read.
Top-down processes
Before we can understand information, we need to recognize the context. We expect to hear different things in a restaurant, for example, from a lecture room, or to read different things in a novel and a religious text. We use context and co-text clues (pictures, newspaper headlines, diagrams) to activate schemata – pictures, we could say, of familiar situations. In the process, the brain makes available to us vocabulary, discourse structures and background knowledge of the real world, which help with bottom-up decoding. We start to develop hypotheses about the contents of the text, and we continually predict the next word, the next phrase, the next discourse point or the next communicative value as we are listening or reading. In Progressive Skills in English, students are taught to bring top-down processing to bear on new listening and reading texts. The course works to build schemata and background knowledge which will help students to predict content, in general and in particular. In the academic world, listening and reading normally have a productive by-product – detailed notes. Throughout Progressive Skills in English, students are taught to take notes and to use these notes in later activities to prove comprehension of the text.

Bottom-up processes
Top-down processes enable listeners and readers to get a good general idea of what will be heard or read in a text. However, to get a detailed and accurate understanding, the text must be broken down into meaningful units. In the case of spoken English, this means being able to turn the stream of speech into actual words, which in turn means knowing the phonological code of English. With written English, it is slightly easier if your first language has a similar orthography to English, but it will continue to pose problems for students whose L1 is Chinese or Arabic, for example. Research has shown that we use syntax to achieve this breaking into meaningful units (see below on syntactic grammar). In Progressive Skills in English, students are taught to recognize all the phonemes of English in context and to identify multi-syllable words from the stressed syllable in the stream of speech. They also learn to identify written words from the first two or three letters, a key skill which enables native speakers to understand written text at high speed. Students are also exposed to common syntactic patterns and practise breaking up incoming language into subject, verb, object/complement and adverbial.

Productive skills – speaking and writing
Production in speech and writing in the normal EFL classroom is often more or less spontaneous and personal. Students are asked to speak or write about themselves, their lives, families, opinions, etc., with very little preparation. This mimics real-life conversation and, to some extent, real-life informal letter and email writing. This type of production is rare in Progressive Skills in English because it is not the model for production in the academic world.

Production in academia begins with an assignment which requires research. The research almost always leads to note-taking. From these notes, an oral presentation, tutorial contribution or written assignment is produced. There are normally three stages to this production: drafting, editing and rewriting. In Progressive Skills in English, we teach the idea of the TOWER of writing – thinking, organizing, writing (for the writer), editing, rewriting (for the reader/listener).

Syntactic grammar for EAP
Grammar in ELT has traditionally been seen as largely a question of verb tense, and that certain tenses are ‘easy’ and others are ‘hard’. Progression through levels conventionally equates to the ability to manipulate different tenses, from present simple of the verb be at beginner level to present perfect continuous passive modal at advanced level. Most best-selling courses follow a structural syllabus which is largely a verb tense syllabus. However, English is a syntactic language where meaning is carried by word order rather than paradigmatic form. We cannot recover the meaning of a word or its role without a sentence or text context, because English words are not marked in most instances for part of speech or case. Many words can be nouns or verbs depending on context; like, to take an extreme example, can be a noun, a verb, a preposition or an adjective. Any noun can be the subject or object of a verb; only pronouns are marked for case, e.g., He told him.

Research has shown that native speakers use their knowledge of English syntax, together with their vocabulary, to decode sentences in speech and in writing. They do this in real time. In other words, native speakers are constantly constructing tree diagrams of incoming data which help them to predict the next item and its role in the ongoing sentence.

It is somewhat strange that this key fact seems to have gone unnoticed for so long by ELT practitioners. The reason is probably that most ELT classwork, for many decades, has been based on spoken interaction, often of informal conversation, rather than the individual
interacting with and decoding in real time a formal spoken or written text. Corpus research now shows us that conversation in English has an average phrase length of just over one word, and very short sentences, such as I went there, She likes him, He's working in a bank. In short sentences like this, the most salient area of difficulty is the verb form which must be dropped between the subject and the object, complement or adverbial. However, in academic or formal discourse, the average phrase length jumps to eight words. Analysis of this genre shows that noun phrases are particularly long, with pre- and post-modification of the head noun, and subject noun phrases are often preceded themselves by long adverbial phrases, so that a sentence may have a large number of words before the subject and more words before the main verb. For example:

According to research at the University of Reading into the problems experienced by children growing up with a single parent, children from one-parent families in deprived areas have a much greater chance of developing personality disorders.

The native speaker has little problem with this sentence, either in speech or writing, because he/she knows that the phrase According to is not the subject and the subject will come along in a while, and that children can be post-modified so he/she must wait for this noun phrase to end before encountering the verb, etc. The non-native speaker, trained in decoding simple short utterances, will have considerable difficulty.

Complex tenses are in fact not at all common in academic/formal English. Research shows that the majority of sentences in this genre are in the present simple, including its passive forms, for the obvious reason that most formal English presents facts, theories or states of being, which are rendered in English by this tense. The next most common tense is the past simple, because the genre often contains historical background to current facts, theories or states of being, which in turn is normally rendered in past simple. In one particular corpus study, only one example of the present perfect continuous was found in the whole academic/formal corpus. A student equipped with facility in these two tenses will understand the tense information in around 90 per cent of academic/formal sentences. However, they may not understand the noun phrases and adverbial phrases which surround these 'simple' tenses.

There is a final key issue which applies in general to long texts in the EFL classroom. In the main, when students are exposed to longer texts with a formal structure, they are allowed, even encouraged, to engage in multiple listenings or multiple readings before being asked to complete an after-doing comprehension task such as multiple choice or true/false. This type of activity has no correlate in the real world, where listening has to be real-time – there is no opportunity for a second or subsequent hearing – and reading should be real-time if it is to be efficient. Comprehension occurs as the sentence is being received. However, real-time comprehension is only possible if the receiver understands the syntactic structures possible in the language and identifies, in real time, the structure being used at a particular time. The listener or reader is then ready for the required components of that structure and predicts their appearance and even the actual words. For example, once a native speaker hears the verb give, they will anticipate that a person and a thing will complete the utterance. Even if the ‘person’ noun phrase contains many words, the receiver will be waiting. For example: The state gives unemployed people with a large number of children under the age of 18 still in full-time education … The native-speaker listener or reader is thinking, ‘What? What does it give?’ Conversely, the construction of extended formal text in speech and writing also requires a deep understanding of syntax, otherwise it is not possible to construct sentences of the complexity required by the genre.

While writing the syllabus for Skills in English, first published by Garnet Education in 2003, we were struck by the points above and began work on the implications for classroom practice. In Progressive Skills in English, we feel we have gone some way to presenting a coherent syllabus of relevant practice to build the skills required for real-time comprehension.

**Syntactic grammar at Level 2**

By this stage in their studies, students are probably fully familiar with parts of speech and with the most common syntactic patterns (see tables 1 and 2 on page 11). Since we cannot assume this familiarity, however, these points are quickly revised in the first few sections of the course. Thereafter, students are exposed mainly to basic S V O/C/A patterns, with coordination. Gradually, the length of the object noun phrase or complement is extended and coordination is introduced but with no ellipsis of subject or verb. This should ensure that students begin to get a natural feel for these patterns, can recognize them in real time in listening and reading, and produce them in speech and writing.
**Table 1: Sentence roles and parts of speech**

<table>
<thead>
<tr>
<th>Roles in sentences</th>
<th>Possible parts of speech</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>noun, pronoun</td>
<td>extended noun phrase can contain other parts of speech, e.g., <em>a very large piece of research.</em></td>
</tr>
<tr>
<td>Object</td>
<td>noun, pronoun</td>
<td></td>
</tr>
<tr>
<td>Complement</td>
<td>noun, adjective, adverb</td>
<td>an object becomes a complement when it has the same reference as the subject, such as in sentences with be and related verbs, e.g., <em>She is a doctor. He was late. They seem tired.</em></td>
</tr>
<tr>
<td>Verb</td>
<td>verb</td>
<td>extended verb phrase can contain adverbs, e.g., <em>They are still waiting.</em></td>
</tr>
<tr>
<td>Adverbial</td>
<td>adverb, prepositional phrase</td>
<td>note that this role in a sentence can be filled by a prepositional phrase as well as by an adverb, e.g., <em>He works hard. She works in a bank.</em></td>
</tr>
</tbody>
</table>

**Table 2: Main sentence patterns in English**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>We left.</td>
<td>S V</td>
</tr>
<tr>
<td>She is a doctor.</td>
<td>S V C</td>
</tr>
<tr>
<td>I am cold.</td>
<td>S V C</td>
</tr>
<tr>
<td>They were late.</td>
<td>S V A</td>
</tr>
<tr>
<td>We have been to the back.</td>
<td>S V A</td>
</tr>
<tr>
<td>I gave her the book.</td>
<td>S V O O</td>
</tr>
<tr>
<td>They made him president.</td>
<td>S V O C</td>
</tr>
<tr>
<td>I told her to leave.</td>
<td>S V O V</td>
</tr>
<tr>
<td>We saw them later.</td>
<td>S V O A</td>
</tr>
<tr>
<td>Accept responsibility.</td>
<td>V O</td>
</tr>
</tbody>
</table>

**Exercise naming**

Many ELT course books give general names to groups of exercises, such as *Presentation* or *Pronunciation*. *Progressive Skills in English* goes much further and names the target activity for each exercise in its heading, e.g., *Activating ideas* or *Predicting the next word*. By this simple means, both teacher and students are informed of the purpose of an exercise. Make sure that your students understand the heading of each exercise so they can see clearly the point which is being presented or practised.

**Exercise types**

As is probably clear already, *Progressive Skills in English* contains many original features, but teachers and course leaders need not be concerned that a wholly new methodology is required to teach the course. On the one hand, exercise naming means that the purpose of new types of exercise is immediately clear. On the other, many traditional types of ELT exercises are used in the course, with only slight changes. The most significant of these changes are shown in Table 3 below.

**Table 3: Adaptations to traditional exercise types**

<table>
<thead>
<tr>
<th>Traditional exercise</th>
<th>Progressive Skills version</th>
</tr>
</thead>
<tbody>
<tr>
<td>grammar tables</td>
<td>- Parts of sentence are clearly shown with subject, verb, object/complement/ adverbial columns. - Parts of speech are clearly shown with colour-coding. purple = noun red = verb blue = pronoun orange = adjective green = preposition brown = adverb</td>
</tr>
<tr>
<td>gap fill</td>
<td>In some cases, one part of speech is removed so students can see the various contexts in which, e.g., a pronoun can appear. In other cases, one role in the sentence is removed, e.g., the subject, so students can see the different words which can make up this role.</td>
</tr>
<tr>
<td>sentence anagrams</td>
<td>Words are jumbled in a number of sentences in the traditional way, but when students have unscrambled them, all the sentences have the same syntactic structure, e.g., <em>S V O A.</em> Words in a particular phrase are kept together during the jumbling, e.g., <em>in the UK,</em> rather than all being split; this helps students to think in terms of syntactic blocks rather than individual words.</td>
</tr>
<tr>
<td>transformation</td>
<td>Traditional transformation, e.g., positive to negative, appears regularly, but in addition, active to passive is introduced early on in the course, because of the relatively high frequency of passives in academic English.</td>
</tr>
<tr>
<td>joining sentences</td>
<td>Sentences are joined by coordinators from the beginning of <em>Progressive Skills in English,</em> but the second half of the sentence retains all its features, e.g., subject, verb, negation, for most of Level 1. This is because coordinated sentences with ellipses hide the kernel syntactic structure with which we want students to become familiar, e.g., <em>Some people do not know about the problem or care.</em> The second half of this sentence is originally: <em>Some people do not care about the problem but with the ellipsis, the subject, the negation and the object disappear.</em></td>
</tr>
</tbody>
</table>
Vocabulary boxes
Vocabulary is a key part of language learning of any kind but it is even more important for the student of academic English. Students need a huge vocabulary in order to understand or produce the lexical cohesion common to this genre. Vocabulary boxes appear throughout each theme. The part of speech is given in every case for single items. In addition, there is sometimes information on the precise meaning in the context of the theme, e.g., *area (n) [= location]* (as opposed to field of study, for example).

Most of the items in each box are probably new to the majority of the students in any class. A few of the items are likely to be known, but are so central to the theme that they are included for revision.

You can use the boxes in a number of ways:
• ask students to look at the box and tick the words they ‘know’; do not test the students this time but encourage them to be honest
• ask students to repeat this activity at the end of the lesson, and again one week and one month later. On these occasions, test the students’ knowledge, particularly in the relevant skill, e.g., to check that students can spell the words from a writing section
• get students to mark the stress on each word as they encounter it
• get students to underline or highlight in some way unusual spelling and pronunciation points
• put students into pairs or groups to test each other
• allow students to write a translation beside some or all of the words

Skills Checks
In every theme, there is at least one Skills Check. The naming of this feature is significant. It is assumed that many if not all students will have heard about the skills points in these boxes, i.e., they are skills checks not skills presentations. It is the writers’ experience that many students who have gone through a modern ELT course have *heard of* the majority of skills points but cannot make practical use of them. If you feel, in a particular case, that the students have no idea about the point in question, spend considerably longer on a full presentation.

In most cases, the students are given an activity to do before looking at the Skills Check, thus a test-teach-test approach is used. This is quite deliberate. With this approach, there is a good chance that the students will be sensitized to the particular point before being asked to understand it intellectually. This is likely to be more effective than talking about the point and then asking the student to try to apply it. The positioning of the Skills Checks means that the information relevant to an activity or set of activities is available for consultation by the student at any time. Because some students have an inductive learning style (working from example to rule) and some have a deductive style (working from rule to example), the Skills Checks have rules and examples.

You can use the Skills Checks in a number of ways:
• ask students to read out the rules and the examples
• get students to give you more examples of each point
• ask students to read the Skills Check and then cover it; read it out with mistakes or with wrong examples of the point being presented
• at the end of the lesson, ask students to tell you the new skill(s) they have encountered, without looking at their Course Books

Pronunciation Checks
In the speaking section, and occasionally in the listening section, there are Pronunciation Checks. See the Book map for coverage of phonology. The examples in these checks are often recorded, so you can give students good models of the target point and then drill the items (see Further speaking practice/drilling below). Sometimes there is additional practice material to be completed after working through the check.

Recurrent activities
As mentioned above, all exercises are named. Many of these names appear regularly throughout the course, sometimes with slight changes. This is because these activities are particularly valuable in language learning.

Activating (background) knowledge/ideas
In line with basic communication theory, the lessons always try to move from the known to the unknown. This activity at the start of a lesson allows students to show that they have knowledge or ideas about the real world before learning new information. It also enables the teacher to gauge what is already known, and build on it if necessary, before moving further into the lesson.

While students are talking about a particular area, they are in effect activating schemata, which means they are more ready for further information in the same area.

Understanding words in context
Research shows that it is possible to work out the meaning of a small proportion (perhaps ten per cent) of words in a text, if the remaining words and structures are well known. This activity guides students,
perhaps through multiple matching, to show understanding of new items.

**Transferring information (to the real world)/Using new skills in a real-world task**

It is essential that information is transferable outside of the classroom. This activity tries to make the bridge between information learnt in class and applications in the real world.

**Reviewing key words**

Students are often given the opportunity to recall words from the previous lesson(s) of a skill section. This helps students to move information into long-term memory.

**Identifying a new skill**

The methodology of *Progressive Skills in English*, as detailed above, is that students are presented with a text in the Real-time lesson which contains some recycled skills points and one or more new skills points. The students are not directed formally to the new point(s) but may notice while they are doing the real-time activity. Then in the next lesson, they are formally directed to the point(s). This is in line with the principle of noticing before learning.

**Predicting content**

Listening and reading are real-time skills. The listener must be ahead of the speaker; the reader must be ahead of the text. Activities in this type of exercise help students to get ahead.

**Previewing vocabulary**

This is a pre-teaching activity. Sometimes key vocabulary is required in order to complete a task later in a lesson. This key vocabulary is presented and needs to be practised thoroughly so it is fully available to students during the coming lesson.

**Hearing/Understanding/Studying a model/discourse structure**

*Progressive Skills in English* follows the principle that students must see or hear what they are later asked to produce in speech or writing. In this exercise, they work with a model in order to recognize key features, such as discourse structure.

**Practising a model**

Clearly, once students have seen key points about a model they should be given the opportunity to produce the text.

**Producing a model**

This is the third stage, after ‘understanding’ and ‘practising’. Students are given a task which requires the production of a parallel text.

**Producing key patterns**

This is related to producing a model, but is at the sentence level.

**Showing comprehension**

Comprehension in the real world is a real-time activity and is something which happens in the brain: it is not directly observable. However, it is essential that both teachers and students see that comprehension has taken place. But remember, this sort of activity is a test of comprehension not a sub-skill in comprehension.

**Researching information**

*Progressive Skills in English* is not convergent. Students are only sent back to their pre-existing ideas of knowledge at the beginning of lessons, in Activating knowledge/ideas. *Progressive Skills* is divergent. Students are sent off to research and bring back information in order to give a talk, take part in a tutorial or produce a written text.

**Developing vocabulary**

Students of academic English need constantly to develop their vocabulary knowledge. This exercise extends their existing vocabulary.

**Developing independent learning**

Clearly, the ultimate aim of teaching a language is that students become independent learners who do not need a teacher to acquire new linguistic knowledge. This activity gives students a particular sub-skill to aid this process.

**Developing critical thinking**

We must take students beyond the ‘what’ and the ‘when’ of information. We must get them to react to information and to ask why something happened or why it is important.

**Remembering real-world knowledge**

*Progressive Skills in English* is based on the theory that people need a framework of knowledge in order to understand new information as they read or hear it. Therefore, they need to remember real-world knowledge from lessons, not just vocabulary, skills and grammar.

**Using/Applying a new skill**

Skills are learnt. Then they need to be applied. This activity always connects directly to Identifying a new skill in an earlier lesson in the skill section.

**Making and checking hypotheses**

Real-time listening and reading is about making and checking hypotheses. This is what makes it a real-time activity. Students need to learn a wide range of points about discourse, vocabulary and syntax which helps
with making hypotheses. They then need to be given the opportunity to check these hypotheses.

**Methodology**

**Everyday English**

These additional lessons are designed to give university students some survival English for university life. The language and topics are freestanding so the lessons can be done at any time during the skill section or theme, or can be missed out completely should you so wish. The page could last a whole lesson or you could spend a shorter time and only work on two or three of the conversations. The format of all the Everyday English lessons is similar, with between four and six mini-dialogues on a similar topic or with a similar function.

Here are some ways of exploiting each stage of the lesson:

You may wish to highlight the grammar of some of the forms used in the conversations, but in general they can be learnt as phrases without going into too much explanation. Indeed, many of the forms that we often spend a lot of time on in class could probably be better learnt as fixed phrases, since their usage in everyday life is so limited, e.g., *How long have you been learning English?*

Ask students if they think the conversations take place in a formal or informal context. If conversations are formal, it is always important to remind students to use polite intonation.

Once any tasks set in the Course Book have been completed, and you have checked students understand the conversations, you can use the conversations for intensive pronunciation practice. Use one or more of the following activities:

- Play the audio, pausing after each line for students to listen and repeat, chorally and individually.
- Drill some of the phrases from the conversations, chorally then individually.
- Students practise the conversations in pairs, from the full transcript or from prompts.
- Students practise the conversations again, but substituting their own information, words or phrases where appropriate.
- Students extend the conversation by adding further lines of dialogue.
- Students invent a completely new conversation for the situation, function or photograph.
- Add some drama to the conversations by asking students to act out the conversations with different contexts, relationships or emotions (e.g., one student should act angry and the other student bored).

Monitor and give feedback after paired practice. You may want to focus on:

- intonation of yes/no questions
- stressed words in short answers, e.g., *Yes, it is. Yes, it does.*
- accurate use of auxiliary *do* in present simple questions.

**Knowledge quiz**

Although this is an optional part of each theme, the idea behind it is central to the approach of *Progressive Skills in English*. We have found from our work with universities around the world that students often fail to understand a text not because the English grammar is above their level, but because they do not have the framework of real-world knowledge or the breadth of topic-specific vocabulary in order to comprehend. This page makes these items central, but revises and tests them in a variety of enjoyable ways. There are several ways in which this page can be used. The Methodology notes for each theme suggest a particular way or ways on each occasion, but broadly the page can be done as:

- a quiz for individuals, pairs or groups where it appears, i.e., at the end of the reading section
- a quiz, but later in the course, when students have had a chance to forget some of the knowledge and/or vocabulary
- a quiz, but before the students do the theme; keep the answers and see how much they have learnt after doing the theme
- a self-study test; students write their answers and hand them in, or self-mark in a later lesson in class
- a phase of a lesson – the teacher sets the task(s) in the normal way and feeds back orally.

**Portfolio**

The main features of the Portfolio lessons are:

- **versatility**
  It is possible to spend anything from part of a single lesson to four lessons on the activities; in addition, some, all or none of the work can be done in class.
- **integrated skills**
  All four skills are included in this lesson, though the focus will shift depending on the activity.
- **academic skills**
  The focus is on researching, digesting and exchanging information, and presenting information orally or in writing.
• **learner independence**
  At all stages from research through to oral or written presentations, the teacher should be in the roles of monitor, guide and, if necessary, manager, and should try to avoid being the ‘knower’ and ‘controller’!

Here are some ways of exploiting each stage of the lesson:

**Activating ideas**
Use the photographs in the book or show your own. Make sure students have the key vocabulary for all the activities.

**Gathering information**
The course provides listening and reading texts. You can suggest extra internet research if you wish. The information is often presented as an information gap, with groups listening to different texts then regrouping in order to exchange information. At first, you may need to suggest the best way to take notes, e.g., in a table with relevant headings. Later, however, you should encourage students to design their own note-taking tables and headings. At all stages, encourage students to help each other with comprehension or any problems, only calling on you as a last resort. The research stages can be done in class or for homework. However, check the research has been done effectively and reasonably thoroughly before moving on to the presentation stages.

**Oral presentations**
To start with, these should be no more than a few sentences long. The organization of the presentations is crucial and will depend on how much time you have and the number of students in your class.

- **Formal and teacher-centred**
  Set another activity for the class, or ask another teacher to do something with your class. Remove one student at a time (or one group, if the presentation is a collaboration) to another room so that you can listen to the presentation.

- **Student-centred to some extent**
  Students give presentations to other groups of students in the class. You may have between two and four presentations going on at the same time. Monitor as many as you possibly can. Make a note of students you have listened to and make sure you listen to different students next time round.

- **Student-centred and informal approach, requiring a mature class**
  Students give presentations to their groups as above. However, the ‘listening’ students give feedback after the talk, rather than you.

It is important that if you have students listening to talks, they are not simply ‘passive’ listeners. They will switch off and get bored. Wherever possible, therefore, assign tasks. This is relatively easy if students are listening to new information: they can complete notes or write answers to questions. However, if they are listening to talks similar to their own, give the ‘listening’ students feedback or comment sheets to complete (see below).

<table>
<thead>
<tr>
<th>Did the speaker ...</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>look up from notes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make eye contact?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak loudly enough?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk at correct speed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use good intonation patterns?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use good visuals/PowerPoint slides?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>give all the important points?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>introduce the talk?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conclude the talk?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note: many of the above suggestions for oral presentations in the Portfolio lesson, including the feedback form, are also relevant for lessons in the speaking sections.

**Feedback on oral presentations**
You can choose between giving formal, written feedback to individual students, and more informal oral feedback to each group or the whole class. Formal written feedback could be based on a checklist of speaking sub-skills such as those provided by IELTS or Cambridge ESOL for the FCE. Alternatively, you may prefer to devise your own checklist with broader headings, e.g.:
- accuracy
- fluency
- pronunciation
- grammar
- vocabulary, etc.

Informal feedback should include some positive and encouraging statements, as well as showing students what they need to work on. With the scaffolding in *Progressive Skills in English*, students should not make a large number of mistakes in producing spoken or written work, so it should be
easier than otherwise to focus on a small number of areas for improvement. Make a note of grammar or vocabulary mistakes you hear while monitoring the class. Write the incorrect language on the board. Elicit from the class what the mistake is and how to correct it. Drill the correct sentence. Practise any words, phrases, sentences or questions that you noted were poorly pronounced.

Whichever method of feedback you choose, give the class one or two targets to work on for the next oral presentation, e.g., ‘Look up from notes more often.’ Even better, ask students to each set themselves a target for next time. Suggest ideas, which can be discrete (such as about the pronunciation of a particular sound) or much broader (such as about making clearer notes). Students should make a note of their target for next time and you can check it if you wish.

Dealing with writing
In the Portfolio, you can adapt the final activity as you wish. You may like to give further practice of writing a full assignment-type essay, but there are other writing activities that are worth doing:
• notes only, possibly in a table
• PowerPoint slides
• a poster or wall presentation, particularly if you can display these publicly
• a one-paragraph summary
• a complete project on the topic, containing several different articles with accompanying visuals; this can be worked on individually or produced together in a group.

Giving feedback on writing
For work set for completion in class:
Monitor and give some help to individuals. Make a note of common errors, i.e., mistakes that two or more students make. Then give feedback to the whole class. You can use the technique described above for feedback on oral errors; write the incorrect sentences the students have produced on the board and elicit the correct version.

For work that you collect in:
It is important not to get bogged down in detailed corrections and/or piles of written work waiting to be marked. For this reason, do not set too much written work as home assignments! You could, of course, ask students to comment on each other’s writing in a phase in a later lesson, but this only works with relatively mature classes. Always set the length of the task: 200–400 words is probably enough for Levels 1 and 2 of this course.

Establish a marking key with the class early on in the course. For example, sp = spelling, p = punctuation, gr = grammar, and use the grading grids provided for each theme’s final writing task. This means you are able to highlight the problem areas but leave students to make the corrections.

Focus on only two or three key areas each time you mark. Initially, these may simply be presentation and layout, e.g., using paragraphs, but later could include using more complex noun phrases or more formal language. Later you can focus on sub-skills such as organization and discourse, cohesion, longer sentences, etc.

We have tried to provide model answers wherever possible, even for open-ended activities like the writing and speaking assignments. Always show these to the class and discuss possible variations, in order to avoid the models being too prescriptive. If you have students with good writing skills, ask their permission to show their written work to the class as example answers.

Listening
‘How many times should I play the audio of lectures?’ This is a question we are often asked by teachers. On the one hand, we need to train our students to deal with the real-life lecture situation, in which students will only have the opportunity to hear the information once. On the other hand, students may simply not understand the lecture after only one playing. So what is the solution?
• Firstly, it is important to make sure all the pre-listening activities are carried out effectively so that students can begin to predict the lecture content.
• Next, play the first section of the lecture once only for completion of the exercise or activity; this is a kind of ‘test’ to find out how well students would perform in the ‘real-life’ situation. It also trains students to listen for as much information as they can on the first hearing. Check how well students have completed the task and elicit the correct answers.
• Once you have confirmed the correct answers, move on to the next section of the lecture and corresponding exercise. Repeat the above procedure.
• When students have heard all the sections of the lecture, replay the complete lecture, with or without the transcript. This is where learning takes place, because students have the opportunity to see why they missed information or did not fully understand during the first playing.
Finally, as a follow-up, students should be encouraged to listen to the complete lecture several times on their own at home, both with and without the transcript.

What other strategies can the teacher use?
- Remember that the key to comprehension in a foreign language is prediction, so students must have time to assimilate what they have just heard and predict what is coming next. You can pause the lecture any number of times during the first listening if you think your class needs this extra time. But, of course, pause at logical points – certainly the end of sentences and preferably the end of topic points.

What other strategies can the students use?
- Nowadays, most lecturers in the real world provide pre-lecture reading lists and notes, PowerPoint slides and visuals, and handouts. Summaries are also often available on the university's portal. Students should be made aware of all of these resources and encouraged to use them.

Further speaking practice/drilling
In the notes for individual speaking lessons, we often say 'practise the sentences with the class'. You can use one or more of the example drilling techniques below. There are many other techniques, but we have just given a sample below.

- Simple repetition, chorally and individually
  Highlight the pronunciation area you want to focus on when you model the sentence or question, e.g., showing the intonation pattern with your hand, or using an intonation arrow on the board.

- Question and answer
  *When do you take national exams in your country? We take them at 16 and 18.*
  (Do not simply accept 16 and 18 in a controlled practice phase – encourage a full sentence.) Alternatively, you can practise short answers. Tell students if you require yes answers or no answers:
  *Is a nursery school for young children? Yes, it is.*
  *Does primary mean 'first'? Yes, it does.*
  *Do most children leave school at 18? Yes, they do.*

- Transformation
  These examples focus on forms of the present simple tense.
  *Many children begin school at seven. Sorry, but they don’t begin school at seven. OR Actually, they begin school at five.*

- Substitution
  Say a phrase or sentence and ask the class to repeat it. Then give prompts that can be substituted as follows:
  *History is a very important subject at school.
  History is a very useful subject at school.
  History isn’t a very useful subject at school.
  History isn’t a very useful subject at university.
  Drama
  Drama isn’t a very useful subject at university.*

- Prompts
  These can be given orally or they can be written on the board. They are particularly good for practising question forms:
  *Nursery / young children?
  Is a nursery school for young children?
  When / take / A levels?
  When do you take A levels?*

Setting up tasks
The teaching notes for many activities begin with the word *Set …* This single word covers a number of vital functions for the teacher, as follows:
- Refer students to the rubric, or instructions.
- Check that they understand what to do: get one or two students to explain the task in their own words.
- Tell the students how they are to do the task, if this is not clear in the rubric (as individual work, pairwork, or group work).
- Go through the example, if there is one. If not, make it clear what the target output is: full sentences, short answers, notes, etc. Many activities fail in the classroom because students do not know what they are expected to produce.
- Go through one or two of the actual prompts, working with an able student to elicit the required output.

Use of visuals
There is a large amount of visual material in the book. This should be exploited in a number of ways:
- before an activity, to orientate the students; to get them thinking about the situation or the activity and to provide an opportunity for a small amount of pre-teaching of vocabulary
- during the activity, to remind students of important language
- after the activity, to help with related work or to revise the target language.
Pronunciation
Only the speaking section of each theme directly focuses on oral production. In this section, you must ensure that all the students in your group have reasonable pronunciation of all target items. Elsewhere, in the other skill sections, it is important that you do not spend too long on oral production. However, do not let students get away with poor production of basic words, even if the focus of the lesson is not speaking.

Comparing answers in pairs
This activity is suggested on almost every occasion when the students have completed an activity individually. This provides all students with a chance to give and to explain their answers, which is not possible if the teacher immediately goes through the answers with the whole class.

Monitoring
Pairwork and group work activities are, of course, an opportunity for the students to produce spoken language. This is clearly important in the speaking section but elsewhere, these interactional patterns provide an opportunity for the teacher to check three points:
• that the students are performing the correct task, in the correct way
• that the students understand the language of the task they are performing
• the elements which need to be covered again for the benefit of the whole class, and which points need to be dealt with on an individual basis with particular students.

Feedback
At the end of every activity there should be a feedback stage, during which the correct answers (or a model answer, in the case of freer activities) is given, alternative correct answers (if any) are accepted, and wrong answers are discussed.

Feedback can be:
• high-speed, whole class, oral – this method is suitable for cases where short answers with no possible variations are required
• individual, oral – this method is suitable where answers are longer and/or where variations are possible
• individual, onto the board – this method is suitable when the teacher will want to look closely at the correct answers to highlight points of interest or confusion.

Remember, learning does not take place, generally speaking, when a student gets something right. Learning usually takes place after a student has got something wrong and begins to understand why it is wrong.

Confirmation and correction
Many activities benefit from a learning tension, i.e., a period of time when students are not sure whether something is right or wrong. The advantages of this tension are:
• a chance for all students to become involved in an activity before the correct answers are given
• a higher level of concentration from students – tension is quite enjoyable!
• a greater focus on the item as students wait for the correct answer
• a greater involvement in the process – students become committed to their answers and want to know if they are right and if not, why not.

In cases where learning tension of this type is desirable, the detailed teaching notes say Do not confirm or correct (at this point).

Highlighting grammar
The expression Highlight the grammar is often used in the teaching notes. This expression means:
- Focus the students' attention on the grammar point, e.g., Look at the verb in the first sentence.
- Write an example of the target grammar on the board.
- Ask a student to read out the sentence/phrase.
- Demonstrate the grammar point in an appropriate way (see below).
- Refer to the board throughout the activity if students are making mistakes.

Ways of dealing with different grammar points:
• for word order, show the order of items in the sentence by numbering them, e.g.:
  1 2 3 4
  They often have a special party.
• for paradigms, show the changes with different persons of the verb, e.g.:
  I go
  He goes

Self-checking
On a few occasions during the course, the teaching notes encourage you to ask the students to check their own work. This can be done by referring students to the full transcript at the end of the course. This is an excellent way to develop the students' recognition and correction of error. Listening, in particular, obviously happens inside someone's head, and in the end each student has to understand his/her own error or misunderstanding.
Gap fill
Filling in missing words or phrases in a sentence or text, or labeling a map or diagram indicates comprehension of both the missing items and the context in which they correctly fit. It is generally better to provide the missing items to ensure that all the required items are available to all the students. In addition, the teacher can vary the approach to gap fills by sometimes going through the activity with the whole class, orally, pens down, then setting the same task individually. Gap fills or labeling activities can be photocopied and set as revision at the end of the unit or later, with or without the missing items box.

In Progressive Skills in English, gaps often contain the same kind of word (e.g., nouns) or the same role in a sentence (e.g., the subject) in order to reinforce word class and syntax.

Two-column activities
This type of activity is generally better than a list of open-ended questions or gap fill with no box of missing items, as it ensures that all the target language is available to the students. However, the activity is only fully effective if the two columns are dealt with in the following way. Ask students to:

- **guess** the way to complete the phrase, sentence or pair
- **match** the two parts from each column
- cover column 2 and **remember** these parts from the items in column 1
- cover column 1 and **remember** these parts from the items in column 2.

Additional activities are:
- students test each other in pairs
- you read out column 1 – students complete with items from column 2, books closed
- students write as many of the items as they can remember – Course Books closed.

Ordering
Several different kinds of linguistic elements can be given out of order for students to arrange correctly. The ability to put things in the correct order strongly indicates comprehension of the items. In addition, it reinforces syntactic structure, particularly if:

- you present a number of jumbled sentences together with the same underlying syntax
- you keep elements of each phrase together, e.g., *in the UK* rather than breaking everything down to word level.

This type of activity is sometimes given before students listen or read; the first listening or reading task is then to check the order. To make the exercise more enjoyable, and slightly easier, it is a good idea to photocopysthe items and cut them into strips or single words. Students can then physically move the items and try different ordering. The teacher can even make a whiteboard set of sentences and encourage students to arrange or direct the arrangement of the items on the board.

Tables and charts
Students are often asked to transfer information into a table. This activity is a good way of testing comprehension, as it does not require much linguistic output from the students at a time when they should be concentrating on comprehension. Once the table has been completed, it can form the basis of:

- a checking activity – students compare their tables, note and discuss differences
- a reconstruction activity – students give the information in the table in full, in speech or writing.

Error correction
It was once thought that showing students an error reinforced the error, and that students would be even more likely to make that error in the future. We now know that recognizing errors is a vital part of language learning. Rather than reinforcing the error, showing it can serve to highlight the problem much better than any number of explanatory words. Students must be able to recognize errors, principally in their own work, and correct them. For this reason, error recognition and correction activities are occasionally used.
Theme 1

Culture and civilization

- Coming of age
- Festivals
- Fireworks, horses and bulls
- Celebrations
Listening: Coming of age

1.1 Real-time listening: Seijin no hi

Objectives
By the end of this lesson, students should be able to:
• show understanding of common core knowledge about a festival in Japan;
• show understanding of a spoken text containing target vocabulary, grammar and sub-skills from Theme 1;
• use previously learnt sub-skills in order to complete notes in a table.

Methodology notes
1. Religion is touched upon in this section, so you need to be sensitive to students’ different beliefs. In general, we try to avoid this topic in order not to stir up controversy, but in this theme many rituals and festivals are inextricably linked with religion. Note that many rituals are pagan in origin. The phrase the gods mainly refers to more primitive societies who believed in more than one god, e.g., the ancient Greeks and Romans.

2. Coming-of-age rituals and harvest festivals are two of the oldest and most widespread festivities around the world, which is why we have especially focused on these in this theme. You will find a great deal more information on both topics on the internet.

Introduction
Use Exercise A as the introduction.

A Previewing vocabulary
Students discuss the questions in pairs. Elicit ideas.

Answers
Answers depend on the students. Discuss all ideas.

B Activating ideas
Exploit the visual on the right-hand side of the page by asking:
Which country is this? (Japan)
What are the women wearing? (kimono)
What else do you know about Japan? (capital, language and writing, food, etc.)

Ask students to read the instructions.

Transcripts
Presenter: Juri:

Track 1.1
I’m going to talk to you today about a festival in [PAUSE]. The festival is called Seijin no hi, which is spelt S-E-I-J-I-N N-O H-I. The name means ‘the coming of age festival’. It is a very old [PAUSE]. It started at least 800 years [PAUSE].

Coming of age is celebrated all around the [PAUSE]. Coming of age means a child becomes an [PAUSE]. In some countries, it is only for boys or only for [PAUSE]. But in Japan, the festival is for boys and [PAUSE]. In some countries, children come of age at 18 or 16, or even 14, but in Japan, coming of age happens at 20 years [PAUSE].

The festival takes place on the second Monday of January each [PAUSE]. So all boys and girls who become 20 that year can take part in the Seijin no hi.

Coming of age means different things in different [PAUSE]. In some countries, it means you can drive a [PAUSE]. In other countries, it means you can get [PAUSE]. In Japan, it means you can vote … and [PAUSE]!

The day starts with a ceremony in the local town hall. Town halls are local government offices. The ceremony is called Seijin shiki. First, a government official makes a [PAUSE]. Then he gives each boy and girl a small [PAUSE].

Before going to the [PAUSE], the girls put on traditional dresses called kimono. The word is spelt K-I-M-O-N-O. They usually rent the kimono because these special dresses can cost as much...
as a [PAUSE]. The boys used to wear dark kimonos too, but now most of them wear business [PAUSE].

After attending the ceremony, the new adults go to special [PAUSE]. Finally, the young people go [PAUSE]. It is usually very late at [PAUSE]. They went out in the morning as children. They go home as [PAUSE].

Track 1.2

I’m going to talk to you today about a festival in Japan. The festival is called Seijin no hi, which is spelt S-E-I-J-I-N N-O H-I. The name means ‘the coming of age festival’. It is a very old festival. It started at least 800 years ago.

Coming of age is celebrated all around the world. Coming of age means a child becomes an adult. In some countries, it is only for boys or only for girls. But in Japan, the festival is for boys and girls. In some countries, children come of age at 18 or 16, or even 14, but in Japan, coming of age happens at 20 years old.

The festival takes place on the second Monday of January each year. So all boys and girls who become 20 that year can take part in the Seijin no hi.

Coming of age means different things in different countries. In some countries, it means you can drive a car. In other countries, it means you can get married. In Japan, it means you can vote … and smoke!

The day starts with a ceremony in the local town hall. Town halls are local government offices. The ceremony is called Seijin shiki. First, a government official makes a speech. Then he gives each boy and girl a small present.

Before going to the ceremony, the girls put on traditional dresses called kimonos. The word is spelt K-I-M-O-N-O. They usually rent the kimonos because these special dresses can cost as much as a car. The boys used to wear dark kimonos too, but now most of them wear business suits.

After attending the ceremony, the new adults go to special parties. Finally, the young people go home. It is usually very late at night. They went out in the morning as children. They go home as adults.

Making notes

Give students time to read the notes in the table. Explain that using questions is a good way of guiding note-taking. Remind students to listen for key (stressed) words for their notes. Play 1.2 as far as the example, pause and check students understand what to do. Play the rest of the audio. Pause if necessary to give students time to write. Students complete their notes individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

Optional activity

In pairs, students ask and answer the questions about Seijin no hi, preferably with their books closed. Write prompts on the board for students to refer to, e.g.:

Where?
Called?
Who?
When? etc.

Answers

Model answers

<table>
<thead>
<tr>
<th>Where is the festival?</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it called?</td>
<td>Seijin no hi</td>
</tr>
<tr>
<td>Who is it for?</td>
<td>All young people who become 20 years old in that year.</td>
</tr>
<tr>
<td>When is it?</td>
<td>The second Monday of January.</td>
</tr>
<tr>
<td>Why is the occasion important?</td>
<td>Because in Japan after you are 20 you can vote and smoke(!).</td>
</tr>
<tr>
<td>What happens on the day?</td>
<td>There is a ceremony in local town halls. Government officials make speeches and give small presents to the new adults.</td>
</tr>
<tr>
<td>Do the people wear special clothes?</td>
<td>Yes, women wear kimonos. The kimonos are often rented as they can cost as much as a car. The men mostly wear business suits, although a few wear dark kimonos.</td>
</tr>
<tr>
<td>What happens after the ceremony?</td>
<td>The young adults go to special parties.</td>
</tr>
</tbody>
</table>

Methodology note

Students listen to 1.2 a second time here. We do not usually do this for the main sub-skill activity because this is not true to life; you cannot ask a lecturer to repeat the whole lecture a second time if you have not understood it the first time round. However, on this occasion the repetition enables the students to develop another sub-skill of academic listening: taking notes.

Similarly, a lecturer will not always pause in order to give students time to make notes. It is suggested here, but do not pause the recording for too long.
E Understanding spoken definitions
Students discuss the meanings in pairs. Elicit answers. If necessary, replay the relevant section of the audio again.

Answers
1. the coming of age festival
2. a ceremony in the town hall
3. offices of local government
4. traditional Japanese dress

F Identifying words from the stressed syllable
1. Remind students that they must be able to identify words from the stressed syllable because they will often only hear this syllable clearly in the stream of speech.
   Go through the example. Give students time to mark the stress themselves, then check their answers in pairs. Do not give feedback at this point.
2. Go through the example. Play the sentences from g 1.3. Give feedback, getting students to say each word in order and with the correct stress.

Answers
a. ‘government 10
b. ‘celebrated 9
c. ‘ceremony 3
d. ‘festival 1
e. o’official 2
f. a’ttend 6
g. ‘adult 5
h. tra’ditional 8
i. ’present (n) 4
j. ’special 7

Optional activity
Say the words below. Students write each word in the correct column according to the (main) vowel sound.

<table>
<thead>
<tr>
<th>car</th>
<th>talk</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>dark</td>
<td>hall</td>
<td>person</td>
</tr>
<tr>
<td>after</td>
<td>although</td>
<td>girl</td>
</tr>
<tr>
<td>parties</td>
<td>called</td>
<td>first</td>
</tr>
<tr>
<td></td>
<td>small</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>all</td>
<td></td>
</tr>
</tbody>
</table>

Closure
Play 1.3 again, with students following the transcript.

1.2 Learning new listening skills:
Following a sequence of events

Objectives
By the end of this lesson, students should be able to:
- recognize signpost words in a talk in order to follow a sequence of events;
- recognize the vowel sound /u:/;
- discriminate between singular and plural subjects in the present simple tense;
- identify the subject in sentences with before + ~ing and after + ~ing.

Introduction
If you have not done so before, play the audio of Juri’s talk about the Japanese festival from the previous lesson, with students following the transcript.
A Reviewing key words
These are all words from Juri’s talk in Lesson 1.1. Check students understand the task and go over the example. Make sure students realize they will hear the words in context – in a sentence.
Play 1.4. Students complete the task individually, then compare their answers in pairs. Elicit answers. Play the audio once more, if you like.

Transcript and Answers
Presenter: Voice:

1. First of all, I’m going to talk about coming of age in general.
2. People celebrate festivals all over the world.
3. At the start of the ceremony, everyone sings a song.
4. She got a present from her friends.
5. There is always a ritual involved in a festival.
6. We have a big party after the ceremony.
7. Everybody eats a traditional meal.
8. The main event is in the morning.
9. Parents pass rituals on to their children.
10. There is an official dinner in the evening.

B Identifying vowel sounds
1. Students discuss in pairs. Do not elicit answers at this stage.
2. After students have read the Pronunciation Check, elicit the answer: the words all have the sound /u/.
3. Students discuss in pairs. If you like, you can ask students to use dictionaries to check the pronunciation of the words. While students are working, write on the board the words from the second column of the Pronunciation Check (or use flashcards of the words). Point to each word, or show a flashcard, and elicit the correct pronunciation.

Draw students’ attention to – and emphasize – the tip at the end of the Pronunciation Check box about checking the pronunciation of words with these letters.

Answers
1./2. All words have the sound /u/
3. sew /səu/ 
   colleague /’kɒli/ 
   cut /kat/ 
   put /put/ 
   build /bɪld/ 
   about /’aːbəut/ 
   go /gəʊ/ 
   book /bʊk/ 
   does /dəz/ 
   love /lɑːv/ 

C Identifying a new skill (1)
1. Once again, the sentences are all from the talk in the previous lesson. Set the task. Students complete the activity individually, then compare their answers. Do not elicit answers at this stage.
2. Ask different students to read out a section each from Skills Check 1, with the rest of the class following in their books.
Ask a few questions to check understanding, for example:
- How can we introduce a topic? (I’m going to ...)
- What words do we use for a sequence of events? (first, second, then, next, etc.)
- What kind of word follows after and before? (the gerund: ~ing form)

With students’ books closed, elicit the example sentences, and write them on the board. Highlight the signpost words.
Finally, give confirmation of the correct answers from Exercise B1 by reading each completed sentence aloud with students following in their books. Students listen and correct their answers.

Answers

a. I’m going to talk to you today about a festival in Japan.
b. First, a government official makes a speech.
c. Then, he gives small presents to the new adults.
d. Before going to the ceremony, the girls put on traditional dresses.
e. After attending the ceremony, the new adults go to special parties.
f. Finally, the young people go home.

D Recognizing a sequence of events
Give students time to read the information about the USA ceremony. Check the meaning of vocabulary. Elicit ideas for why the girl changes her shoes – but do not confirm or correct answers at this stage. Play 1.5.
Students complete the task individually, then compare their answers in pairs. Elicit correct answers and replay the audio if necessary.
Ask students if they can now explain why the girl changes her shoes; she changes from flat shoes to shoes with high heels. This represents the end of her childhood.
Repeat the procedure for the Korean ceremony; this is a bit more difficult and you may need to play the audio twice.
Give out copies of the transcript and ask students to read and underline the signpost words. This should help the students further understand any answers they got wrong.

Optional activity

In pairs, without looking at the transcript, students each choose one of the coming-of-age ceremonies. Each student then explains the ceremony to their partner.

Answers

**Sweet Sixteen in the USA**

3. changes shoes
4. dances with father
1. lights candles
2. sits in a chair
5. watches a video

**Sung-Nyun-Sik in Korea**

6. bows to the guest
2. changes clothes three times
5. drinks from a special cup
7. is given a new name
3. listens to advice
4. receives good wishes
1. visits the grave of an ancestor
8. receives congratulations

**Transcript**

Presenter: Track 1.5

Voice 1:
Sweet Sixteen is a coming of age ceremony for girls in the United States of America. It is for girls who have reached the age of 16. On the day of the ceremony, first, the girl lights 16 candles. The candles represent 16 important people in her life. Then, she sits in a chair. Her father helps her take off flat shoes and put on shoes with high heels. Next, the father and daughter dance. Finally, everybody watches a video of the girl from babyhood to the present day.

Voice 2:
Sung-Nyun-Sik is a coming of age ceremony for boys in Korea. It is for boys who have reached the age of 20. Before going to the ceremony, the boy visits the grave of one of his ancestors. At the ceremony, the boy changes his clothes three times. After changing his clothes each time, he listens to advice from the guests. After the third time, the guests wish him health, good luck and a long life. Next, the boy drinks from a special cup and bows to the guests. Then, the boy is given a new name. Finally, the boy is congratulated on becoming an adult.

**Identifying a new skill (2)**

In this activity, students practice recognizing the difference between contracted s and plural s. There are a number of ways in which you can do this activity.

After each line has been played from 1.6:

- students shout out (or nominate individuals) singular or plural
- students shout out (or nominate individuals) the subject
- students repeat the sentence (chorally or individually)
- students write the number and write S or P
- students write the complete sentence as a dictation

Finally, use an electronic projection of the sentences and play the audio again.

**Transcript**

Presenter: Track 1.6

Voice:
1. The house is very interesting.
2. The houses are very interesting.
3. The rituals are very strange.
4. The festival is very old.
5. The main event happens in the morning.
6. The parties happen in the evening.
7. The girls sit on the floor.
8. The father dances with his daughter.
9. The mother gives presents to her son.
10. The officials make speeches.
11. The day starts early.
12. The guests watch a video.

Answers


**F Making sentences**

Set for pairwork, then elicit the sentences from the class, preferably using an electronic projection.

Answers

1. The name of the festival is Hogmanay.
2. It is very popular in Scotland.
3. Hogmanay is over 500 years old.
4. It starts on New Year’s Eve.
5. It ends on 1st January or 2nd January.
6. The name ‘Hogmanay’ means ‘New Year’s Gift’.
7. During the festival, people visit the houses of their neighbours and take traditional gifts such as salt and coal.
8. On the evening of 1st January there is a special dinner.
Making questions

Again, set for pairwork, then elicit the questions as a class.

Answers
1. What is the name of the festival?
2. Where is it popular?
3. How old is the festival?
4. When does Hogmanay start?
5. When does the festival end?
6. What does the name ‘Hogmanay’ mean?
7. What do people do during the festival?
8. What happens on the evening of 1st January?

Refer students to Skills Check 2 to check their understanding. See page 12 of the Introduction for ideas on how to exploit the Skills Checks.

Identifying a new skill (3)

Students have not done this type of exercise before, so it will need careful explanation and setting up. Reassure students that on this occasion you will play the audio twice, so they should not worry if they do not get all the answers first time round. Play \(1.7\) and go over the example.

Students listen and complete the rest of the sentences individually. Students compare their answers in pairs.

Play the audio once more. Elicit answers. Give out copies of the transcript or use an electronic projection. If students found the task difficult, play the audio one last time with the students reading the sentences.

Transcript

<table>
<thead>
<tr>
<th>Track 1.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After getting money from the bank, the man goes to the supermarket.</td>
</tr>
<tr>
<td>2. Before leaving home, the woman always turns off all the lights.</td>
</tr>
<tr>
<td>3. After playing football on Wednesday evening, the boy is very tired.</td>
</tr>
<tr>
<td>4. Before going to the ceremony, the girls make special presents.</td>
</tr>
<tr>
<td>5. After making speeches, the officials shake hands with the guests.</td>
</tr>
<tr>
<td>6. After listening to the speech, the students leave the hall.</td>
</tr>
<tr>
<td>7. After checking all the application forms, the manager makes a shortlist.</td>
</tr>
<tr>
<td>8. Before attending the interview, the candidates research the company.</td>
</tr>
<tr>
<td>9. After interviewing all the candidates, the interviewer chose the best one.</td>
</tr>
<tr>
<td>10. After hitting the rain droplets, the light splits into the colours of the rainbow.</td>
</tr>
</tbody>
</table>

Making past participles

Set for individual work and pairwork checking. Elicit the answers quickly as a class.

Answers
1. buy – bought
2. get – got
3. make – made
4. put – put
5. see – saw
6. say – said

Joining sentences with after

Students complete in pairs. Elicit the answers, preferably using an electronic projection.

Answers
1. After they have put on their special clothes, ...
2. After he/she has said hello to the boys and girls, ...
3. After he/she has made a speech, ...

Closure

Write the three countries for the coming of age ceremony texts (from Lessons 1.1 and 1.2) on the board: Japan, USA, Korea.

Ask students to discuss in groups of three what some of the similarities and differences are between the three ceremonies from those countries.
Workbook answers

Listening

Exercise A
Answers depend on students.

Exercise B
1. modern
2. primitive
3. anthropologists
4. celebrated
5. special
6. deaths
7. rituals
8. procedures
9. origins
10. festivals
11. traditional
12. generation

Exercise C
Answers depend on students.

Exercise D

<table>
<thead>
<tr>
<th></th>
<th>birthday</th>
<th>cake</th>
<th>card</th>
<th>celebration</th>
<th>invitation</th>
<th>party</th>
<th>present</th>
<th>congratulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>give</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>go to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>make</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>open</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>receive</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
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<td>send</td>
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<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>take place</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tbody>
</table>
Exercise E

<table>
<thead>
<tr>
<th>Oo</th>
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<tbody>
<tr>
<td>adult</td>
<td>again</td>
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<tr>
<td>after</td>
<td>become</td>
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<tr>
<td>birthday</td>
<td>event</td>
</tr>
<tr>
<td>children</td>
<td>invite</td>
</tr>
<tr>
<td>party</td>
<td>involve</td>
</tr>
<tr>
<td>people</td>
<td>receive</td>
</tr>
<tr>
<td>person</td>
<td></td>
</tr>
<tr>
<td>special</td>
<td></td>
</tr>
<tr>
<td>women</td>
<td></td>
</tr>
</tbody>
</table>

Practice

Exercise A

1./2. a. She gave me a present for my wedding.
   b. We had a big celebration for my 18th birthday.
   c. I made him a chocolate cake for his birthday.
   d. John opened the card and a £20 note fell out.
   e. My mother received lots of flowers and cards in hospital.
   f. Please send my congratulations to your daughter.
   g. The celebrations will take place on March 5th.
   h. Did you go to Mandy's 18th birthday party?
   i. I didn't go because I didn't receive an invitation.

Exercise B

1./2. a. After lighting 16 candles, the girl sits on a chair.
   b. After putting on special dresses, the girls go to the town hall.
   c. After opening all his cards, John opened his presents.
   d. After leaving school at 18, I went to university.
   e. After doing the research for my assignment, I discussed it with my tutor.
   f. After completing the application form, I went for an interview.

3. a. Before sitting on a chair, the girl lights 16 candles.
   b. Before organizing some of his files, he tidied his desk.
   c. Before starting work for a national paper, he worked on a local newspaper.
   d. Before giving the reasons, I will give some examples.
   e. Before starting the essay, organize the information into paragraphs.
   f. Before changing the fuse, switch off the electricity.

Theme 1: Listening
Exercise C

I am going to talk (1) about/for a festival in Malaysia called Hari Raya Aidilfitri. It takes place (2) on/in the first of Shawwal every year. It lasts (3) with/for three days. It is called Hari Raya (4) because/and it is the ‘king of days’. It is the day we give thanks to God for the end of Ramadan.

My family prepares for weeks (5) after/before the festival. My father paints the house and puts money (6) in/the envelopes for the little children. My mother cooks ketupat (7) in/at home.

There (8) are/is lots of different events to celebrate Hari Raya. First, we go to the mosque early (9) on/in the morning. We say prayers (10) to/to the God. (11) After/next that, we all visit my grandmother’s grave. My father always says a prayer. Then, we go to my uncle’s house. (12) There/It is money in colourful envelopes for me and my brothers and sisters.

Exercise D

1./2.

I’m going to talk to you today about a festival in (1) Japan. The festival is called Seijin-no-hi, which means ‘the coming of (2) age’. It is a very old (3) festival. It started at least 800 years (4) ago.

Coming of age is celebrated all around the (5) world. Coming of age means a child becomes an (6) adult. In some countries, it is only for boys or only for (7) girls. But in Japan, the festival is for (8) both. In some countries, children come of age at 18 or 16 or even (9) 14. In Japan, coming of age happens at 20 years (10) old.

Coming of age means different things in different (11) countries. In some countries, it means you can drive a (12) car. In other countries, it means you can get (13) married. In Japan, it means you can vote … and (14) smoke!
### Objectives
By the end of this lesson, students should have:
- shown understanding of common core knowledge – the symbolism and social functions of festivals;
- understood a spoken text containing target vocabulary, grammar and sub-skills from the theme;
- used intonation patterns associated with yes/no questions.

### Methodology note
You may like to familiarize yourself with the pronunciation of the Polish name Noc Swietojanska by listening to Track 1.8 before you give this lesson.

### Introduction
Use Exercise A on this occasion.

### Activating ideas
Go through the examples with the class. Elicit a further example or offer one yourself if you wish. Give students time to think and to note down some dates.
Set the task for pairs or small groups.
Give feedback briefly, taking care not to ask students to describe the festivals in detail, as this might pre-empt the work that students will do in Exercise C3.

### Methodology note
If your students are all from the same country, ask them to decide which are the five most important days in the year for the people of their country. This will almost certainly generate debate.

### Transcript

<table>
<thead>
<tr>
<th>Presenter:</th>
<th>Track 1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice A:</td>
<td>Are there any traditional festivals in your country?</td>
</tr>
<tr>
<td>Voice B:</td>
<td>Yes, we have one in the summer. It's called Noc Swietojanska in Polish. I like it a lot.</td>
</tr>
<tr>
<td>Voice A:</td>
<td>Sorry? Did you say Noc?</td>
</tr>
<tr>
<td>Voice B:</td>
<td>Yes. It means 'night'. Saint John's Night. We celebrate the longest day of the year, and the shortest night. It's on the 23rd of June.</td>
</tr>
<tr>
<td>Voice A:</td>
<td>We celebrate that in my country, too. What do you do exactly?</td>
</tr>
<tr>
<td>Voice B:</td>
<td>Well, people dress in colourful traditional clothes. There is music, dancing and fireworks. The young women make wreaths of flowers with candles on them.</td>
</tr>
<tr>
<td>Voice A:</td>
<td>Sorry? Could you repeat that?</td>
</tr>
<tr>
<td>Voice B:</td>
<td>If a woman is single, she makes a wreath – a ring of flowers. Then she puts the flowers on a lake or river. When a young man finds it, he falls in love with the girl – that's the tradition.</td>
</tr>
<tr>
<td>Voice A:</td>
<td>Ah, OK. Do the men give flowers to the girls?</td>
</tr>
<tr>
<td>Voice B:</td>
<td>No, they don't. In some places, they make a fire and jump over it.</td>
</tr>
<tr>
<td>Voice A:</td>
<td>Why do they do that?</td>
</tr>
<tr>
<td>Voice B:</td>
<td>Because it shows that they are strong and brave.</td>
</tr>
<tr>
<td>Voice A:</td>
<td>How do you prepare for the celebration?</td>
</tr>
<tr>
<td>Voice B:</td>
<td>We make the food during the day, too. The men prepare the music and the lights outside.</td>
</tr>
<tr>
<td>Voice A:</td>
<td>When does it start?</td>
</tr>
</tbody>
</table>

### Studying a model
1. Give students time to read through the conversation silently. Tell them to ignore the text gaps for the moment. Clarify any vocabulary problems.
Refer the class to the first question, Are there any traditional festivals in your country?, and elicit ideas for Speaker A's second question.
Set the task for pairwork.
Give feedback on a few ideas, but do not correct or confirm at this stage.
2. Set the task for individual work and pairwork checking. Tell students they do not need to worry about spelling when writing their answers. Play Track 1.8.
Give time for pairs to check their answers. Monitor and assist. Emphasize once more that spelling is not as important in this task as writing an appropriate question. Play the audio again if you wish.
Place feedback onto a copy of the conversation, preferably using an electronic projection. Make sure you elicit ideas for each text gap from a different pair of students each time. Make sure also that you praise any answers which are perhaps not worded in the exact manner as in the recording, but which are coherent and well formed nonetheless.
Voice B: It starts at about 8 p.m. We dance and talk and eat. The party continues all night – it doesn’t stop until sunrise.
Voice A: Sunrise? Does everybody work the next day?
Voice B: Yes, they do. But they’re very tired!

Intonation is one of the least-covered areas of spoken English in textbooks. (This is mainly because it is not thoroughly understood by linguists, and because teachers worry that they might not produce an accurate model for their students.)

However, since intonation is known to be crucial to meaning in speech, students must be trained to produce it by following general guidelines which are accessible to both them and their teachers.

You should refer to a book on English phonology for information on – and examples of – simple intonation patterns.

Methodology note

Practising a model

Write the words Yes and No on the board. Use arrows to elicit five basic intonation patterns:

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>rise</td>
<td>Yes</td>
</tr>
<tr>
<td>fall</td>
<td>No</td>
</tr>
<tr>
<td>rise-fall</td>
<td>Yes/No</td>
</tr>
<tr>
<td>fall-rise</td>
<td>Yes/No</td>
</tr>
<tr>
<td>level</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

Drill them. Say the words Yes or No with one of the intonation patterns. Students tell you which pattern you used. Elicit the fact that the meaning of Yes or No is different each time.

Ask students – both individually and in pairs – to say the words using the patterns.

Use simple sentences in the same way. Make sure you show that the intonation pattern refers to the main sentence stress, i.e., the most stressed syllable in the sentence.

1. Play the first question from 1.8. Elicit the fact that it has a fall-rise pattern.

Mark this on a copy of the conversation on the board, using an electronic projection.

Follow the same procedure for the other questions.

Elicit the fact that for questions with a Yes/No answer the intonation pattern on the stressed syllable is **fall-rise**. In ‘open’ questions – where the speaker is looking for more information from the listener – the intonation pattern on the stressed syllable is **fall**.

Drill the questions using the recording. Challenge students to copy the intonation of the speaker as closely as they possibly can.

The intonation ‘rule’ in this exercise is in fact only a general guideline, but it is crucial that you train your students to notice and copy such patterns.

2. Ask two able students to demonstrate.

Set the task for pairwork. Remind students to use the correct intonation for the questions as far as possible.

Note: If you wish, students can read the conversation from the Course Book. However, this will simply be a reading aloud task, which students are unlikely to do fluently. Instead, write Speaker A’s questions on the board and tell students that Speaker B can invent his/her part of the conversation based on memory. There is no need for him/her to reproduce the original text exactly.

3. Refer students to the celebrations they mentioned in Exercise A. Ask them to think briefly about the details of one of these events.

Demonstrate the exercise yourself with a more able student, making sure that you ask him or her several questions, so that it is a two-sided conversation and not a description.

Set the task for pairwork. Monitor and assist with vocabulary. Make a note of common errors as you go along.

As feedback, ask volunteers to describe what their partner told them.

Either at this stage, or during the Closure stage, you can go over any general errors that you noticed while monitoring.

Developing critical thinking

Elicit one or two ideas. Set the task for small group work. Monitor and assist as necessary. Again, note common errors or problems.

Give feedback to the class as a whole. As always, encourage all students to contribute their ideas, and encourage students to give reasons for – and examples of – their ideas.

You can possibly elicit the point that there is a difference between the origins of some
festivals (which were probably religious) and their current usage (where religion plays a much smaller part).

Answers
Answers depend on students. Here are some ideas which students will probably try to express. Traditional festivals are important because:
- They celebrate and make social groups stronger.
- They can provide fun and relaxation; an enjoyable event to look forward to.
- They help keep social groups calm and steady; everybody cooperates in organizing and making them a success.
- They are an opportunity to meet others and to socialize.
- They are a way of passing on societal traditions and knowledge to the younger generation.

Students may also express some of the ideas from the Listening section, e.g., that rituals are a way of talking to God.

Optional activity
Show the table below on the board, using an electronic projection. Students must decide what sound the four words in each line have in common.

Do the first one with the class as an example. Then set the task for pairwork.

Place feedback on the board. Drill all the words.

Answers

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/x/</td>
<td>young</td>
<td>love</td>
</tr>
<tr>
<td>2</td>
<td>/æ/</td>
<td>happy</td>
<td>man</td>
</tr>
<tr>
<td>3</td>
<td>/θ/</td>
<td>third</td>
<td>birth</td>
</tr>
<tr>
<td>4</td>
<td>/v/</td>
<td>women</td>
<td>tradition</td>
</tr>
<tr>
<td>5</td>
<td>/z/</td>
<td>sunrise</td>
<td>who’s</td>
</tr>
</tbody>
</table>

Closure
1. Go over any common errors that you noticed while monitoring the discussions in the lesson.
2. Practise the conversation from Exercise B2 as open pairs, changing the pair regularly.
3. Students say the simple sentence Hello, my name’s X, using one of the five basic intonation patterns on their name. The class must say which intonation pattern was used.

Everyday English: The right thing to say

Objectives

By the end of this lesson, students should be able to:
- use fixed expressions in a variety of situations relating to different social rituals.

Introduction
Use Exercise A as a warm-up activity.

A Activating ideas
1. Briefly exploit the pictures and elicit some of the vocabulary, for example, birthday, candles, test, death, tired, happy.
2. Set the task; students discuss in pairs. As feedback, elicit one or two ideas, but do not confirm or correct them yet.

B Studying models
See notes on page 14 in the Introduction to this book for how to exploit Everyday English activities. Remind students that:
- the key words in each conversation are stressed.
- sense groups in each conversation are said together.
1. Play 1.9 for students to complete the exercise.
2. Ask students to practise each conversation in pairs.

Transcript and answers

Presenter: Conversation 1.
Voice A: What’s wrong?
Voice B: Oh, I didn’t get the job.
Voice A: Bad luck. I’m sorry.
Voice B: Thanks.

Presenter: Conversation 2.
Voice A: Hi there! Happy birthday!
Voice B: Oh, thanks!
Voice A: And here’s a card.
Voice B: That’s really nice of you. Thank you!

Presenter: Conversation 3.
Voice A: What’s the matter? Has something happened?
Voice B: Yes. My grandmother has died.
Voice A: Oh, I’m so sorry.
Voice B: Thanks. We were really close.
Theme 1: Speaking

Objectives

Presenter: Conversation 4.
Voice A: Are you tired?
Voice B: Yes, I am. We've just had a new baby.
Voice A: Congratulations! Is it a girl or boy?
Voice B: A boy.

Presenter: Conversation 5.
Voice A: You look a bit stressed.
Voice B: Yes. I've got an important exam tomorrow.
Voice A: Well, good luck. I'm sure you'll be fine.
Voice B: Thanks. I hope so.

Presenter: Conversation 6.
Voice A: I passed my test!
Voice B: Sorry? Which test?
Voice A: My driving test.
Voice B: Well done! That's great!

C Practising a model

Go through the list of situations with the class. Clarify any difficulties in understanding.

Demonstrate the first role play yourself with a more able student. Emphasize that students need only produce short conversations. Remind students to use the correct intonation patterns for the questions.

Set the task for pairwork. Monitor and assist as necessary.

Closure

1. Ask volunteers to perform role plays from Exercise C.

2. With books closed, ask students in pairs to have conversations from Exercise B from memory.

1.4 Learning new speaking skills: Echoing and commenting

By the end of this lesson, students should be able to:

- accurately produce the consonant sounds /t/ and /d/;
- accurately produce the vowel sounds /ʌ/ and /ʌ:/;
- demonstrate understanding of echoing, with a question or comment, to show understanding;
- ask and answer open questions in the present simple with a variety of question words;
- produce present simple negatives;
- apply correct stress in producing open questions and negatives.

Introduction

1. Elicit the subject of the conversation in Lesson 1.3 – the midsummer celebrations in Poland.

2. Read out the part of Speaker B beginning with: Yes, we have one in the summer. It's called Noc Swietojanska in Polish ...

Use gestures and prompts to elicit the questions that Speaker A asked. Do not worry if students cannot remember the questions accurately – this is only a brief activity to remind them of the conversation.

Methodology note

Voicing in consonants is important in English and may present difficulties, especially in word-initial and word-final positions. Both sounds are confused with (or used as a replacement for) th by students. The pronunciation of th is used as a contrast in the exercise. Continue to sensitize students to points of articulation – in this case the hard palate – and to the concept of voicing.

A Saying consonants

1. Go through Pronunciation Check 1 with the class. Clarify any problems.

With the Pronunciation Check box covered, elicit which of /t/ and /d/ is voiced and which unvoiced.

2. Follow the usual procedure here. Demonstrate the exercise yourself.
Saying vowels

1. Give students time to read Pronunciation Check 2 and to discuss any difficulties in pairs.

With the Pronunciation Check covered, elicit the spelling for each of the sounds, with example words, on the board. Drill the example words.

2. Check that students understand the task, then set it for pairwork.

As feedback, elicit some ideas from the class, but do not confirm or correct them at this stage.

3. Play g 1.10. Students in pairs can check their answers before your final feedback. Put feedback onto a copy of the table on the board. Drill all the words. Put students into pairs to practise saying the words. They should correct each other if necessary. Monitor and assist.

**Transcript**

**Presenter:**

**Voice:**

a. club /ʌ/

b. cool /ʊ/  
c. come /ʌ/  
d. two /ʌ/  
e. few /ʌ/

f. useful /u/  
g. rude /æ/  
h. run /ʌ/  
i. colour /ʌ/  
j. cut /ʌ/  

**Answers**

In replies a. and c. the speaker seems to be interested.

Practising a new skill (1)

1. Refer students to the speech bubbles. Elicit the fact that the second speaker echoes and then asks a question. Ask them to think of a statement that the second speaker might have made instead of asking a question.

**Example:**

*At New Year? In my country we eat cakes on Christmas day.*

Set the task for pairwork. Give feedback to the whole class. Accept all reasonable answers. Try to elicit both questions and statements in each case. Play g 1.12. Pause after each sentence and elicit at least one question and one comment.

2. Make sure you ask all students for ideas during the exercise. Use the first sentence as an example – it is very similar to the sentence in the previous exercise so students should respond quickly.

**Optional activity**

Elicit onto the board a sample response for each sentence. Mark it with an arrow indicating the intonation, as in Skills Check 1. Drill each one. Do not worry if students are not completely accurate. They are still at the stage of getting used to working with intonation.

**Answers**

Answers depend on the students.
Identifying a new skill (2)

1. Have the students read Skills Check 2. Elicit ideas.
2. Let students read through the questions, and clarify any vocabulary problems. Set the task for individual work and pairwork checking. Drill the questions.
   **Note:** Pay attention to stress and intonation. In open questions:
   - the question word is usually stressed
   - the auxiliary is unstressed: *do* /dəʊ/ and *does* /dəz/
   - intonation is usually high start, low finish
3. Put students into pairs. Demonstrate the task yourself with a more able student. Encourage students to give informative answers. Set the task, monitor and assist, supplying vocabulary as necessary.

Answers
a. What is the origin of the name of your country?
b. Where do most people live – in the countryside or in the city?
c. When do you eat the biggest meal – at midday or in the evening?
d. Who is the leader of your country?
e. Which days in the year are holidays?
f. How many days a week do children go to school?
g. Why do people enjoy festivals?

Practising a new skill (2)

Set for individual completion and pairwork checking. Elicit example answers, accepting any variations that make sense.

Answers
a. Where were you born?
b. How old are you?
c. Where do you live?
d. What’s your father’s job?
e. How many people live in your house?
f. What’s your favourite colour?
g. What (activities) do you like to do at the weekend?
h. What was your favourite subject at secondary school?
i. What are your career plans?
j. What is your (main) reason for learning English?

Identifying a new skill (3)

Go over the examples in Skills Check 3 with the class. Make sure that they understand that the target is to make negative sentences, and there are no right answers. Set the task for pairwork. Monitor and assist as necessary. Place feedback on the board and, again, drill the sentences, paying special attention to the stress on the negative element and on other main information words.

Answers
Answers depend on students.

Practising a new skill (3)

Set for individual completion and pairwork checking. Elicit answers, preferably using an electronic projection.

Answers
1. I can’t see you at the weekend.
2. You mustn’t drive over 70 mph in the UK.
3. My sister shouldn’t eat so much./My sister should eat less.
4. I won’t tell your teacher./I promise I won’t tell your teacher.
5. The children couldn’t reach the sweets.
6. We can’t come to the phone right now.
7. You shouldn’t miss any lectures.
8. You mustn’t speak in the library.

Closure
Ask students to make negative sentences about themselves using verbs that you write on the board, for example, *like, do, live, work, have, be, play.*

Ask them to make negative sentences about each other using *he/she or they.*
Workbook answers

Speaking

Exercise A

1. Answers depend on students.
2. card, present

Exercise B

<table>
<thead>
<tr>
<th></th>
<th>Oo</th>
<th>oO</th>
<th>Ooo</th>
<th>oOo</th>
<th>ooO</th>
</tr>
</thead>
<tbody>
<tr>
<td>adult</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>celebrate</td>
<td></td>
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<td>✓</td>
<td></td>
</tr>
<tr>
<td>event</td>
<td></td>
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<td>marriage</td>
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<td>✓</td>
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<td>origin</td>
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<td>symbol</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>tradition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Exercise C

1. See transcript on page 114 of the Workbook.
2. culture 2 originally 5
   - lucky 2 birthday 2
   - relative 3 symbol 2
   - birth 1 colourful 3
   - evil 2 card 1

Exercise D

Answers depend on students.
Practice

Exercise A
1./2.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. luck</td>
<td>h original</td>
</tr>
<tr>
<td>b. birth</td>
<td>g name</td>
</tr>
<tr>
<td>c. special</td>
<td>e pass</td>
</tr>
<tr>
<td>d. sign</td>
<td>f adult</td>
</tr>
<tr>
<td>e. card</td>
<td>i each</td>
</tr>
<tr>
<td>f. candle</td>
<td>d die</td>
</tr>
<tr>
<td>g. occasion</td>
<td>b Thursday</td>
</tr>
<tr>
<td>h. symbol</td>
<td>c present</td>
</tr>
<tr>
<td>i. people</td>
<td>a culture</td>
</tr>
</tbody>
</table>

Exercise B
1./2.

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 'colour'</td>
<td>'colourful'</td>
</tr>
<tr>
<td>b. 'culture'</td>
<td>'cultural'</td>
</tr>
<tr>
<td>c. 'death'</td>
<td>'dead'</td>
</tr>
<tr>
<td>d. e'vent'</td>
<td>e'ventful</td>
</tr>
<tr>
<td>e. 'luck'</td>
<td>'lucky'</td>
</tr>
<tr>
<td>f. 'marriage'</td>
<td>'married'</td>
</tr>
<tr>
<td>g. 'origin'</td>
<td>o'reginal</td>
</tr>
<tr>
<td>h. tra'dition</td>
<td>tra'ditional</td>
</tr>
</tbody>
</table>

Exercise C
1. a. Tell me where you live exactly./Tell me exactly where you live.
   b. The party went on for nearly six hours.
   c. I'm not sure about how many people were there. I think there were about 30.
   d. Thanks for inviting me. I really enjoyed myself.
   e. The lesson actually starts at 9.00./Actually, the lesson starts at 9.00.
   f. Originally, the building was a hotel, but now it's a block of flats./The building was originally a hotel, but now it's a block of flats.
   g. I completely agreed/I agreed completely with all the points in the meeting.
   h. Susie and I went to the lecture together.
   i. I think all the guests/the guests all enjoyed the party very much.

2. I think the every guests enjoyed the party very much.

Exercise D
1. This exercise isn't very difficult.
2. We aren't from the same country.
3. You don't need to bring your book to the next lesson.
4. Students can’t bring laptops to the classroom.
5. There isn’t a bus from the station to the university.
6. I don’t send my aunt a birthday card every year.
7. This lecturer doesn’t usually give handouts at the end of the lecture.
8. The student accommodation doesn’t have internet access.

**Exercise E**

1./2.

<table>
<thead>
<tr>
<th></th>
<th>echo</th>
<th>comment/question</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Too big?</td>
<td>Yes, you’re right.</td>
</tr>
<tr>
<td>4</td>
<td>Next month?</td>
<td>That’s quite soon.</td>
</tr>
<tr>
<td>5</td>
<td>Your father?</td>
<td>What kind of car has he got?</td>
</tr>
<tr>
<td>7</td>
<td>You don’t enjoy it?</td>
<td>Why not?</td>
</tr>
<tr>
<td>9</td>
<td>Nervous?</td>
<td>Well, go in your mother’s car instead.</td>
</tr>
<tr>
<td>1</td>
<td>Your 18th birthday?</td>
<td>What did you get?</td>
</tr>
<tr>
<td>2</td>
<td>A car?</td>
<td>I didn’t know you could drive.</td>
</tr>
<tr>
<td>3</td>
<td>You failed?</td>
<td>Oh, I’m sorry.</td>
</tr>
<tr>
<td>6</td>
<td>His new Mercedes?</td>
<td>Wow!</td>
</tr>
</tbody>
</table>

**Extended speaking**

**Exercise A**

1. a. done  some  huge  
b. but  good  bull  
c. food  culture  shoe  
d. luck  cover  look  
e. hut  statue  music  
f. new  colour  cool  
g. just  juice  young  
h. move  would  wood  

2. Answers depend on students.

**Exercise B**

Answers depend on the students, but here are some suggestions:
What’s it called?
Where is it?
How (when) did it start?
Do the people wear special clothes?
Why is the occasion important?
Who is it for?
What happens on the day?

**Exercises C, D and E**

Answers depend on students.
1.5 Vocabulary for reading: Guy Fawkes Night

Objectives

By the end of this lesson, students should have:
- revised target vocabulary from the theme;
- demonstrated understanding of some new vocabulary for this section;
- demonstrated understanding of common core knowledge about a traditional British event; bonfire night.

Introduction

Use Exercise A as the introduction. Alternatively, find out how much students know about bonfire night in the UK.

A Reviewing vocabulary

Set the task. Students complete the activity in pairs, taking it in turns to say each word. The word endings can also be written as a homework activity. Check the understanding of meanings.

Answers
1. festival
2. attend
3. celebrate/celebration
4. ceremony
5. ritual
6. origin/s
7. tradition/al
8. relative
9. culture

B Understanding vocabulary in context

1. Exploit the visuals and pre-teach some of the vocabulary:
   - Houses of Parliament – this is where the British Government meets. The clock tower in the picture is the famous Big Ben.
   - (figure of) Guy Fawkes
   - parade
   - fireworks
   - bonfire

Find out how much students already know about ‘bonfire night’ in the UK.

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

2. Set for individual work and pairwork checking.

Answers
a. compete
b. earlier
c. failure
d. takes place
e. decorate
f. take part
g. dress up
h. lit
i. attracts
j. poster

Optional activity

If students have studied the Listening and Speaking sections of this theme, they should be very familiar with these questions, so a quick revision will be all that is required.

Write these questions on the board:

Elicit a question about the text in Exercise B for each word in the above list, for example:
What is the event called?
What are the origins of the event?
When is bonfire night? Lewes?
What do people do before the fireworks?
What do people do after the fireworks?
What happens after the parade?
What do people wear?
Why do people celebrate bonfire night?
Why is it important?
Who was Guy Fawkes?

Students can then ask and answer the questions in pairs. Monitor and give feedback.

Optional activity

Reading: Fireworks, horses and bulls
Closure
Choose two or three of the questions from the Optional activity. Write them on the board – or say them aloud, if you prefer. Students write answers to the questions.

1.6 Real-time reading: The Palio in Siena

Objectives
By the end of this lesson, students should be able to:
• use co-text and topic sentences to predict information in a text;
• demonstrate understanding of a text by transferring information to a table.

Introduction
Find out how much students already know about Italy. For example:
• capital and famous cities
• language – well-known phrases – ciao, mamma mia, etc.
• food
• football teams
• cars
• the Pope
• fashion
• tourism
• art and architecture – Italy contains about 60 per cent of the world’s art treasures, etc.

Tell students that they are going to learn about the city of Siena – a very beautiful historic place with many Renaissance buildings and art treasures. Siena is located in Tuscany, which contains most of Italy’s art treasures.

Activating ideas
Remind students that before they read a text they should use the illustrations, headings and subheadings to predict the content. Students should do this, then discuss the questions in pairs. Elicit answers.

Methodology notes

1. There are a few Italian phrases in the text. These words do not need to be learnt, of course, but simply understood for the purposes of the lesson. The phrases are:
   – Palio (a traditional competition or race, in this case a horse race)
   – piazza (a town centre square, in this case called Piazza Del Campo)
   – contrada (a kind of club based on an area of a town)

2. The text also refers to the Middle Ages. This is a historical period of about 1,000 years, dating from roughly the 5th century to the 16th century. It is also known as the medieval period.

Predicting content
Students cover the text on page 21. Tell students that the sentences in the left-hand column are topic sentences. Revise the meaning of the word flag. Ask students to discuss in pairs what kind of information might follow each topic sentence. Elicit a few ideas.

Set the task. Students complete the activity individually, then compare their answers in pairs. Then students uncover the text and quickly check their ideas. Set a time limit of one minute. Do not deal with vocabulary issues yet. Students can deal with any new words in Exercise C, when they have the full context.

Answers
See table over.
1. Siena was once an important centre for banking and for art.

2. Siena is best known today for a horse race.

3. For three days before the event, flags fly from houses and shops.

4. On the day of the event, the young men and women of the city dress up in colourful costumes from the Middle Ages.

5. Finally, at exactly 7.30 p.m., the race begins.

<table>
<thead>
<tr>
<th>Methodology note</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to design and draw a table in order to organize information and notes is an important skill. In Progressive Skills Level 1, tables were usually provided for the students. Now we are encouraging students to be more independent and design their own simple tables.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D Transferring information</th>
</tr>
</thead>
<tbody>
<tr>
<td>If necessary, elicit ideas for drawing the table. For example:</td>
</tr>
<tr>
<td>• How many columns will they need?</td>
</tr>
<tr>
<td>• What headings will be in the first column?</td>
</tr>
<tr>
<td>• What about the second column?</td>
</tr>
<tr>
<td>Set the task for individual completion. Go around and give help where necessary. Elicit answers, preferably using an electronic projection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What? Palio = horse race</td>
</tr>
<tr>
<td>Where? Siena, C. Italy – Piazza del Campo</td>
</tr>
<tr>
<td>When? 2nd July and 16th August</td>
</tr>
<tr>
<td>What time? 7.30 p.m.</td>
</tr>
</tbody>
</table>

C Understanding a text

Ask students to read the questions first, then find the answers in the text. Students should make notes of their answers. Students compare their answers in pairs. Elicit answers and check the meanings of new vocabulary and words from the word list, e.g., dress up, recover, parade, flag throwing, winning, the Black Death, last (v).

Answers
1. in central Italy
2. a horse race
3. nearly 3,000 years ago
4. on 2nd July and 16th August
5. costumes from the Middle Ages
6. at 7.30 p.m.
7. in the Piazza del Campo/main piazza or square
8. ten
9. 90 seconds
10. 7.31 and a half p.m., presumably

D Closure

Students close their books. Write the following numbers on the board. Elicit what each number refers to in the text.
• 56,000 (population of Siena)
• 120 (kilometres from Florence)
• 200 (kilometres from Rome)
• 1348 (date of the Black Death)
• 3,000 (the age of the race and Siena)
• 2nd (date in July)
• 16th (date in August)
• 17 (the number of contradas)
• 10 (the number of horses – and riders – in the race)
• 7.30 (the time the race starts)
• 90 (the time the race lasts for)

Finally, you can remind students that they have now heard about fireworks and horses. In Lesson 1.8, they will learn about bulls. (It does not matter if students do not know what bulls are yet!)
1.7 Learning new reading skills: finding information quickly; predicting content using prepositions

Objectives

By the end of this lesson, students should be able to:

- use proper nouns to scan a text;
- use prepositions to predict the next word in a sentence;
- pick out the extra information in sentences with a SVO or SVC pattern;
- identify the different parts of speech in sentences with a SVO or SVC pattern.

Introduction

Students reread the text about the Palio in Siena on page 21.

A Reviewing vocabulary

Exploit the visual:

What are they wearing? (costumes from the Middle Ages)
Where are they? (possibly in Siena or another Italian town)

Set the task. Point out that students may not be able to be accurate, but they should be able to get a general idea of the meaning of the underlined words. Students discuss in pairs. Elicit answers.

Answers

1. a disease
2. became important again
3. areas
4. a period in history
5. something to watch
6. riders

B Identifying a new skill (1)

1. Students read Skills Check 1. Elicit answers and check the meaning of proper nouns.
2. Set the task, giving a time limit of 30 seconds only. You could ask students to say how many capitalized phrases there are, rather than proper nouns, as each phrase has one referent, e.g., the Black Death = one phrase. When the time limit is up, ask students how many words and phrases they have underlined. Ask the student with the highest number to read out all his/her words. The rest of the class listen and say if any have been missed out.

Optional activity

Repeat Exercise B2 with a different text, for example the one about India on page 38.

Each phrase has one referent so, e.g., New Delhi = one phrase.

Answers

There are 16 words or phrases with capital letters.
In total there are 19 capitals in proper nouns.

1: The Palio in Siena

Siena is a city of around 56,000 people. It is situated in central Italy. 120 kilometres south of Florence and 200 kilometres northeast of Rome. It is built on a high hilltop.

Siena was once an important centre for banking and for art. The Black Death of 1348, however, killed thousands of people. In some ways, the city never recovered.

Siena is best known today for a horse race. It is as old as Siena, in other words, nearly 3,000 years old. It takes place on 2nd July and 16th August each year. The race is called the Palio. It is famous throughout the world. Thousands of visitors come to the city every year just to see it.

For three days before the event, flags fly from houses and shops. The flags belong to 17 contradas, or areas of the city. Young men from ten of the contradas take part in each race.

On the day of the event, the young men and women of the city dress up in colourful costumes from the Middle Ages. First, in the morning, they walk around the streets, looking like actors from a Shakespeare play. Then, in the late afternoon, there is a parade in the Piazza del Campo. This is the main square in the centre of the city. After that, there is an exhibition of flag throwing, with lots of drumming.

Finally, at exactly 7.30 p.m., the race begins. It only lasts 90 seconds. In that time, the horses and jockeys race three times around the piazza. After the race, the men and women from the winning contrada carry their flags through the city. Then there are special dinners in each contrada. The most special, of course, is in the restaurants of the winning contrada.
Methodology note

Some of the verbs in Exercise C can be described as phrasal or prepositional verbs; for example, put on, dress up (in), take part in. However, this does not really matter since the key thing for students to understand is the type of information that follows. There is a big difference between the sort of information which will follow, for example, put on (e.g., a dress) and the sort of information that would follow put off (e.g., an event).

C Identifying a new skill (2)

1. Give students time to study Skills Check 2, then elicit the answers to the questions.
2. Students discuss in pairs, then elicit ideas. Answers depend on the students but some ideas are given below.
3. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers
1. A verb or a noun can go in front of a preposition. A noun goes after a preposition, or an adjective + noun.

2. /3.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The girls put on...</td>
<td>some kind of clothes.</td>
<td>silver tiaras.</td>
</tr>
<tr>
<td>b. The people dress up in...</td>
<td>some kind of special clothes.</td>
<td>medieval costumes.</td>
</tr>
<tr>
<td>c. The town has a population of...</td>
<td>a number (of people).</td>
<td>50,000.</td>
</tr>
<tr>
<td>d. The people take part in...</td>
<td>some kind of performance.</td>
<td>an opera.</td>
</tr>
<tr>
<td>e. The doll looks like...</td>
<td>a person/an animal.</td>
<td>The President.</td>
</tr>
<tr>
<td>f. The young people of...</td>
<td>a particular town or area.</td>
<td>the neighbourhood.</td>
</tr>
<tr>
<td>g. I went to an exhibition of...</td>
<td>some kind of art.</td>
<td>modern sculpture</td>
</tr>
<tr>
<td>h. The car reached speeds of...</td>
<td>number + kph/mph.</td>
<td>160 kph.</td>
</tr>
<tr>
<td>i. The people give thanks to...</td>
<td>God/a particular god.</td>
<td>Krishna.</td>
</tr>
</tbody>
</table>

Methodology note

It is essential that students learn to find the object or complement of a sentence in academic English in order to understand a text. The object/complement of sentences can become ‘buried’ or ‘hidden’ in academic texts because:

- the sentences are often very long;
- many clauses and pieces of extra information are added to the basic SVO or SVC sentence.

These activities help to address this problem in a simple way, in order to get students used to the idea of looking for the subject of a sentence.

D Identifying a new skill (3)

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers
See table over.

Optional activity

Refer students to the text about the Palio in Siena on page 21. Get them to find the parts of the sentence, as shown in the table on the following page. Remind them that there are often phrases before the subject – we looked at this earlier in the theme.

E Practising a new skill

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

Answers
1. posters
2. a traditional event
3. the Houses of Parliament
4. Lewes
5. five bonfire societies
6. a figure
7. carts
8. Guy Fawkes
9. big parade
10. flags
### Objectives

By the end of this lesson, students should be able to:

- use the new reading sub-skills, vocabulary and grammar from the theme in order to make notes on a text;
- demonstrate understanding of common core knowledge about a traditional event.

### Introduction

Ask students the research questions about the Palio in Siena (see Lesson 1.6, Exercise C). For preference, write the questions on the board in full or in prompt form. They can then be referred to throughout this lesson, in order to help students with their notes for the text about bull racing in Bali. Also, students can then ask and answer the questions in pairs.

### Reviewing vocabulary

Note that all the words in this exercise appear in the text for this lesson.

Check students understand the task. Students complete the exercise individually, then compare their answers in pairs. Write the correct answers on the board so that students can correct their own work.

### Answers

1. island
2. coast
3. population
4. agricultural
5. capital
6. attract
7. visitor
8. event
9. harvest
10. decorate

### Closure

Discuss the similarities and differences between Siena and Venice. For example:

- **Location** – Siena is on a hill in central Italy, Venice is on the sea in Northern Italy.
- **Size** – Venice is much bigger.
- **Races** – Siena has a horse race, Venice has a boat race.
- **Areas of city** – There are races for people from the different areas of the cities *(contradas)*.
- **Food** – There is a big dinner after each race in both cities.
- **People** – In Siena the race is only for men; in Venice there are races for women and children too.

### Table: Structure of sentences

<table>
<thead>
<tr>
<th>extra information before the subject</th>
<th>subject</th>
<th>verb</th>
<th>complement</th>
<th>extra information about the complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Venice</td>
<td>/is</td>
<td>a city</td>
<td>/ of around 300,000 people.</td>
</tr>
<tr>
<td>2.</td>
<td>Venice</td>
<td>/was (once)</td>
<td>an important centre</td>
<td>/ for trade.</td>
</tr>
<tr>
<td>3. Every year in September,</td>
<td>/there</td>
<td>/are</td>
<td>boat races</td>
<td>/ in the city.</td>
</tr>
<tr>
<td>4. For many days before the event,</td>
<td>/people</td>
<td>/fly</td>
<td>flags</td>
<td>/ from their houses.</td>
</tr>
<tr>
<td>5. On the day,</td>
<td>/there</td>
<td>/is</td>
<td>a parade</td>
<td>/ along the Grand Canal.</td>
</tr>
<tr>
<td>6.</td>
<td>The first race</td>
<td>/is</td>
<td>for children</td>
<td>/ from different areas of the city.</td>
</tr>
<tr>
<td>7. Then,</td>
<td>/there</td>
<td>/are</td>
<td>races</td>
<td>/ for men and women from the areas.</td>
</tr>
<tr>
<td>8. After the races,</td>
<td>/there</td>
<td>/are</td>
<td>big dinners</td>
<td>/ in each of the areas.</td>
</tr>
</tbody>
</table>
**Methodology note**

Remind students once more of the research questions they read in Lesson 1.6, Exercise C. Similar questions for this text will help them organize their notes. Research questions were also fully practised in Lesson 1.1 of this theme. If students have not studied this Listening lesson, or are having difficulties, you can write prompts on the board to help them. See also the suggestion for less able students below.

**Understanding a text**

1. Students prepare to read the text – they should immediately know what to do now (they should look at the illustrations, the title and the first paragraph). Ask some research questions, e.g.:  
   *Where does the event take place?* (Negara, Bali)  
   *Where is Bali?* (Indonesia)  
   *What type of event is it?* (traditional – bull racing)

2. Check students understand the task. Point out that some notes can be written immediately because of the ‘prepare to read’ activity which they have just done.

   Students complete their notes individually. Monitor and give help where necessary. Students should try to write as many notes as they can without worrying too much about new vocabulary at this stage – this will be covered in Exercise C.

   Elicit answers, preferably using an electronic projection to show them on the board.

   **For less able classes:**

   Ask: *What information does a tourist want to know about a traditional event?*

   Ask students to make a list of questions.

**Example:**

<table>
<thead>
<tr>
<th>Research questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where does the event take place?</td>
<td>Bali – island in Indonesia</td>
</tr>
<tr>
<td>2. What is it called?</td>
<td>Bull racing</td>
</tr>
<tr>
<td>3. When does it take place?</td>
<td>Every 2 weeks, Sept and Oct</td>
</tr>
<tr>
<td>4. When did the event first begin?</td>
<td>About 100 yrs ago</td>
</tr>
<tr>
<td>5. What does the event celebrate?</td>
<td>Harvest</td>
</tr>
<tr>
<td>6. How do people prepare?</td>
<td>Decorate cart, connect bulls</td>
</tr>
<tr>
<td></td>
<td>together, tie pairs to chariots</td>
</tr>
<tr>
<td>7. Do people wear special clothes?</td>
<td>Not clear in the text</td>
</tr>
<tr>
<td>8. What happens on the day?</td>
<td>Race downhill for 2 km</td>
</tr>
<tr>
<td>9. What happens after the event?</td>
<td>No real information except there is no obvious winner because the bulls don’t run at the same time</td>
</tr>
</tbody>
</table>
C Understanding new words in context
Remind students how to deal with new words and work out the part of speech. Check students understand the task and explain that students only need to have a rough meaning, not an exact one. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>coconut</td>
<td>n kind of fruit</td>
</tr>
<tr>
<td>2</td>
<td>buffalo</td>
<td>n kind of animal/bull</td>
</tr>
<tr>
<td>3</td>
<td>chariot</td>
<td>n kind of cart</td>
</tr>
<tr>
<td>4</td>
<td>ribbon</td>
<td>n something to decorate with</td>
</tr>
<tr>
<td>5</td>
<td>connect</td>
<td>v put together</td>
</tr>
<tr>
<td>6</td>
<td>mount</td>
<td>v get on</td>
</tr>
<tr>
<td>7</td>
<td>tail</td>
<td>n part of an animal</td>
</tr>
<tr>
<td>8</td>
<td>steer</td>
<td>v move in the correct direction</td>
</tr>
<tr>
<td>9</td>
<td>peculiar</td>
<td>adj strange</td>
</tr>
<tr>
<td>10</td>
<td>spectator</td>
<td>n person watching</td>
</tr>
</tbody>
</table>

D Developing critical thinking
Check students understand the task. Students must give reasons, for example:

Young children might not enjoy the event because bulls are frightening.

You could extend the activity by asking students to match the tourist types with the other events from the Reading section:

- bonfire night
- the Palio in Siena
- the boat race in Venice

You could also add to the types of tourist:

- a single man or woman
- a honeymoon couple
- a group of schoolchildren

Closure
Ask students which of the events they would most like to go to and why.


Objectives
By the end of this lesson, students should have:
- reviewed core knowledge in the areas of culture and civilization;
- recycled the vocabulary and grammar from the Listening, Speaking and Reading sections.

Introduction
Tell students they are going to do a Knowledge quiz on this theme so far. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the theme.

Quiz
All students’ books should now be closed!

Divide the class into two teams, A and B. Tell Team A to answer all the odd-numbered questions, 1, 3, 5, etc., and Team B to answer all the even numbers, 2, 4, 6, etc.

When you give feedback, give one point to each team for a correct answer. If a team gives an incorrect answer, the other team can then have a go. If they get it correct, they get two bonus points. Keep a running score on the board for each team.
Answers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who studies societies in the past and primitive societies?</td>
<td>anthropologists</td>
<td></td>
</tr>
<tr>
<td>2. Who tried to destroy the British parliament in 1605?</td>
<td>Guy Fawkes</td>
<td></td>
</tr>
<tr>
<td>3. Where do people celebrate Seijin no hi?</td>
<td>Japan</td>
<td></td>
</tr>
<tr>
<td>4. What is a harvest?</td>
<td>cutting crops like wheat</td>
<td></td>
</tr>
<tr>
<td>5. What are rituals?</td>
<td>things you do to attract the attention of God or the gods</td>
<td></td>
</tr>
<tr>
<td>6. What is a wreath?</td>
<td>a ring of flowers or leaves</td>
<td></td>
</tr>
<tr>
<td>7. What are buffalo?</td>
<td>a kind of bull</td>
<td></td>
</tr>
<tr>
<td>8. What was the Black Death?</td>
<td>a terrible disease mainly in the Middle Ages</td>
<td></td>
</tr>
<tr>
<td>9. What is a statue?</td>
<td>a large figure of a person</td>
<td></td>
</tr>
<tr>
<td>10. What are Seijin no hi and Sweet Sixteen examples of?</td>
<td>coming of age rituals</td>
<td></td>
</tr>
<tr>
<td>11. What do the candles on a birthday cake represent?</td>
<td>time or good spirits</td>
<td></td>
</tr>
<tr>
<td>12. When do girls come of age in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Japan and Korea?</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>b. The USA?</td>
<td>16</td>
</tr>
<tr>
<td>13. When were the Middle Ages?</td>
<td>roughly 5th century to 16th century</td>
<td></td>
</tr>
<tr>
<td>14. Where is Bali?</td>
<td>Indonesia</td>
<td></td>
</tr>
<tr>
<td>15. Where do people celebrate Saint John's Night?</td>
<td>Poland</td>
<td></td>
</tr>
<tr>
<td>16. Where do people celebrate Sun-Nyun-Sik?</td>
<td>Korea</td>
<td></td>
</tr>
<tr>
<td>17. Where does the Palio take place?</td>
<td>Siena in Italy</td>
<td></td>
</tr>
<tr>
<td>18. When is Hogmany celebrated?</td>
<td>New Year’s Eve – 1st or 2nd of January</td>
<td></td>
</tr>
<tr>
<td>19. How long does the Palio race last?</td>
<td>90 seconds</td>
<td></td>
</tr>
<tr>
<td>20. How do people decorate the Negara chariots?</td>
<td>with flags and ribbons</td>
<td></td>
</tr>
</tbody>
</table>

Closure
Tell students to learn the information for any of the answers they got wrong in class.
Workbook answers

Reading

**Exercise A**

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. attraction</td>
<td>attract</td>
</tr>
<tr>
<td>b. competition</td>
<td>compete</td>
</tr>
<tr>
<td>c. connection</td>
<td>connect</td>
</tr>
<tr>
<td>d. decoration</td>
<td>decorate</td>
</tr>
<tr>
<td>e. exhibition</td>
<td>exhibit</td>
</tr>
<tr>
<td>f. congratulations</td>
<td>congratulate</td>
</tr>
<tr>
<td>g. recovery</td>
<td>recover</td>
</tr>
<tr>
<td>h. marriage</td>
<td>marry</td>
</tr>
<tr>
<td>i. procedure</td>
<td>proceed</td>
</tr>
</tbody>
</table>

**Exercise B**

1. | verb | preposition |
---|------|-------------|
| a. Would you **like** to come to a party on Saturday? | ✔ | |
| b. What's your flat **like**? | ✔ | |
| c. Do you **like** vegetarian food? | ✔ | |
| d. Do you look **like** your mother or your father? | ✔ | |
| e. How do you **like** your coffee? | ✔ | |
| f. Who does your favourite singer sound **like**? | ✔ | |
| g. What did your first day at university feel **like**? | ✔ | |
| h. Can you play music as loud as you **like** in your room? | ✔ | |
| i. Is your mobile phone still **like** new? | ✔ | |

2. Answers depend on students.
Exercise C

<table>
<thead>
<tr>
<th>The town</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>name</strong></td>
<td>Siena</td>
<td>Negara</td>
</tr>
<tr>
<td><strong>country</strong></td>
<td>Italy</td>
<td>Bali</td>
</tr>
<tr>
<td><strong>location</strong></td>
<td>south of Florence</td>
<td>western coast</td>
</tr>
<tr>
<td><strong>distance from capital</strong></td>
<td>200 kms</td>
<td>50 kms</td>
</tr>
<tr>
<td><strong>population</strong></td>
<td>56,000</td>
<td>34,000</td>
</tr>
<tr>
<td><strong>industry</strong></td>
<td>banking/art</td>
<td>agriculture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The festival</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>name</strong></td>
<td>the Palio</td>
<td>none</td>
</tr>
<tr>
<td><strong>type</strong></td>
<td>horse race</td>
<td>bull race</td>
</tr>
<tr>
<td><strong>age</strong></td>
<td>3,000 years</td>
<td>100 years</td>
</tr>
<tr>
<td><strong>date</strong></td>
<td>2nd July</td>
<td>every 2 weeks</td>
</tr>
<tr>
<td>16th August</td>
<td>Sept–Oct</td>
<td></td>
</tr>
<tr>
<td><strong>equipment</strong></td>
<td>none</td>
<td>a chariot</td>
</tr>
<tr>
<td><strong>number of jockeys</strong></td>
<td>ten</td>
<td>40</td>
</tr>
<tr>
<td><strong>distance</strong></td>
<td>3 times around the piazza</td>
<td>2 kms</td>
</tr>
<tr>
<td><strong>speed</strong></td>
<td></td>
<td>50 kph</td>
</tr>
<tr>
<td><strong>time</strong></td>
<td>7.30 p.m. / 90 seconds</td>
<td>–</td>
</tr>
</tbody>
</table>

Exercise D

The traditional events in Siena and Negara are very similar in some ways. They are both races and they both use (1) animals. Both events are very colourful and (2) exciting. But some people say they are similar in another way. They say these events are (3) cruel to the animals.

However, there are also quite a lot of differences. In the Palio, the race is short and (4) fast and uses only ten horses and (5) riders. In this small space in the centre of the town, the horses sometimes reach (6) 65 kph. The whole race only takes (7) 90 seconds. The Negara race is slower and longer. The race takes place on a track in a (8) rice field. The bulls often reach (9) 50 kph. In the Negara bull race, each jockey has two bulls and (10) a cart. In Siena, of course, each jockey can only ride one (11) horse at a time!

Perhaps the biggest difference is the price of the tickets. In Siena, a ticket for a good seat for the main race costs about (12) £180. And in Negara? Well, a ticket there only costs about (13) 5p or £0.05.
1.9 Vocabulary for writing: Fasting

Objectives

By the end of this lesson, students should be able to:

• correct spelling of previously learnt vocabulary;
• demonstrate understanding of target vocabulary from the theme;
• demonstrate understanding of common core knowledge about the ritual of fasting.

Introduction

Use Exercise A as the introduction.

A Reviewing vocabulary

Set the task. Students complete the activity individually, then compare their answers in pairs. Point out that the mistake might be an extra letter, a wrong letter or a missing letter. Write the correct answers on the board so that students can correct their own work. Check understanding of the vocabulary; much of it is used throughout this section. One way you could do this is to ask students to look back through the previous sections of this theme and find an example sentence for each word. (Allocate different words to different students so that students do not have to find all ten words. This will save time.)

Answers

1. ceremony
2. costume
3. decorate
4. exhibition
5. influence
6. occasion
7. procedure
8. ritual
9. traditional
10. visitor

B Building vocabulary and knowledge

Ask students how much they know about Ramadan.

C Using fixed and semi-fixed phrases

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Check/revise meanings of some of the other vocabulary in the text (much of it has appeared in previous lessons), for example: major, religion, follower, tradition.

Answers

See Exercise C.

Methodology note

Throughout the course, students are taught many fixed and semi-fixed phrases.

In the next exercise, some of the expressions are fully fixed. If students can learn to use them correctly, they do not need to worry about the internal grammar of the phrase, i.e.: on the one hand on the other hand ancient and modern at certain times of the year for a period of time

The other phrases are semi-fixed. In other words, there is a fixed element and a variable element, i.e.: According to ... (someone/something) During a period called ... (name) During the X of Y ...
Fasting has two main purposes. Firstly, it happens before an important event. For example, in some cultures, a child must fast before the coming of age ritual. In other cultures, fasting happens before a hunt or a battle in a war. Secondly, it is often connected with religious cleaning of the body. According to many religions, a person is closer to God after fasting.

There are two well-known periods of fasting. The Islamic tradition of fasting is still practised throughout the Muslim world during the holy month of Ramadan. On the other hand, the Christian tradition of fasting during a period called Lent has largely died out.

**Closure**

Dictate ten words, or briefly show ten words on flashcards for students to write down.

---

**1.10 Real-time writing: Eid al-Fitr**

**Objectives**

By the end of this lesson, students should:

- know more about the festival of Eid al-Fitr;
- be able to organize notes in a spidergram;
- demonstrate understanding of the discourse structure of a text about a festival;
- have attempted to complete a text about a festival using target language from the theme.

**Introduction**

Revise the information students learnt about fasting from the previous lesson.

Exploit the visuals. Point out that in this lesson students are going to write about the Eid al-Fitr festival. Refer students to the assignment at the bottom of the right-hand column. You might like to say at this stage that not all of these events happen at Eid al-Fitr in all Muslim countries, but fireworks and prayers at the graves of ancestors are common in some countries.

**Methodology note**

If you have a large number of Muslim students, you can miss out Exercise C. Students can complete the spidergram from their own knowledge. Give feedback, building up a model spidergram on the board.

**Activating ideas**

Students look at the spidergram. Ask: What is the name of the festival? (Eid al-Fitr)

Students discuss the questions in pairs. Elicit answers.

**Answers**

1. Three sections.
2. Because there are two possible origins – you may well have to explain this.
3. See Exercise C.

**Methodology note**

Note that there are two origins here (in Texts 2 and 3) as this accords with a common experience of research on the internet, and sets up the contrast which is common in academic texts – Some people believe/Other people say ...
C  Gathering information
Divide the class into four groups and name them from A–D. Refer them to their texts.
Make sure students know where their section is and what to do – they should add the information from their section to the spidergram.

Optional activity
Photocopy the four texts and put them up on the wall in four different parts of the classroom. One student from each group can go to the wall as many times as they want (or set a maximum) and bring back information – but they cannot take notes or bring back the text.
Monitor while the groups are working and give help where necessary. Explain the abbreviation CE = Common Era (another way of saying AD, which means Anno Domini = Year of Our Lord).
Redivide the class into groups of four, making sure you have one student from each of the original groups. Students exchange information and add it to the spidergram so that all four sections are now complete. Monitor and give help where necessary.

Make sure students have corrected their spidergram notes before you set Exercise D. The final writing activity is not likely to be successful unless students are working from accurate notes.

D  Describing a festival
1. Set the individual reading.
2. Have students work in pairs to agree on the topic sentence. Check the answer as a class.
3. Use this activity to generate discussion, either in small groups or as a class. Elicit extra sentences, putting them up on an electronic projection and agreeing the wording as a class.

Answers
2. The first sentence is the topic sentence in this paragraph.
3. Answers depend on students.
1.11 Learning new writing skills: Spelling vowel sounds; using fixed phrases to compare events and ideas using time prepositions

Objectives

By the end of this lesson, students should:
- have demonstrated understanding that one vowel, or pair of vowels, can have different sounds;
- be able to use fixed phrases in order to compare events;
- use prepositions of time more accurately;
- use some fixed time phrases more accurately;
- demonstrate understanding of rules for using prepositions of time.

Introduction

Dictate two or three sentences from the essay about Eid al-Fitr from the previous lesson.

A Developing vocabulary

1. Make sure students do not read Skills Check 1 yet. Set the task. Students complete the activity individually, then compare their answers. Monitor and give help if necessary. Do not elicit answers – the idea is that students should check their own answers at the end of the activity.
2. Repeat the procedure for the missing vowels.
3. Students use Skills Check 1 to correct their own answers. Once students have finished, go over any spellings or sounds they had difficulty with.

Use flashcards to check sight–sound relationships of the words in Exercise A.

Answers

1. a. happen last says want
   b. prepare special new they
   c. give festival like third
   d. money clothes holiday women
   e. buy put up use

B Using time prepositions

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

Optional activity

Students can do the activity orally, either before or after they complete it in writing. If doing the activity after writing it, only one student can have the book open.

Divide the class into pairs and set the task as follows:
S1 (book open): 1890
S2 (book closed): in
S1: Yes, that’s right.
S1: 4.00 p.m.
S2: in
S1: I don’t think so.
S2: at?
S1: Yes, that’s right.

Answers

1. in 1890
2. at 4.00 p.m.
3. in April
4. from April to June
5. at Eid
6. for five days
7. for many years
8. on 10th March
9. on National Day
10. at night
11. from morning to night

Methodology note

Exercise B is an extremely mechanistic exercise, but deliberately so. At this level, students must not be struggling to use these everyday time expressions in their writing. They must know them automatically. There is still a place in the ELT classroom for a small amount of behaviourist language learning for knowledge of this kind.
12. at sunset
13. on the day of the event
14. in the evening
15. at the moment
16. 10.00 a.m. to 12 noon

C Using fixed phrases of time
Check students understand the task and the fact that on this occasion this is not a real festival. Go over the exercise orally with the class so that students understand they can say anything that fits grammatically/semantically. Then students complete the task individually. Monitor and give help where necessary.

Answers
Answers depend on students.

D Identifying a new skill
Check understanding of the meaning of fixed phrases; give examples such as: last week, at the moment, in the morning, have a nice day, etc.
Focus students’ attention on Skills Check 3 and the title: Comparing events and ideas.
Check understanding. Ask a student to read the information aloud with the rest of the class following in their books. Check understanding.
Ask different students to read out a pair of fixed phrases each. With more able classes, you can ask them to cover the phrases in Skills Check 3 when you set the task.
Students complete the task individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Highlight the kind of word that follows fixed phrases with some and other (plurals). Elicit more examples of plural words that can follow and write them on the board: some/other + plural (people, countries, places, towns, adults, teenagers, young people, tourists, festivals, etc.)

Answers
New Year's Day
At one time, New Year's Day was celebrated on 15th March in Europe. Nowadays, it is celebrated on 1st January. Some people believe that it is lucky to clean the house on New Year’s Day.
Other people say that you should eat a particular kind of food to get good luck for the year. In some countries, people spend the day with their relatives. Before the day, in the UK people send cards. On the day, there are football matches and a big parade through the centre of London.

E Practising a new skill
Check students understand the task. Students should probably write their answers in a notebook or on a piece of paper. Students can write about one event, or they can write about a different event for each pair of sentences. They can change the first sentence to In my ... town/city/house/street/group of friends, etc.
Elicit some ideas for completing the first sentence or two and write them on the board, for example:
In my family, we eat fish on Christmas day.
In other countries, they eat turkey.
In my town, there is a big firework display for National Day.
In other towns, they have fireworks and a parade.
Students complete the task individually. Monitor and give help where necessary, making a note of common errors. When most students have finished the task, give feedback on the errors you noted.

Answers
Answers depend on students.

Closure
Write some fixed phrases of time on the board and ask students to complete them with true information. This can be done orally, in writing, or set for homework.

• During August I ... went on holiday to Spain/worked in a beach café/stayed at my parents’ house.
• For two years I ... studied computer science/lived in London/went to the gym every day.
• On New Year’s Day I ... got up at 3.00 in the afternoon/went for a long walk/saw my friends.

1.12 Applying new writing skills: Thanksgiving

Objectives
By the end of this lesson, students should be able to:
• organize research notes about the festival of Thanksgiving;
• use target vocabulary, language and discourse structure from the theme to produce a text;
• write about the origins and sequence of events at a traditional festival.

Introduction
Exploit the visuals and elicit some of the concepts for Thanksgiving and target vocabulary for the lesson:
– Top: Origins – Native Americans sharing food from harvest with the native American Indians who helped them survive their first year.
– Left: Thanksgiving parade, lorry, balloons.
– Right: Thanksgiving dinner, turkey, pumpkin pie.

Find out anything else students may know about Thanksgiving in the USA or Canada.

A Reviewing vocabulary and grammar
All these sentences will be required for the writing activity later on.

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers
1. The festival was first celebrated hundreds of years ago.
2. The festival takes place on the first Monday of June.
3. The festival lasts one day.
4. According to tradition, the event was originally a harvest festival.
5. Some people say/believe that the festival started in the sixteenth century.

6. Other people say that it began in the sixteenth century.
7. Special sports events are held on the day.
8. In the evening, there is a big dinner for all the family.
9. Before starting the meal, the family say prayers.
10. Everyone gives thanks for something, for example good health.

Thinking and organizing
1. If possible, copy the notes in the Course Book on the board using an electronic projection. This is so the notes can be referred to throughout this activity. Give students time to read through the notes. Check students recognize the division of sections in the notes.

2. Students discuss in pairs, then give feedback. Ask questions about the notes to check understanding, e.g.:
   What date is Thanksgiving in North America? (fourth Thursday in November)
   What about Canada? (second Monday in October)
   How long does it last? (1 day)
   What are the two possible origins for Thanksgiving? (1. the harvest, 2. rain during prayers)
   What do people do before the day? (children make special things, etc.)
   What do people do on the day? (watch lorries driven through streets, etc.)

Check understanding of some of the abbreviations used:
N.A. = North America
C17th = seventeenth century (i.e., 1600–1699)

3. Check understanding of the essay type by referring to the Skills Check.

Answers
1. three = Introduction, Origins, Thanksgiving today
2. 1st = present because general facts; 2nd = past because it is origins; 3rd = present because routines / rituals of the festival

C Writing
Set the task. Find examples of these two tenses in Exercise A (e.g., 1. is past simple passive; 7. is present simple passive). Also, remind students about time prepositions and comparing events and ideas (Lesson 1.11).

Elicit some sentences for the Introduction and write them on the board. Students copy and
complete the essay. Monitor and give help where necessary. Make a note of common errors for feedback later in the lesson.

**D Editing**
Remind students how to mark each other’s work using the grid on page 35. Monitor and give help where necessary. Continue to make notes of errors. Give feedback on errors before students start writing their final drafts.

**E Rewriting**
This can be done in class or it can be set for homework. At some point, the model answer can be copied and distributed for comparison, but students may have different versions that are also correct. If you are not able to monitor all the work in class, collect it in for marking.

**More able classes:** They could research extra information about Thanksgiving and add it to their writing.

**Less able classes:** Give out copies of the model answer below before students do their final writing task. Allow them to study it for a few minutes and highlight some of the features for them. Remove the model answer, then ask students to write about Thanksgiving. You could also provide students with prompts to help them with this.

**Closure**
If you have not already done so, give out copies of the model answer below for students to compare with their own version. You could also set another writing task: students research the origins of a festival from their own country. Notes should be made in a spidergram or a table. Students should then write an essay about the festival using the same format as the one used in this lesson.

**Answers**
Model answer:

**Thanksgiving Day**

**Introduction**
Thanksgiving is celebrated in North America. The name means ‘the act of giving thanks’. The festival takes place on the fourth Thursday in November in the USA, and on the second Monday in October in Canada. It lasts for one day.

**Origins**
The first Thanksgiving was celebrated in the 17th century by a group of religious people in North America. Some people believe that the first Thanksgiving event occurred in 1621. They say it gave thanks for the harvest. According to this tradition, the festival was held during September, October or November. It lasted for three days. Other people say that the festival was not connected with the harvest. They say it was a day of fasting and prayer originally. It changed to a thanksgiving festival in 1623 because it started to rain during the prayers.

**Thanksgiving today**
Before the festival, children make special things at school. People make special clothes for the parade. Lorries are decorated with figures and they are driven through the streets. Large balloons are often attached to the lorries. They are figures of animals or cartoon characters. Special sports events are held on Thanksgiving Day including American football matches. In the evening, families sit down to a big dinner. Before starting the meal, the family say prayers. Then everyone gives thanks for something, for example the food, good health, friends or neighbours. Finally they eat the meal of turkey, roast potatoes and pumpkin pie.
Workbook answers

Writing

**Exercise A**

1. The dance is traditional. **A**
2. Many people attend the festival each year. **N**
3. People make special food for the event. **A**
4. An official makes a speech at the end of the evening. **N**
5. The dresses are made from colourful material. **N**
6. The original celebration lasted for three days. **A**
7. Many rituals are linked with this occasion. **N**
8. Celebrations have a very strong cultural importance. **A**

**Exercise B**

Missing letter is ‘u’.
1. around
2. costume
3. during
4. mosque
5. congratulate
6. tourist
7. influence
8. procedure
9. victorious
10. throughout

**Exercise C**

<table>
<thead>
<tr>
<th>1. fast</th>
<th>not eat and quickly</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. take</td>
<td>last (a period of time) and remove</td>
</tr>
<tr>
<td>3. mount</td>
<td>small mountain and get onto a horse</td>
</tr>
<tr>
<td>4. grow</td>
<td>get bigger and raise crops</td>
</tr>
<tr>
<td>5. race</td>
<td>large group of people and competition</td>
</tr>
<tr>
<td>6. square</td>
<td>area of a town with buildings on four sides and four-sided figure</td>
</tr>
<tr>
<td>7. light</td>
<td>not heavy and lamp</td>
</tr>
<tr>
<td>8. ring</td>
<td>call on the telephone and circular piece of metal for the finger</td>
</tr>
<tr>
<td>9. present</td>
<td>now and gift</td>
</tr>
<tr>
<td>10. figure</td>
<td>statue, person from history, number and diagram</td>
</tr>
</tbody>
</table>
Practice

Exercise A
1. In other ...
2. Other ...
3. Nowadays ...
4. In ...
5. Nowadays ...
6. In other countries ...
7. Other people ...
8. In other countries ...
9. Other people ...
10. Nowadays ...

Exercise B
Answers depend on students.

Extended writing

Exercise A
1. There is a fantastic kite festival every year in my town.
2. It is usually in the summer and it takes place near the beach.
3. There are usually about 200 kites.
4. They are all different colours, shapes and sizes.
5. There is a prize for the most beautiful kite.
6. There are many rules for the kites, for example they must not fly too high.
7. Many families come and watch the display. It is an event that lasts for several hours.
8. There is a kite festival every weekend of the year somewhere in the world.
9. Kite flying is popular in most countries. It is one of the fastest growing sports.
10. There is an international kite festival every year. It is on the second Sunday of October. Kite flyers in nearly every country of the world fly a kite. It is called ‘One Sky One World’.

Exercise B
Answers depend on students.
**Portfolio: Festivals around the world**

**Objectives**

By the end of the lesson(s), students should have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- practised questions to ask for clarification about new information;
- used integrated skills in order to talk and write about different festivals;
- learnt more common core knowledge about different festivals, their origins and rituals.

**Introduction**

Start by saying:

*We are going to do a project now. It brings together all the work we have done for the last (five) weeks. The project for this theme is: Festivals around the world.*

Write the title on the board.

**Activating schemata**

Set the task; students discuss the questions in pairs. Elicit answers and check the meanings of target vocabulary.

**Answers**

1. special clothes, balloons, fun, masks, special food, prayer, dancing, crowds
2. rituals for God or the gods to see

<table>
<thead>
<tr>
<th>Methodology notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The festivals students are going to listen to information about are in Turkey and Iran. The names might sound very strange to students from other parts of the world. Write the names on the board and say them aloud for students to hear before you begin the activity: Novruz, Nooruz, Seezdah Bedar. You might like to listen to the recordings so that you can familiarize yourself with the correct pronunciation of these names before you teach this lesson.</td>
</tr>
</tbody>
</table>

**Gathering information (1)**

1. The questions in the Course Book could be made into a handout with spaces for students to write notes for the answers. Divide the class into three groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay the audio, or ask for it to be replayed.

2. Redivide the class into groups of three, checking that there is one student each from Groups A, B and C. Check students understand the task (they basically need to exchange information). Practise the questions students need to complete for each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table. You could also give out photocopies of the model notes.

**Answers**

See table of model notes on next page.

**Transcripts**

**Presenter:**

**Track 1.13**

**Group A: Novruz.**

I'm going to talk to you today about a festival in Turkey. The festival is called Novruz – N-O-V-R-U-Z. As I say, it takes place in Turkey, but there are similar festivals in Iran and many other countries, including Uzbekistan. The name comes from two Turkish words, nev meaning ‘new’ and ruz, which means ‘day’.

It happens on the 22rd of March every year. It is a very, very old festival. People celebrated the end of winter on this day because, on the 22rd of March, the hours of daytime and night time are equal. From this day on, the days are longer than the nights.
People prepare for the event for many days or even weeks before. They buy new clothes. They clean their houses and their gardens. On the day, people put on their new clothes. Some people travel to high areas of land, mountains and hills. Other people visit the graves of their relatives. Some people fire guns into the air.

People have a special meal for the festival of Novruz. The meal has seven foods and all the foods begin with the letter S. There is samsa, seb, sümelek, sebzi (or vegetables), sedena, serya and sûf (which is milk).

On the day, families get up early in the morning and go to parks, hills and mountains. They have picnics and play games. At the end of the picnic, the family throws the sabzee, or green vegetables, into a stream. These vegetables are supposed to contain all the bad luck of the family for the next year.

In the picnic, they eat sandwiches and special snacks called ajil. Ajil are nuts, seeds and dried fruit.

### C Gathering information (2)

1. This activity focuses on reading and note-taking. Divide the class into pairs. Give each student in each pair a number, 1 or 2. Allocate the texts as follows:
   - S1 – should read the text about the Venice Regatta on page 37;
   - S2 – should read the text about the Holi Festival on page 38.

Monitor and give help where necessary while students are making notes. The questions from Exercise B should be used as a guide to the note-taking. All the notes can go into a table (see model answers on page 62 of this book), if you wish.

During this stage, refer students back to the text if they have missed key points. Use the model notes at the end of this lesson and check them against the notes that are emerging from each student.

2. The focus now shifts to oral work; students must now ask questions and listen to their partners’ answers in order to make further notes.

Check students understand the task. Each student must give the relevant information of his/her traditional event and the other student takes notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each pair of students. Once again, use the model notes to ensure that the groups are producing good notes on both festivals. Finally, give feedback in two stages: firstly on students’ performance and oral production; and secondly, use an electronic projection for feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute as handouts.

### Answers

See table of model notes on next page.
Giving a talk

Remind students about the pronunciation of some of the target vocabulary and the importance of stressing key words (from Lesson 1.1).

When students have chosen a festival to speak about, divide the class into groups of students with the same choice. If you do not get roughly equal numbers for each festival, ask some students to change their group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group. Talks should last no longer than one or two minutes.

Redivide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions. Students do not need to write anything down.

Monitor and give feedback on two or three of the following areas:

- fluency
- accuracy (especially present tenses – both active and passive – and must)
- pronunciation of target vocabulary
- pronunciation of target consonant sounds /t/ and /d/
- pronunciation of target vowel sounds /ʌ/ and /ɒ/
- stressing key words/phrases in sentences
- successful completion of task

Writing

Monitor and give help while students are writing their essay. Make a note of common errors. Give feedback on the errors.

Answers

Answers depend on students.
### Model answers/notes for Exercise C1

<table>
<thead>
<tr>
<th>called?</th>
<th>Venice Regatta</th>
<th>Holi Festival</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean?</td>
<td>race for boats</td>
<td><em>Holi</em> = ‘burning’ in Sanskrit; celebrates on old legend in India</td>
</tr>
<tr>
<td>where?</td>
<td>Venice, n.e. Italy</td>
<td>all over India including Jaipur, Rajasthan, India = elephant festival</td>
</tr>
<tr>
<td>when?</td>
<td>first Sunday in Sep</td>
<td>around 25th March every year</td>
</tr>
<tr>
<td>begin?</td>
<td>celebrates parade 1489? Q. Caterina of Cyprus = island to Venice = parade</td>
<td>1,000s yrs old? This festival is held to celebrate an old legend.</td>
</tr>
<tr>
<td>prepare?</td>
<td>fly flags, prepare costumes</td>
<td>paint elephants – trunks, heads and feet; cover elephants in gold cloths and jewels</td>
</tr>
<tr>
<td>on the day?</td>
<td>parade along Grand Canal. 3.30 p.m. boats line up, travel to a pole, go round the pole and come back; four races: 1. children 2. women 3. men 4. champions. areas race against each other. After = people travel up and down in the canals in boats; clowns and artists; big dinners</td>
<td>This festival begins with a procession of jewelled and bedecked elephants, horses and folk dances. Then there is a game of elephant polo and a tug of war between an elephant, on one side, and 19 men and women on the other side.</td>
</tr>
<tr>
<td>special clothes?</td>
<td>clothes from the Middle Ages</td>
<td>old clothes because people throw bags of brightly coloured powder</td>
</tr>
<tr>
<td>special food?</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>
Theme 2

Technology

- Who? What? When?
- Transport inventions
- A brief history of space travel
- The historic moment
**2.1 Real-time listening: Transport inventions**

**Objectives**

By the end of this lesson, students should be able to:

- show understanding of common core knowledge – key inventions in the history of transport;
- show understanding of a spoken text containing target vocabulary, grammar and sub-skills from the theme by making notes on key information;
- use previously learnt Listening sub-skills in order to understand the organization of a talk about transport inventions.

**Methodology note**

The Listening text revises some of the previously learnt Listening sub-skills from *Progressive Skills Level 1* and the previous theme. Take any opportunity to revise the following areas:

- understanding spoken definitions
- understanding spoken dates
- identifying important words
- predicting content
- predicting the next word
- understanding spoken spellings
- understanding signpost language.

**Introduction**

Write the title of the lesson on the board: *Transport inventions*.

Elicit the part of speech of the word invention (*n*). Elicit the other parts of speech of this word: invent (*v*) and inventor (*n*).

**Activating ideas**

Check students understand the task. Students discuss in pairs or small groups. Do not give feedback on this – it is the content of the listening text in Exercise C.

**B Understanding the organization of a lecture**

Students read the instructions. Ask: *What's the lecture going to be about?* (The history of transport.) Check students understand the task and the word method. Play 2.1. Students complete the task individually, then compare their answers in pairs. Elicit answers.

**Answers**

- Transport inventions
  1. the different methods of transport
  2. when each method was invented
  3. the most important method

**Transcript**

Presenter: I'm going to talk to you today about inventions – that is, new ways of doing something. All the inventions are in the field, or area, of transport. First, I'm going to talk about different methods or types of transport. After that, I'll tell you when each method was invented. Finally, I'm going to say which invention was the most important, as far as I'm concerned … I mean, in my opinion.

**Making notes**

1. Check students understand the task. Play 2.2. Students complete the activity individually, then compare their answers in pairs. Elicit answers and write them on the board.

2. Students discuss the question in pairs, then elicit answers. Replay any sections of the audio that students had difficulty in understanding.

**Optional activity**

Ask some comprehension questions, for example:

- What was the first method of transport? (walking)
- When was the boat invented? (40,000 years ago)
- What kind of power followed wind power? (steam)
- When did the railway age begin? (1830)
- What did Macmillan invent? (the bicycle)
- When did Benz invent the motor car? (1888)
- How far did the first plane fly? (1,000 km)
- Who invented it? (the Wright brothers)
1. Picture A, Perier; Picture B, 1839, Macmillan.

2. Picture C, Rocket; Picture D, Helicopter.

---

Transcript
Presenter: Track 2.2
Lecturer: OK. So, first, what are the main methods of transport that we use today? We can, of course, travel on land, on sea and in the air. We use cars and bicycles, trains, small boats and big ships and, of course, planes. OK. So, there are several methods of transport. But when was each method invented?

The first method of transport was, of course, walking. But about 40,000 years ago – yes, that’s right, 40,000 – some Indonesian natives made a boat and sailed from one island to another.

For centuries man sailed the seas, using only the power of the wind. Then, in 1775, J.C. Perier – that’s P-E-R-I-E-R – invented the steam ship. Steam also powered the first train. In 1830, James Stephenson drove his engine, called the Rocket, along a track and the railway age began. Just nine years later, in 1839, a man called Macmillan invented the bicycle. Fifty years after that, in 1888, Karl Benz – that’s B-E-N-Z, invented the motor car. So man could move quickly on land and on the sea.

Finally, at the beginning of the 20th century, the Wright brothers conquered the air. That’s Wright with a silent W. On the 17th of December in 1903, they flew their plane, called Flyer, a distance of 1,000 kilometres, and went down in history.

---

Optional activity
Elicit the meanings of the following vocabulary from the whole lecture (this could be combined with one of the Closure activities below, if you prefer, with students referring to the transcript):

- conquer the air
- go down in history
- made the world into a smaller place
- the more we travel, the more we understand
- track
- field (area)

Closure
Choose one of the following:

1. Students listen to the audio about transport again. Pause the audio and ask students to tell you the next word. Do not let more confident students shout out the answers until everyone has had a chance to think. After you confirm the correct answer, say that part of the talk again.

2. Give out copies of the transcript. Play the audio again with students following the words.

---

Understanding an opinion
Students read the instructions. Ask students which invention they think is the most important and why. Play 2.3. Elicit the correct answer. Ask students if they agree with the lecturer and her reasons.

---

Answer
The lecturer thinks the invention of the plane is the most important. It helps us visit and therefore understand other cultures.
2.2 Learning new listening skills:
Recognizing the organization of a lecture and change of sub-topic; hearing dates, years and time periods; understanding going to and will

Objectives
By the end of this lesson, students should be able to:
• recognize the organization of a lecture;
• recognize the change of a topic in a lecture;
• discriminate between the two consonant sounds /ʃ/ and /tʃ/;
• show understanding of years and dates;
• relate spoken years and dates to their written figures;
• recognize the prepositions in, on, around with dates and years;
• recognize the adverbs earlier, later and ago with number of years;
• use going to to describe future plans.

Introduction
Ask about the dates of the various transport inventions and the names of their inventors from the previous lesson, e.g.:

Who invented the car?
When did he invent it? etc.

Students could work in pairs to ask and answer questions about all the inventions – one student with the course book open, the other with it closed.

A Reviewing vocabulary
Students may not have done this kind of activity before so it will need careful setting up. Check students understand the task and give them time to read all the words in the table. Play 2.4 to go over the example. If necessary, do another sentence with the class as a further example.

Play the rest of the audio. Students complete the activity individually, then compare their answers. Elicit answers.

B Hearing short vowel sounds
1. Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Do not elicit answers yet.

2. Play 2.5. Students correct their answers. Use an electronic projection of the completed table so that students can do a final check. Replay, or say yourself, any words that students had difficulty with.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. inventions ✓</td>
<td>inventing</td>
</tr>
<tr>
<td>2. travelling ✓</td>
<td>transport ✓</td>
</tr>
<tr>
<td>3. land ✓</td>
<td>ground</td>
</tr>
<tr>
<td>4. invented ✓</td>
<td>invent</td>
</tr>
<tr>
<td>5. air ✓</td>
<td>wind ✓</td>
</tr>
<tr>
<td>6. track ✓</td>
<td>road</td>
</tr>
<tr>
<td>7. sky ✓</td>
<td>air ✓</td>
</tr>
<tr>
<td>8. opinion ✓</td>
<td>mind</td>
</tr>
<tr>
<td>9. world ✓</td>
<td>place ✓</td>
</tr>
<tr>
<td>10. civilizations ✓</td>
<td>cultures ✓</td>
</tr>
</tbody>
</table>

Transcripts

Presenter:               Track 2.4
Lecturer:

1. I’m going to talk to you today about …
2. All the inventions are in the field of …
3. We can, of course, travel on …
4. When was each method …
5. Sailing boats use the power of the …
6. In 1830, James Stephenson drove his engine, called the Rocket, along a …
7. In 1903 the Wright brothers conquered the …
8. The plane was the most important invention, in my …
9. The plane has made the world a much smaller …
10. The more we travel, the more we understand other people and other …

Transcript

Presenter:               Track 2.5
Voice:                     because, engine, history, jet, petrol, rocket, that, track, transport, was, went, what, when, which, wind
Answers

<table>
<thead>
<tr>
<th>ship</th>
<th>land</th>
<th>tell</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ʃ/</td>
<td>/æl/</td>
<td>/ɛl/</td>
<td>/ɒn/</td>
</tr>
<tr>
<td>history</td>
<td>that</td>
<td>engine</td>
<td>because</td>
</tr>
<tr>
<td>which</td>
<td>track</td>
<td>when</td>
<td>was</td>
</tr>
<tr>
<td>wind</td>
<td>transport</td>
<td>jet</td>
<td>what</td>
</tr>
<tr>
<td></td>
<td></td>
<td>petrol</td>
<td>rocket</td>
</tr>
<tr>
<td></td>
<td></td>
<td>went</td>
<td></td>
</tr>
</tbody>
</table>

**Hearing long vowel sounds**
Repeat the same procedure as for Exercise B, but play Track 2.6 here.

**Transcript**
**Presenter:**
**Voice:**
after, called, concerned, course, each, far, flew, last, more, move, people, source, steam, transport, use, world

**Answers**

<table>
<thead>
<tr>
<th>sea</th>
<th>car</th>
<th>first</th>
<th>horse</th>
<th>new</th>
</tr>
</thead>
<tbody>
<tr>
<td>/s/</td>
<td>/k/</td>
<td>/ɜ/</td>
<td>/ɔ/</td>
<td>/ju:/</td>
</tr>
<tr>
<td>each</td>
<td>after*</td>
<td>concerned</td>
<td>called</td>
<td>flew</td>
</tr>
<tr>
<td>people</td>
<td>far</td>
<td>world</td>
<td>source</td>
<td>move</td>
</tr>
<tr>
<td>steam</td>
<td>last*</td>
<td>more</td>
<td>use</td>
<td>transport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* point out that some native English speakers will say these with /æl/.

**Optional activity**
Replay Track 2.7 with students following the transcript.

**Answers**

1. The lecturer is explaining the order of the sub-topics.

3. **Introduction 1**

**Festivals**

1. origins
2. most important
3. best tourist attractions

**Introduction 2**

**Turkey**

1. basic facts
2. natural features
3. modern history
4. future

**Introduction 3**

**Weather**

1. main conditions
2. how come about / causes
3. damage
4. climate change

**Transcript**
**Presenter:**
**Track 2.7**

Introduction 1.

I'm going to talk to you today about festivals. First, I'm going to explain the origins of festivals in general. How does a particular festival start? After that, I'll tell you about some of the most important festivals in the world. Finally, I'm going to say which festivals are good tourist attractions as far as I am concerned ... I mean, in my opinion.

**Lecturer 1:**

**Presenter:**
Introduction 2.

The topic of today's lecture is Turkey. I'll begin by giving you some basic facts about the country - size, population, etc. Then I'll describe the main natural features of the country. After that, I'll tell you a few things about the modern history of Turkey. Finally, I'll give you some ideas about the future for Turkey.

**Lecturer 2:**
Lecturer 1: So all festivals begin with an event, and modern rituals often remember something about that event. Right, that's origins. What about today? What are the most important festivals in the modern world?

Lecturer 2: As you can see, Turkey is a big country in terms of population and quite big in terms of area. OK, now let's look at the main natural features – mountains, lakes and so on.

Answers

1. So, first, what are the main methods of transport . . .

2. So, there are several methods of transport. But when . . .

3. So we've heard about the main inventions in the field of transport. But which invention . . .

4. In my opinion . . .

2. a. 5  b. 4  c. 2  d. 3  e. 1

F

Hearing blends

Students read the Pronunciation Check as far as the first set of examples. Say the example words for the students. Point out there are one or two words with ch in English which have a different sound, e.g., technology, machine.

Students read the rest of the Pronunciation Check. Say the example words for the students.

Point out there are several common words in English ending in ~tion which have a different sound for some native English speakers, e.g.:

- question = for some speakers /ˈkwesʃən/; for others /ˈkwes.tʃən/; but can also be /ˈkwes.tʃən/.
- suggestion = for some speakers /səˈdʒes.tʃən/; but can also be /ˌsəˈdʒes.tʃən/. Play .

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

Answers

1. fresh
2. each
3. relationship
4. match
5. shuttle
6. much
7. research
8. change
9. which
10. check

Transcript
Presenter: Track 2.10
Voice:
1. fresh
2. each
3. relationship
4. match
5. shuttle
6. much
7. research
8. change
9. which
10. check

G Understanding years and dates
1. Students read Skills Check 3.
2. Set the task. Play Track 2.11. Students complete the activity individually, then compare their answers.
3. Repeat the procedure for Exercise G2 but play Track 2.12.
4. This activity is different from the preceding ones in that students will hear a text, rather than just words and phrases. They will need to work out the dates from context.
   Exploit the visuals. Give students time to read all the vehicles in Table 1 and check their understanding. Set the task. Play Track 2.13. Students complete the table individually, then compare their answers when the audio is finished. Elicit answers. Play the audio once more.

Transcripts
Presenter: Track 2.11
Voice:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>in 1762</td>
</tr>
<tr>
<td>b.</td>
<td>around 1543</td>
</tr>
<tr>
<td>c.</td>
<td>in 2004 (two thousand and four)</td>
</tr>
<tr>
<td>d.</td>
<td>around 1691</td>
</tr>
<tr>
<td>e.</td>
<td>in 1938</td>
</tr>
<tr>
<td>f.</td>
<td>in 2010 (twenty ten)</td>
</tr>
<tr>
<td>g.</td>
<td>in 1033</td>
</tr>
<tr>
<td>h.</td>
<td>in 1914</td>
</tr>
<tr>
<td>i.</td>
<td>in 1940</td>
</tr>
<tr>
<td>j.</td>
<td>in 1802 (eighteen hundred and two)</td>
</tr>
</tbody>
</table>

Presenter: Track 2.12
Voice:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>on the first of February</td>
</tr>
<tr>
<td>b.</td>
<td>on the tenth of December</td>
</tr>
<tr>
<td>c.</td>
<td>on May sixteenth</td>
</tr>
<tr>
<td>d.</td>
<td>on November the ninth</td>
</tr>
<tr>
<td>e.</td>
<td>on October the thirty-first</td>
</tr>
<tr>
<td>f.</td>
<td>on the seventh of September</td>
</tr>
<tr>
<td>g.</td>
<td>on the nineteenth of August</td>
</tr>
<tr>
<td>h.</td>
<td>on June eleventh</td>
</tr>
<tr>
<td>i.</td>
<td>on July the second</td>
</tr>
<tr>
<td>j.</td>
<td>on January the thirteenth</td>
</tr>
</tbody>
</table>

Answers
4.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>c 3500 BCE</td>
<td>The first wheeled carts</td>
</tr>
<tr>
<td>c 2000 BCE</td>
<td>The first horses for transportation</td>
</tr>
<tr>
<td>1662</td>
<td>The first horse-drawn bus</td>
</tr>
<tr>
<td>1769</td>
<td>The first steam-powered car</td>
</tr>
<tr>
<td>1783</td>
<td>The first hot-air balloon</td>
</tr>
<tr>
<td>1862</td>
<td>The first petrol-engine car</td>
</tr>
<tr>
<td>1867</td>
<td>The first motorcycle</td>
</tr>
<tr>
<td>17/12/1903</td>
<td>The first powered flight</td>
</tr>
<tr>
<td>14/10/1947</td>
<td>The first flight faster than sound</td>
</tr>
<tr>
<td>21/07/1969</td>
<td>The first man on the moon</td>
</tr>
</tbody>
</table>

H Writing about plans
Set for pairwork completion. Go round and monitor to check for common mistakes.
Refer students to Skills Check 4 to check understanding.

Answers
Answers depend on students.

I Using yes/no questions
Students should complete individually, then check in pairs. Elicit answers, preferably using an electronic projection.

Answers
1. Are you going to go to the cinema this evening?
2. Are you going to get a job in the summer holidays?
3. Are you going to go on holiday this year?
4. Are you going to work at the weekend?
5. Are you going to go to Joe’s party next week?
6. Are you going to buy a new car next month?

Using *wh*- questions

Follow the same procedure as in Exercise I.

Answers
1. What are you going to see?
2. What are you going to do?
3. Where are you going to go?
4. What are you going to study?
5. What are you going to wear?
6. What are you going to pay (for it)?

Closure

Hand out copies of the transcript for 2.13. Play the audio once more with students following the transcript.
Workbook answers

Listening

Exercise A

1. You can ride a ... bicycle/motorbike/horse.
2. You can sail a ... boat/ship/ferry.
3. You can drive a ... car/bus.
4. You can fly a ... plane/helicopter.
5. You can go by ... car/bus/train/boat/ferry/taxi.
6. You can get on a ... motorbike/bus/train/plane/boat or get in a car/taxi.

Exercise B

<table>
<thead>
<tr>
<th>power source</th>
<th>walking</th>
<th>boat/ship</th>
<th>bicycle</th>
<th>horse</th>
<th>car</th>
<th>train</th>
<th>plane</th>
<th>spacecraft</th>
</tr>
</thead>
<tbody>
<tr>
<td>human</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>animal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wind</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>steam</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>electricity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>petrol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>rocket</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>jet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Exercise C

Answers depend on students, but possible points include:
1. too fast, too dangerous
2. batteries are very heavy, electric cars are expensive
3. human power is not strong enough to lift the human body off the ground
4. nuclear, water, hydrogen?

Exercise D

1/2.

1. air 2 after
2. cart 6 drove
3. first 5 ground
4. flight 9 human
5. power 4 mind
6. road 7 space
7. sail 8 walk
8. source 1 wear
9. move 3 world
10. jet 10 petrol
Exercise E

a. verbs
b. power source
c. methods of transport
d. parts of car
e. person

<table>
<thead>
<tr>
<th>a. drive</th>
<th>move</th>
<th>go</th>
<th>sail</th>
<th>ride</th>
<th>e.g., fly</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. human</td>
<td>animal</td>
<td>wind</td>
<td>steam</td>
<td>electricity</td>
<td>e.g., petrol</td>
</tr>
<tr>
<td>c. plane</td>
<td>car</td>
<td>ship</td>
<td>bus</td>
<td>horse</td>
<td>e.g., train</td>
</tr>
<tr>
<td>d. engine</td>
<td>wheel</td>
<td>door</td>
<td>seat</td>
<td>light</td>
<td>e.g., boot</td>
</tr>
<tr>
<td>e. driver</td>
<td>astronaut</td>
<td>pilot</td>
<td>captain</td>
<td>passenger</td>
<td>e.g., rider</td>
</tr>
</tbody>
</table>

Exercise F

1./2.

a. The invention of the aeroplane was the most exciting of the 20th century.
b. Who was the first person to sail around the world in a boat?
c. In the old days, people travelled on foot or on horseback.
d. In some parts of the world, farmers still use a horse and cart to take crops and vegetables to the market.
e. Wind is a 'greener' power source than petrol.
f. His new motorbike has a very powerful engine.
g. Be careful when you go out. The road is very icy.
h. What time is your flight to Hong Kong?
i. She only rode her new bike once then forgot about it.
j. No planes flew from Heathrow yesterday because of the bad weather.

Exercise G

1./2.

Word 1

a. The farmer grows carrots in that field. (land used for growing crops)
b. She is well known in the field of science. (a particular subject or activity that somebody works or is interested in)
c. The sports field is down that road on the right. (a space used for the purpose mentioned)
d. The field for the user's name is 20 characters. (part of a record that is a separate item of data)

Word 2

a. They are building 12 new houses on that piece of land over there. (an area of ground)
b. What time does the plane land? (to come through the air to the ground)
c. I felt a few drops of rain land on my head. (to come through the air to settle on another object)
d. Most of the land around here belongs to the Queen. (the area of ground that someone owns)

Word 3

a. I need more space for all my books. (a place or area that is empty and available to use)
b. The managing director has a personal parking space. (a place that is empty)
c. It's a beautiful town with lots of green open space. (a large area of land with no building on it)
d. Who was the first woman in space? (the area outside the Earth's atmosphere)
Word 4
a. Teenage gangs have too much power in this area of London. (the ability to control people or things)
b. Wind power is replacing other energy sources in many areas. (the strength or energy contained in something)
c. We need to find new ways to power cars. (to supply a machine or vehicle with the energy that makes it work)
d. Germany is an important power in Europe. (a country with a lot of influence in world affairs)

Word 5
a. The new high-speed trains will travel at over 400 kph. (to move at a particular speed)
b. I would like to travel the world after university. (to go from one place to another)
c. I didn’t take the job because there was too much travel. (the act or activity of travelling)
d. News travels fast. (to move at a particular speed)

Word 6
a. The train driver saw the cow on the track and stopped just in time. (rails that a train moves along)
b. The house is at the end of that track. (a rough path or road)
c. There are only nine tracks on this CD. (a piece of music or song on a CD)
d. I can’t track the source for this quote. (to find something/somebody by using information, signs or marks)

Practice

Exercise A

1./2.
 a. The Wright brothers flew the first plane in 1903.
 b. The propeller plane lasted for nearly 30 years.
 c. In 1970, an American aircraft company invented the jumbo jet.
 d. On 12th April, 1981, the first Space Shuttle took off from Florida.
 e. The first carts with wheels appeared around 3500 BCE.
 f. In October 1947, a jet plane flew faster than the speed of sound.
 g. The greatest advance in the history of transport was the landing on the moon.
 h. More than 40 years ago, Man stepped from his spacecraft onto the surface of the moon.

Exercise B

Part A:
1. jet plane
2. jumbo jet
3. helicopter
4. rocket
5. Space Shuttle

Part B:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>1. A man went into space in a rocket.</td>
</tr>
<tr>
<td>1903</td>
<td>2. The first flight of a plane with an engine.</td>
</tr>
<tr>
<td>1910</td>
<td>3. The invention of the first helicopter.</td>
</tr>
<tr>
<td>1926</td>
<td>4. invention of the first rocket.</td>
</tr>
<tr>
<td>1930</td>
<td>5. The invention of the jet engine.</td>
</tr>
<tr>
<td>1970</td>
<td>6. The invention of the jumbo jet.</td>
</tr>
<tr>
<td>1976</td>
<td>7. The invention of the Space Shuttle.</td>
</tr>
</tbody>
</table>
Extended listening

Exercise A
Earliest to latest:
plane
helicopter
jet engine
space rocket
jumbo jet
space shuttle

Exercise B
1. 1900 – nineteen hundred
   1905 – nineteen – oh – five
   1910 – nineteen ten
   1914 – nineteen fourteen
   1936 – nineteen thirty-six
2. Whittle – /ˈwɪtl/ Boeing – /ˈbɔːwɪŋ/
   Wright – /rɔːt/ Sikorsky – /sɪˈkɔːsski/ Goddard – /ˈgɒdɑːrd/

Exercise C

<table>
<thead>
<tr>
<th>Topic: Flying inventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtopics:</td>
</tr>
<tr>
<td>1. different methods</td>
</tr>
<tr>
<td>2. when/who invented</td>
</tr>
<tr>
<td>3. most important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When?</th>
<th>What?</th>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1903</td>
<td>the plane</td>
<td>Wright brothers</td>
</tr>
<tr>
<td>1910</td>
<td>the helicopter</td>
<td>Sikorsky</td>
</tr>
<tr>
<td>1930</td>
<td>the jet engine</td>
<td>Whittle</td>
</tr>
<tr>
<td>1926</td>
<td>the space rocket</td>
<td>Goddard</td>
</tr>
<tr>
<td>1970</td>
<td>the jumbo jet</td>
<td>Boeing</td>
</tr>
<tr>
<td>1976</td>
<td>the Space Shuttle</td>
<td>NASA</td>
</tr>
</tbody>
</table>

Lecturer's opinion:
Lecturer thinks space shuttle = most important because we can see Earth from space.
2.3 Real-time speaking: Over a billion in the world

Objectives

By the end of this lesson, students should:
- have practised a conversation about researched information;
- show understanding of target language and sub-skills in context;
- have learnt some common core knowledge about the invention of the bicycle.

Introduction

Ask how many people ride a bicycle regularly. Elicit the reasons why students cycle (sport, pleasure, travel to college or work), or why they prefer not to use a bicycle (perhaps because they find bicycles uncomfortable, slow or unfashionable).

Activating ideas

1. Set the question. Refer students to the web page extract. Give them a moment to agree on their answers in pairs.
2. Tell students to cover the conversation in Exercise B. Play 2.14. Set the task for individual work and pairwork checking. Place feedback onto a copy of the web page extract, ideally using an electronic projection.

Answers

1. The web page contains interesting and unusual facts about bicycles. It gives four main pieces of information.
2. There are over one billion bicycles in the world. Nearly half of them are in China. The bicycle was invented by Kirkpatrick Macmillan in 1893. The speed record for a bicycle is 268 kilometres an hour. The rider was Fred Rompelberg in 1995. Leonardo da Vinci, the famous Italian painter and inventor, drew a picture of a bicycle more than 300 years earlier.

Transcripts

Presenter:               Track 2.14
Voice A:                  Look at this.
Voice B:                  What are you doing?
Voice A:                  I'm reading about transport inventions.
Voice B:                  Oh, you're doing research for the next lecture.
Voice A:                  Did you know there are over a billion bicycles in the world?
Voice B:                  Only a million?
Voice A:                  No, one billion, apparently. It says here that it was invented in the 19th century by Kirkpatrick Macmillan and now there are a billion.
Voice B:                  When was it invented?
Voice A:                  In 1893 … Wow!
Voice B:                  What?
Voice A:                  According to this, the speed record for a bicycle is 268 kilometres an hour. It was set in 1995. Apparently, he was riding behind a car.
Voice B:                  Amazing.
Voice A:                  But it seems that Leonardo da Vinci actually drew a picture of a bicycle more than 300 years earlier.
Voice B:                  Pardon? Who drew a bicycle?
Voice B:                  No he didn’t! I read about that. Apparently someone else drew the bicycle in Leonardo’s notebook in 1970.
Voice A:                  Are you sure? But it says here that he did it.
Voice B:                  Maybe – but you shouldn’t believe everything you read on the internet.

Exercise B works on the skill of using prediction to aid efficient listening comprehension. It is an exercise type that you can use with any audio recording, whether originally intended for that purpose or not.

Studying a model

1. Tell students to uncover the conversation. Go over the example. Point out that each text gap contains between one and five words. Elicit ideas for one or two more text gaps if you wish.
2. Set the task for individual work and pairwork checking. Tell students that they should not write their final answers in the text gaps yet – they could either use pencils or write their answers in their notebooks.

When students are ready, play 2.14. Give feedback, ideally using an electronic projection of the conversation.

Play the conversation again and ask students to listen to the intonation of the questions in particular. Elicit the fact that most of the questions have a rising intonation, because they are checking information. Practise and drill some of the questions with the class.

Point out that in the conversation, Speaker B uses extended turns to answer Speaker A’s questions. This demonstrates and reinforces skills that the students have already worked on.
3. If you wish, demonstrate the role play yourself with a more able student. Set the task for pairwork. Monitor and assist. Make a note of any common errors to cover at the end of the task or lesson.

Optional activity

It is very important for their research that students realize the unreliability of some of the information on the internet. They must learn to be critical of both the source and content of web-based information.

Elicit whether students think that the internet is a reliable source of facts.

Put students into pairs to discuss the issue.

Give feedback to the class as a whole.

Answers

Answers depend on the students, but here are some suggestions which you will need to paraphrase and simplify.

Information on the internet may be unreliable because:
• it is written by non-experts;
• it is not reviewed or edited by experts (in the way that, say, a book in hard copy is) before publication;
• it is written by people who wish to present anonymously a distorted view of facts;
• it represents only the writer’s opinion, but does not make this clear;
• having the appearance of authority by being ‘published’, it is then propagated as accurate fact.

Closure

1. Cover errors that you picked up whilst monitoring the students, if you have not already done so.

2. Expand the discussion about the internet as a resource. Elicit ideas as to how authorities might guarantee the quality of the information it contains, whether they should try to do so, and who those authorities might be.

Everyday English: Using technology

Objectives

By the end of this lesson, students should be able to:
• use appropriate language to ask about, and describe, how machines and technology work.

Introduction

Do a quick survey: How many items of technology do the students have with them? For example, mobile phones, laptop computers, cameras, etc.

On the board, elicit ten machines – electronic or otherwise – that students have used in the last 24 hours.

Methodology note

As well as the target question in each conversation in this lesson, there is also a lot of new vocabulary. Make sure that students make a note of it and that you drill the pronunciation of all new vocabulary so that they can use it in the Speaking tasks.

Activating ideas

1. Briefly exploit the pictures and elicit some of the key vocabulary, for example: washing machine, laundrette, photo booth, photocopier, library, scanner.

2. Elicit problems (or possible problems) that students have experienced when using the machines in the pictures.

Answers

Answers depend on students, but some possibilities are:
- washing machine/laundrette: door won’t open; machine doesn’t start; instructions aren’t clear; the clothes shrink; colours run
- computer: program crashes; you lose work by accident; you lose your internet connection
- photocopier: the machine is jammed; it runs out of paper; it runs out of ink/toner
- photo booth: pictures look funny; booth is out of order
- mobile phone: you are out of credit; you can't get reception; the battery is low
- scanner: the scanner won't read the code on the book

**B Studying models**

1. Go through the sentences with the class. Clarify any problems.
   Elicit the picture for the first sentence, The photocopier is broken (Picture 3).
   Set the task for pairwork. Do not offer feedback at this stage.
2. Set the task for individual work and pairwork checking. Play 2.15. Give feedback orally.

**Answers**

a. = Conversation 4
b. = Conversation 5
c. = Conversation 2
d. = Conversation 3
e. = Conversation 6
f. = Conversation 1

**Transcript**

**Presenter:**

**Track 2.15**

Conversation 1.
Voice A: I can’t get the washing machine to work.
Voice B: Put in the powder.
Voice A: I’ve done that.
Voice B: OK. Pull this thing out. Put the coins in here. Push it in. Switch it on.

Presenter:

Conversation 2.
Voice A: How do you set the time?
Voice B: Press the ‘Menu’ button and go to ‘Settings’.
Voice A: OK, and then I choose ‘Date and time’?
Voice B: That’s right. We’re an hour behind Berlin.

Presenter:

Conversation 3.
Voice A: How does this thing work?
Voice B: Follow the instructions on the screen.
Voice B: When the light flashes, it takes a picture.

Presenter:

Conversation 4.
Voice A: The photocopier is broken.
Voice B: No, it isn’t. It’s (has) run out of paper.
Voice A: How do you put more paper in?
Voice B: It says here: ‘Open cover. Insert paper. Replace cover.’

Presenter:

Conversation 5.
Voice A: Have you ever used the SPSS program?
Voice B: Yes, I have. But I’m not very good at it.
Voice A: Do you know how to input new data?
Voice B: Click on ‘Data view’.

Presenter:

Conversation 6.
Voice A: Do you know how to use the book checkout?
Voice B: Just put the book on the scanner.
Voice A: But it won’t read my library card.
Voice B: Let’s ask for help.

In particular, highlight the use of the modal in It won’t (meaning ‘it refuses to’) read my card. Point out that it suggests the machine has free will of its own!

**Note:** You may wish to do a separate focus on the use of *Have you ever* + past participle? (Conversation 5).
Real-time speaking

1. Play 2.15 again if you wish. Set the task for pairwork. Monitor and assist with pronunciation. Note any common pronunciation errors.

2. Put the students into new pairs. Demonstrate the task yourself with a student. Set the task, and remind the students of the list of expressions on the board from the previous exercise. Monitor and assist. Again, make a note of problems and errors. As feedback, ask volunteers to role-play one of their conversations.

Closure

1. Go over errors that you picked up during your monitoring.

2. Ask students to cover the conversations in the Course Book and look at the pictures. They must try to remember the conversation for each picture.

3. Say the first word(s) of some expressions from the lesson. Students must complete them. Example:
   T: Press the ...
   Ss: button!
   You could use these expressions:
   I can't get the machine (to work)
   Put in (the powder)
   Pull this (thing) out
   Follow (the instructions)
   Follow the instructions on (the screen)
   It has run (out of paper)
   Do you know how to input (new data)
   It won't (read my library card)

Objectives

By the end of this lesson, students should be able to:

- accurately produce the consonant sounds /tʃ/ and /ʃ/;
- demonstrate understanding of phrases to introduce explanation of research;
- ask checking questions using a variety of question words;
- produce checking questions with Who/What as the subject;
- apply correct stress and intonation in using checking questions.

Introduction

Elicit what students can remember about the invention of the bicycle from Lesson 2.3 Real-time speaking, on page 46.

Methodology note

Lip position in articulation is very important. Together with voicing and tongue position, it is one of the three defining features in articulating individual sounds correctly. Any work that you do on helping students notice and copy lip position in pronunciation is very valuable.

Saying blends

1. Use familiar words on the board to elicit the target sounds /tʃ/ and /ʃ/ (for example catch and shoe). Set the task for individual work and pairwork checking. Do an example with the class if you wish. Do not offer feedback yet.

2. Go through the Pronunciation Check with the class. Clarify any problems. With the Pronunciation Check box covered, elicit what /tʃ/ and /ʃ/ have in common (they both have a rounded lip position and they are both unvoiced).
Give students a moment to check their answers again in pairs, then place feedback on the board using a copy of the table.

3. Play Track 2.16. Students repeat after each word. Check pronunciation, insisting on the correct pronunciation of the target sounds.

Answers

<table>
<thead>
<tr>
<th>/ʃ/</th>
<th>/ʃ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>research</td>
<td>should</td>
</tr>
<tr>
<td>picture</td>
<td>sure</td>
</tr>
<tr>
<td>switch</td>
<td>inventions</td>
</tr>
<tr>
<td>lecture</td>
<td>information</td>
</tr>
<tr>
<td>choose</td>
<td>push</td>
</tr>
</tbody>
</table>

Practising a key skill

Ask students to work in open pairs to practise making a research statement and reacting to it, using the sentences from Exercise B.

Example:
Student A: *Did you know that the scientific name for a horse is ‘equus caballus’?*
Student B: That’s interesting.
Student A: *It seems that humans can never travel to other stars.*
Student B: *Really? Why not?*

Divide the students into two groups, A and B. Each group should refer to its own information in the Course Book (on pages 168 and 169) and cover the other information. Within these groups, students practise framing a statement about each piece of information using one of the target phrases. Monitor and assist as necessary.

Put students back into pairs, one student from Group A and one from Group B. They must take turns to make a statement and react to it. Remind the class of the target phrases and reactions in Skills Check 1. Demonstrate the task yourself with a more able student.

Set the task. Monitor and note common problems and errors as usual.

As feedback, ask volunteer pairs to perform their dialogues. Go over any errors that you noted during your monitoring.
D Asking checking questions (1)

1. Have students read Skills Check 2. Go over the first question as an example. Point out that each one demands different information for the text gap, and that students may need to write several words in the missing section. First, give students enough time to predict what they think goes in each text gap. They must not write anything down yet.

2. Set the task for individual work and pairwork checking. Play Track 2.18. Give feedback, using an electronic projection.

3. Drill all of the statements and checking questions. Encourage the students to copy the intonation in the checking questions. Use open pairs and then closed pairs to role-play each exchange.

4. Students role-play the conversations in pairs.

Transcript and answers

Presenter: Track 2.18

Voice A: The French Revolution was in 1789.
Voice B: When was the French Revolution?

Voice A: The Incas built a city on a 2,000-metre mountain.
Voice B: Who built a city on a mountain?

Voice A: Apparently, penicillin comes from a fungus.
Voice B: Pardon? Where does it come from?

Voice A: It seems Henry the Eighth had six wives.
Voice B: Pardon? How many wives did he have?

Voice A: It says here that too much water makes you ill.
Voice B: Sorry? What makes you ill?

Voice A: Some animals sleep in winter to save energy.
Voice B: Sorry? Why do they sleep in winter?

Voice A: Steam trains are still used all over Africa, Asia and South America.
Voice B: Where are steam trains still used?

Voice A: They found an important shipwreck under the sea.
Voice B: What did they find?

Voice A: The Polynesians discovered America first.
Voice B: Who discovered America first?

Voice A: The force of gravity makes things fall.
Voice B: What makes things fall?

Voice A: Chinese New Year starts between 21st January and 20th February.
Voice B: When does Chinese New Year start?

Answers

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Steam trains are still used all over Africa, Asia and South America. Where are steam trains still used?</td>
<td>4. Animals use different colours to hide from each other. What do animals use colours for?</td>
</tr>
<tr>
<td>2. They found an important shipwreck under the sea. What did they find?</td>
<td>5. The Polynesians discovered America first. Who discovered America first?</td>
</tr>
</tbody>
</table>

F Matching subject questions and answers

1. Set for individual work and pairwork checking.

2. Students complete in pairs, then ask and answer the questions for practice, if there is time.

Answers

See table on the next page.

Methodology note

The process of asking checking questions relies on firstly deciding which part of the statement you want to check, secondly forming a correct question, and finally delivering the question with the correct intonation.

E Asking checking questions (2)

With a less able class, you could give students time to read through all the statements, and ask them to decide in pairs on an appropriate checking question for each one. If possible, however, tell students to look only at their own information and react in real time to their partner's statements.

Set the task for pairwork. Remind students of the need for correct intonation, and review this briefly if necessary. Monitor and assist, noting errors and problems for later attention.

Answers
Making questions using the correct tense
Set for individual completion. Elicit answers, preferably using an electronic projection.

Answers
1. lives
2. was killed
3. happened
4. happens
5. lives
6. happens
7. wrote
8. goes

Closure
1. Work on students’ intonation. Using only your voice – humming, with no words – ask students to tell you which of the five basic intonation patterns you are using.

2. Ask a more able student to make a statement from the lesson. You then reply with a checking question – sometimes with the correct intonation, sometimes with the wrong intonation. Students must say when your intonation is right.

3. Refer students to Skills Check 3 to check understanding.
Workbook answers

Speaking

**Exercise A**

Answers depend on students. Here are some suggestions:
- **aircraft** – propellor: an aircraft has a propellor
- **steam** – track: steam powers a train; the train runs on a track
- in the air – on land – in space: ways of travelling
- **jet** – engine: a jet is a kind of engine
- **shuttle** – **astronaut**: astronauts travel to space in a shuttle
- **sail** – sea: you sail (a boat/ship) on the sea
- **power** – **electricity**: electricity is a kind of power
- **jumbo jet** – **spacecraft**: both fly/travel in the air
- **rocket** – space: a rocket travels into space.

**Exercise B**

1. **MA** = windscreen wipers  
   **GT** = fire-resistant materials  
   **GH** = computer programs  
   **SK** = Kevlar
2. Answers depend on students.

**Exercise C**

Answers depend on students, but below are some suggestions.

Male inventors are generally better known than their female counterparts. Some common arguments as to why this is so are:
- There are simply more male than female inventors because it is said that men have a more creative/risk-taking nature than women, and because women often focus all their time and energy on looking after the home.
- Men are expected to be creative. In women this is not so acceptable in many cultures.
- Women’s inventions are more practical/everyday and less scientific/spectacular than men’s – compare the example of the coffee filter (which was invented by a woman) with, say, the telephone.
- In the past, many women were not educated and have only recently been accepted at universities (about 100 years ago in the UK). Women were expected to stay at home and raise families.
Theme 2: Speaking

Exercise D

1/3.

<table>
<thead>
<tr>
<th>~al adjective</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. alpha‘betical</td>
<td>‘alphabet</td>
</tr>
<tr>
<td>b. e’lectrical</td>
<td>elec’tricity</td>
</tr>
<tr>
<td>c. in’dustral</td>
<td>‘industry</td>
</tr>
<tr>
<td>d. me’chanical</td>
<td>me’chanic</td>
</tr>
<tr>
<td>e. ‘personal</td>
<td>‘person</td>
</tr>
<tr>
<td>f. ‘physical</td>
<td>‘physics</td>
</tr>
<tr>
<td>g. ‘practical</td>
<td>‘practice</td>
</tr>
<tr>
<td>h. ‘punctual</td>
<td>punctu’ality</td>
</tr>
<tr>
<td>i. resi’dential</td>
<td>‘residence</td>
</tr>
</tbody>
</table>

4. Material can be a noun or an adjective.

Exercise E

1/2. a. son /Sun |
| b. breaks /brakes |
| c. mail /mail |
| d. write /write |
| e. know /no |
| f. wear /where |
| g. knew /knew |
| h. four /for |
| i. wood /would |
| j. week /weak |
| k. week /wait |

Exercise F

1.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I was late for the bus so I ran as fast as I could.</td>
<td>e</td>
<td>flow</td>
</tr>
<tr>
<td>b. The buses don’t run on a Sunday.</td>
<td>f</td>
<td>last</td>
</tr>
<tr>
<td>c. My mother runs a restaurant in the town centre.</td>
<td>c</td>
<td>manage</td>
</tr>
<tr>
<td>d. My computer is running very slowly this morning.</td>
<td>b</td>
<td>operate a service</td>
</tr>
<tr>
<td>e. Save water; don’t leave the tap running.</td>
<td>a</td>
<td>use legs</td>
</tr>
<tr>
<td>f. My mobile phone contract runs for another month.</td>
<td>d</td>
<td>work</td>
</tr>
</tbody>
</table>
2. a. I ran after the bus but it didn’t stop.
   b. He was only 15 when he ran away from home.
   c. The little girl was run over/down by a car.
   d. I ran into my friend in the shopping mall. We were really surprised to see each other.
   e. I’m afraid I’ve run out of coffee but I’ve got tea.
   f. Sorry I’m late. My lecture ran over.

3. Possible answers.

<table>
<thead>
<tr>
<th>a. in your car?</th>
<th>petrol</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. the office?</td>
<td>paper, ink, etc.</td>
</tr>
<tr>
<td>c. in the kitchen?</td>
<td>milk, sugar, tea, coffee, etc.</td>
</tr>
<tr>
<td>d. in the bathroom?</td>
<td>soap, shampoo, toilet paper, etc.</td>
</tr>
<tr>
<td>e. in your day-to-day life?</td>
<td>[money, time, patience, etc.]</td>
</tr>
</tbody>
</table>

Practice

**Exercise A**

1.  

<table>
<thead>
<tr>
<th>no.</th>
<th>question</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Can you give me an example?</td>
</tr>
<tr>
<td>1</td>
<td>Could you help me with my project on inventors?</td>
</tr>
<tr>
<td>2</td>
<td>Have you got any good ideas?</td>
</tr>
<tr>
<td>5</td>
<td>Pardon? When did she invent it?</td>
</tr>
<tr>
<td>6</td>
<td>Sorry, but what’s a streetcar?</td>
</tr>
<tr>
<td>3</td>
<td>Sorry? Did you say women inventors?</td>
</tr>
<tr>
<td>7</td>
<td>Why did he do that?</td>
</tr>
</tbody>
</table>


**Exercise B**

1. a. Did you know that Mary Anderson invented windscreen wipers in 1903?
   b. Apparently, she was on a streetcar in New York.
   c. It seems it was snowing.
   d. The driver stopped the streetcar because he could not see the road.
   e. The driver brushed the snow off the windows.
   f. According to my research, everyone laughed at the idea at first.
   g. Did you know the first wipers were mechanical?
   h. They were rubber blades attached to an arm.
   i. Apparently, a few years later an automatic wiper was invented.
   j. Very soon, all cars, buses and streetcars had wipers.
**Exercise C**

1. Japan has 8,462 ships which carry goods. The USA has only 5,642. **How many ships does the USA have?**
2. The USA has 3.9 million miles of roads and 5,400 public airports. **How many airports does the USA have?**
3. Americans drive about 3 trillion miles each year! Three trillion is a 3 and 12 zeros. **What is three trillion?**
4. More than 50 countries drive on the left side of the road. **Which side do they drive on?**
5. In 1911, a pilot flew from the West Coast to the East Coast of the United States. The journey took 49 days. **How long did the journey take?**
6. Americans spend about ten per cent of their annual incomes on their cars. **Who spends ten per cent of their annual income?**
7. More than 61 per cent of all journeys in the UK between one and two miles were made by car. **What percentage of journeys are made by car?**
8. The wings of a Boeing 747 jet are longer than the Wright brother's first flight. **What are the wings longer than?**
9. Each year, more than 500,000 people die in road accidents. Seventy per cent of these deaths are in developing countries. **Where do 70 per cent of the deaths happen?**
10. There are more than 6,000 flights every day into London's three main airports. **How many flights are there every day?**

**Extended speaking**

**Exercise A**
1. Answers depend on students.
2. See transcript for 26 on page 117 of the Workbook.

**Exercise B and C**
Answers depend on students.
**Reading: A brief history of space travel**

### 2.5 Vocabulary for reading: The Solar System

**Objectives**

By the end of this lesson, students should be able to:
- understand target vocabulary for the Reading section;
- identify vocabulary in its written form;
- demonstrate understanding of some common core knowledge about the Solar System.

**Introduction**

Exploit the visual. How many of the planets can students name?

**Reviewing vocabulary**

Set the task. Make sure students understand they should circle the correct word. Students complete the activity individually, then compare their answers in pairs. Elicit answers and explain why each answer is correct. This may be for grammatical, semantic or collocation reasons.

**Answers**

1. The rider got **on** in the motorbike.
2. The age of flying began just over a hundred years **ago**.
3. The steam engine was a very important **invention**.
4. The **pilot** of the plane has a lot of experience of flying.
5. There are many different methods of **transport**.
6. The **head** ordered the men to start the ship’s engines.

**Understanding vocabulary in context**

Set the task. Students complete the activity individually, then compare their answers in pairs. Write the answers on the board, in the correct order, for students to check themselves. Ask a few questions to further check understanding:
- What did people believe about the Earth? (it was the centre of the universe)
- What did Copernicus say? (the Earth goes round the Sun)
- What is the Sun exactly? (it is a star)
- How many planets are there? (8 or 9)
- Why is Pluto usually the furthest planet from the Sun? (The answer is not in the text. But students can infer that its orbit takes it inside another planet sometimes. That planet is Neptune and Pluto moves into its orbit every 240 years!)
- Why do some people say that Pluto is not a planet? (because it is too small)
- What is the name of the natural satellite that orbits the Earth? (the moon)
- Where is our Solar System? (in space)
- When did men land on the moon for the first time? (in 1969)
- Which planet will man land on next? (probably Mars)

You can also check some of the vocabulary:

What’s the difference between ...
- the universe and space? (the universe includes all of space, the planets and the Solar System)
- a star and a planet? (a planet has an orbit)
- launch, take off, and land? (launch is for spacecraft and rockets; take off is for planes; land is for spacecraft and planes)
- inhabit and live? (we / families / couples / people live in houses / flats / a town, etc.; we / large groups of people inhabit an area or a planet)

**Answers**

Hundreds of years ago, people in Europe believed that the Earth was the centre of the **universe**. They thought that the Sun and all the **planets** went round the Earth. However, at the start of the 16th century, a Dutchman called Copernicus said: ‘The Earth and all the planets orbit the Sun.’

We know now that the Sun is a star at the centre of our **Solar System**. Some **astronomers** say that there are nine **planets** in our system. Others believe that there are only eight. Pluto is usually the **furthest** planet from the Sun, but it is so small that some people say it is not a planet **at all**. The Earth is the third planet from the Sun. It is the planet that we **inhabit**. It has a natural **satellite** which orbits the Earth. It is called the **moon**. Our **Solar System** is in space. No human being went into space until the second half of the 20th century. In 1969, men landed on the moon and returned safely to Earth. Now, spacecraft are **launched** almost every month. Many scientists think that the next object for space **exploration** is the planet Mars.
**C Developing critical thinking**

Students discuss the question in pairs. Elicit ideas.

**Answers**

Answers depend on students, but here are some suggestions:

*Because the Sun appears to rise in the morning, travel across the sky during the day and set in the evening. People didn’t think the Earth was turning.*

**Closure**

Refer students to the text in Exercise B once more for some grammar revision.

Students find and:

1. underline all the verbs in the past simple.
2. circle all the passive verbs.

**2.6 Real-time reading: Cannons and rockets**

**Objectives**

By the end of this lesson, students should be able to:

- show understanding of common core knowledge – the history of space travel and rockets;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including transferring numerical information from text to table;
- use previously learnt reading sub-skills in order to deal with co-text and topic sentences.

**Introduction**

Use flashcards to revise some of the vocabulary from the previous lesson.

**A Activating ideas**

Revise the word *fireworks* (Lesson 1.5). Students discuss in pairs. Elicit some of their ideas but do not confirm or correct at this stage.

Revise the meanings of *spacecraft, launch, planet, exploration* from Lesson 2.5 if necessary.

**Answers**

Answers depend on students.

**B Predicting content**

1. Remind students to look at the illustrations, heading, subheadings and first paragraph. Ask them to cover the rest of the text. Tell students a simple answer is all that is necessary.

2. Tell students they are going to use topic sentences to predict information in a text. Check students understand the task and go over the example. Students read the rest of the sentences in the table, then discuss the answers in pairs. (Some students might find the task quite difficult, so reassure them and tell them just to put a question mark if they are not sure about anything.) When students have written something for every answer, allow them to uncover the text and check their ideas.

Elicit the answers, referring to the relevant section of text when necessary.

**Answers**

1. The text is about space travel.
2. See table over.

**C Understanding a text**

Remind students how to deal with new words.

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers and check vocabulary as you go along.

You could spend a few minutes discussing with the class the idea that Werner von Braun wanted to use the rockets to explore space, but they were used to make war instead.
Answers

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What happened around 800 BCE?</td>
<td>Fireworks and as the power source for cannons.</td>
</tr>
<tr>
<td>2. What is gunpowder?</td>
<td>A mixture of S, KNO₃, and C.</td>
</tr>
<tr>
<td>4. When did gunpowder arrive in Europe?</td>
<td>Some time around the 13th century.</td>
</tr>
<tr>
<td>5. What did Europeans use gunpowder for?</td>
<td>Fireworks and rockets.</td>
</tr>
<tr>
<td>6. Why did gunpowder lead to the end of castles?</td>
<td>Because cannons with gunpowder could blow holes in the castle walls.</td>
</tr>
<tr>
<td>7. What was the power source of von Braun's rockets?</td>
<td>Liquid oxygen.</td>
</tr>
<tr>
<td>8. What did von Braun want to use his rockets for?</td>
<td>A mixture of S, KNO₃, and C.</td>
</tr>
</tbody>
</table>

Methodology note

The key in this activity is for students to ‘have a go’ at scanning the text for the numbers. This sub-skill will be dealt with more fully later in this section.

Transferring information

Once again, we are trying to encourage students to plan their own table, rather than supplying one to them. However, you can start them off if necessary by giving them the extract from the table below. Do this after you have elicited some ideas for organizing the table from the students. Monitor and give help where necessary.

Note: Students should bring their timeline/table to the next lesson, where they will continue to work on it.

<table>
<thead>
<tr>
<th>date</th>
<th>event</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 800</td>
<td>Chinese invented gunpowder</td>
</tr>
<tr>
<td>C10th–C13th</td>
<td>...</td>
</tr>
</tbody>
</table>

Closure

Check the meanings of some of the vocabulary in the text by asking:

*Which word or phrase in the text means ...*

- **people you are fighting in a war?** (enemies)
- **periods of 100 years?** (centuries)
- **very old?** (ancient)
- **from the Middle Ages?** (medieval)
- **petrol, oil?** (fuel)
- **gas with the symbol O?** (oxygen)
- **Earth, Mars, Venus, etc.?** (planet)

Answers to Exercise B

<table>
<thead>
<tr>
<th>Question</th>
<th>Paragraph</th>
<th>True/False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The new invention of gunpowder was mainly used by the Chinese in fireworks.</td>
<td>Paragraph 1 will probably be about Chinese fireworks.</td>
<td>True? But ‘mainly’ = used for something else too?</td>
</tr>
<tr>
<td>2. Between the tenth and 13th centuries, Arab traders in China learnt about gunpowder.</td>
<td>Paragraph 2 will probably be about Arab traders.</td>
<td>True</td>
</tr>
<tr>
<td>3. Cannons could blow huge holes in castle walls.</td>
<td>Paragraph 3 will probably be about castles.</td>
<td>True</td>
</tr>
<tr>
<td>4. Werner von Braun, a German scientist, studied the rockets of the ancient Chinese and the cannons of medieval Europe.</td>
<td>Paragraph 4 will probably be about cannons in medieval Europe.</td>
<td>False – it will probably be about von Braun.</td>
</tr>
<tr>
<td>5. On 8th September, 1944, the first rocket hit London.</td>
<td>Paragraph 5 will probably be about the future.</td>
<td>False – it will probably be about the rockets in London in the past.</td>
</tr>
</tbody>
</table>
2.7 Learning new reading skills: Finding information quickly: using numbers; predicting content; understanding complex subjects

By the end of this lesson, students should be able to:
• use numbers to find information quickly in a text;
• predict the content of a text by using the adverb *mainly*;
• find the subject of longer sentences;
• understand longer sentences with nominalization.

Introduction
Write some of the numbers from the text in the previous lesson on the board and elicit why they are important:
1934 (von Braun invented a rocket)
1944 (rocket hit London)
500 (number of rockets Germany launched to attack the UK)
9,000 (number of people killed by rockets)
25,000 (number of people injured by rockets)

Reviewing vocabulary
Set the task. Students should try to work out the meaning from only the context first. They can then use a dictionary to check their ideas. If you think the activity will take up a lot of time, you can divide the class into two groups, A and B. Group A can find the meanings of all the odd numbers, 1, 3, 5, etc., only. Group B can work on the even numbers, 2, 4, 6, etc. When they have finished, divide the class into pairs, one from Group A and one from Group B. Students exchange meanings. This should save time, as students do not have to find the meanings of all ten words. Elicit answers.

Answers
1. Mixture: a substance made by mixing other substances together
2. mainly: (adverb) more than anything else
3. enemies: people who hate somebody or who act or speak against somebody
4. traders: people who buy and sell things as a job

5. battle: a fight between armies, ships or planes, especially during a war
6. eventually: at the end of a period of time or a series of events
7. fuel: any material that produces heat or power, usually when it is burnt
8. attacked: an act of using violence to try to hurt or kill somebody
9. wounded: injured by a weapon
10. remarked: something that you say or write which expresses an opinion, a thought, etc., about somebody/something

Identifying a key skill (1)
1. Set the task. Ask students to read Skills Check 1.
2. Set a time limit of one minute for this activity which should be done individually. When students have finished underlining, they can compare their answers in pairs. Ask students to count how many numbers they have underlined.

If you like, you can quickly read out which numbers students should have underlined but try not to spend too long on this!

You can also get students to find numbers in other texts in the theme so far.

Answers
1. Numbers 1 to 10 and centuries.
2. There are 14 including the word one in two phrases with one of ... and NOT including the words first, second.

Methodology note
We have given some rules for the use of the adverb *mainly* below. These are in line with frequency adverbs such as always, never, etc. However, it is possible to use mainly after a main verb, for example:

*Early cars used mainly petrol as a power source.*

In order to avoid confusion for the students, we have only used examples in the Course Book that follow the pattern they are already familiar with for frequency adverbs.
**C** Identifying a key skill (2)

1. Students read Skills Check 2. Elicit the answer to the question. Point out the position of the word mainly in these sentences:
   - after the verb be
   - before a main verb
   - between the auxiliary and the main verb

2. Set the task and go over the example. In pairs, students read each sentence and discuss possibilities for the following sentence. Monitor and give help where necessary. Elicit answers. Summarize the activity by reminding students that the word mainly can help them predict the next piece of information.

**Answers**

1. It is an adverb.

2. Answers depend on students, but here are some possible answers:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The people of the area mainly lived in villages.</td>
<td>Some people lived in towns and cities.</td>
<td></td>
</tr>
<tr>
<td>b. Early cars mainly used petrol as a power source.</td>
<td>Some cars used other power sources, e.g., steam.</td>
<td></td>
</tr>
<tr>
<td>c. Von Braun was mainly interested in space travel.</td>
<td>He was interested in other things as well.</td>
<td></td>
</tr>
<tr>
<td>d. Liquid oxygen is mainly used to power space rockets.</td>
<td>It's used for other things as well.</td>
<td></td>
</tr>
<tr>
<td>e. This article is mainly about the Ancient Chinese.</td>
<td>It's about other people as well.</td>
<td></td>
</tr>
<tr>
<td>f. The festival of Eid al-Fitr is mainly for Muslims.</td>
<td>Other religions can also take part.</td>
<td></td>
</tr>
</tbody>
</table>

**Methodology note**

Students may well know the symbols for elements and molecular structure in their own language, but may not know the words in English. These items are:

- S = sulphur
- KNO₃ = potassium nitrate
- C = carbon

**Methodology note**

In academic English, the verb – although frequently ‘simple’, i.e., is, was, reported – is often postponed in the sentence. The subject and the verb can become separated with the addition of other words and phrases. This activity is designed to help students overcome this particular aspect in academic texts. Further postponement can occur because the sentence begins with an adverbial phrase, e.g., According to research at an American university... The authors once came across a text being used in an EAP classroom with 55 words before the main verb – which was is.

**D** Finding the subject and the verb

1. Exploit the visual and teach/elicit the word parachute. Ask students what they know about Leonardo da Vinci. Students read the sentences about da Vinci and the invention of the parachute. Check students understand the vocabulary and the information.

Set the task and go over the example. Ask students to notice that there are several words before the verb in each sentence. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

<table>
<thead>
<tr>
<th>subject</th>
<th>extra information</th>
<th>verb</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The earliest picture of a parachute was drawn around 1485 CE.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. An inventor in Italy made the drawing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The drawing by an Italian, Leonardo da Vinci, shows a man hanging from four ropes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The four ropes of the parachute are attached to a frame.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The sides of the frame are just over seven metres.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. The frame of the device is the base of a pyramid.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. The pyramid on top of the frame has the same height as the base.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. * the size and the shape of the device are extremely important.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* h. begins with an adverbial phrase: According to da Vinci, which is not part of the basic S V O / C. The use of an introductory adverbial phrase is very common in academic English.
2. Set the task and go over the example.
Remind students that the extra information in these sentences begins with a preposition.
Students complete the activity individually, then compare their answers in pairs. Elicit answers. If students have problems, go back to the main sentence and write it on the board, for example:
The earliest picture was drawn around 1485 CE.
An inventor made the drawing.

Answers
See table on previous page.

Finding the original sentences
Before you set the task, ask students to find the verb in the long sentences in the left-hand column. This reinforces once more that in academic English the verb is often ‘hidden’. Now set the task and go over the example. Students discuss the answers in pairs. Elicit answers and, if there is time, write the original sentences on the board (or use an electronic projection).

Answers

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrival</td>
<td>arrive</td>
</tr>
<tr>
<td>attack</td>
<td>attack</td>
</tr>
<tr>
<td>death</td>
<td>die</td>
</tr>
<tr>
<td>design</td>
<td>design</td>
</tr>
<tr>
<td>discovery</td>
<td>discover</td>
</tr>
<tr>
<td>exploration</td>
<td>explore</td>
</tr>
<tr>
<td>failure</td>
<td>fail</td>
</tr>
<tr>
<td>flight</td>
<td>fly</td>
</tr>
<tr>
<td>injury</td>
<td>injure</td>
</tr>
<tr>
<td>invention</td>
<td>invent</td>
</tr>
<tr>
<td>launch</td>
<td>launch</td>
</tr>
<tr>
<td>life</td>
<td>live</td>
</tr>
<tr>
<td>mixture</td>
<td>mix</td>
</tr>
<tr>
<td>remark</td>
<td>remark</td>
</tr>
</tbody>
</table>

Elicit which verbs have the same forms for both the noun and the verb.

2.8 Applying new reading skills:
Dogs, men, women and shuttles

Objectives
By the end of this lesson, students should be able to:
• use co-text to predict the content of a text;
• apply all the sub-skills, vocabulary and grammar learnt in the theme to understand a text about the history of space travel;
• show understanding of a text giving important dates and events in space travel;
• find evidence in texts to support statements.

Note: Remind students before this lesson to bring their timelines or table of information from Lesson 2.6.
Introduction
Revise some of the dates and events from the text about the history of space travel from Lesson 2.6.

Reviewing vocabulary
Check students understand the task and go over the example. Elicit which words in the box are nouns and which are verbs (launch, kill and wound are verbs but wound can also be used a noun.)

Students continue discussing the words' connections in pairs. Elicit some of the students' ideas. Write any particularly interesting sentences on the board.

Answers
Answers depend on students.

Activating ideas
Exploit the visual on the right-hand side. It shows Laika, the dog, on board Sputnik 2. Revise the word satellite.

Set the task, giving students a time limit of only ten seconds. Elicit ideas, particularly about the subheading of the text on page 57: Dogs, men, women and shuttles. Students should at least be able to infer that the article is about dogs, men and women going into space. The meaning of the word shuttle will become clear when students have read the text.

Spend a little more time, once you have elicited the answer, on exploiting the visuals, but try not to pre-empt the text too much.

Answers
The article is about dogs, men and women going into space.

Methodology note
The text contains examples of the points featured in Lesson 2.7. Students will therefore need to use the decoding skills taught in those lessons in order to understand the text and do the exercises.

Understanding a text
Firstly, ask students to read through the True/False sentences. Elicit the meaning of missile (a kind of weapon). Point out there are a lot of words with capital letters in the sentences. Elicit what they refer to; some are the names of people, and some are the names of rockets or satellites.

Students now read the text and complete the True/False answers individually. Students then compare their answers in pairs, and discuss why the answers are true or false. Students can make notes, as in the example in the Course Book, or simply discuss. Monitor, and if students find this difficult, you can give prompts where necessary. Alternatively, tell students to move on to the next answer – reassure them you will explain all the answers during feedback time.

Elicit answers, preferably using an electronic projection of the table.

Answers
See table below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Missiles are not ‘just very big rockets’ now.</td>
<td>True</td>
</tr>
<tr>
<td></td>
<td>It says at that time, so things have changed since that time.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Von Braun’s work did not contribute to the production of the first space rocket.</td>
<td>False</td>
</tr>
<tr>
<td></td>
<td>It did not directly produce – but indirectly.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Korolev knew about von Braun’s work.</td>
<td>True</td>
</tr>
<tr>
<td></td>
<td>It says The study of … = he studied.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sputnik 1 did not carry a person.</td>
<td>True</td>
</tr>
<tr>
<td></td>
<td>It says Gagarin was first man in space, four years later.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. John Shepard orbited the Earth in 1961.</td>
<td>False</td>
</tr>
<tr>
<td></td>
<td>John Glenn was the first American to do that.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6. For the first 20 years, astronauts came back to Earth in their rockets.</td>
<td>False</td>
</tr>
<tr>
<td></td>
<td>In a small capsule.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The rocket was recovered after each flight.</td>
<td>False</td>
</tr>
<tr>
<td></td>
<td>It says the rocket did not return to Earth = the rocket was lost.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The Space Shuttle was used for a number of purposes.</td>
<td>True</td>
</tr>
<tr>
<td></td>
<td>It says mainly used to take astronauts, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The Space Shuttle programme was suspended for three years after the second accident.</td>
<td>False</td>
</tr>
<tr>
<td></td>
<td>After the first accident.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Columbia crashed because the heat shield was damaged.</td>
<td>True</td>
</tr>
<tr>
<td></td>
<td>It says Damage to the heat shield = the heat shield was damaged.</td>
</tr>
</tbody>
</table>
**D** Using a key skill

1. Set a time limit of one minute for this activity. Ask students to complete the activity individually. Students then compare their answers in pairs.

2. Do one or two answers with the class, then students can discuss the rest in pairs. This information will be added to the timeline in Exercise E.

**Answers**

1. At the end of the war in 1945, Werner von Braun went to the United States. He became director of the US missile programme. Missiles at that time were just very big rockets. However, von Braun’s work on missiles did not directly produce the first space rocket. The study of Braun’s work by a Russian, Sergei Korolev, led to the launch of the first space rocket in October 1957. It put the first artificial satellite, *Sputnik 1*, into orbit around the Earth. In the same year, Russian scientists launched *Sputnik 2* with a dog on board.

   It took four years for the Russians to send a man into space. Yuri Gagarin orbited the Earth once in 1961. Two years after that, Valentina Tereshkova became the first woman to go into space. She was also Russian. The first American in space was Alan Shepard in 1961. However, most people remember the name of John Glenn instead, because he actually orbited the Earth one year later.

   All of these space journeys, and many more in the first 20 years of space travel, had one thing in common. The astronauts went up in a rocket and came back to Earth in a small capsule. The rocket itself did not return to Earth. It was expensive for the Americans to lose the rocket each time. There was a much cheaper way. It was called the Space Shuttle.

   On April 12, 1981, American scientists at Cape Canaveral in Florida launched the first Space Shuttle. It went up on a rocket but came back like a normal aeroplane. In total, there were more than 130 flights.

   At first, the Shuttle was mainly used to put artificial satellites into orbit. Then it was used to take astronauts and equipment to the International Space Station.

   The use of the Shuttle reduced the cost of space exploration considerably. However, there were also terrible accidents. For example, the explosion of *Challenger* on 28th January, 1986, led to the suspension of the Shuttle programme for three years. Damage to the heat shield on *Columbia* resulted in the loss of the Shuttle on February 1, 2003.

**E** Transferring information

If students have remembered to bring their timelines, they can continue with it. If not, they can start a new timeline; you might have to remind them how to do this.

**Answers**

Answers depend on students.

**Closure**

Ask students to do some more research as homework. They should find five more facts about space travel for their *A brief history of space travel* timeline.

**Knowledge quiz: The course so far ...**

**Objectives**

By the end of this lesson, students will have:

- reviewed core knowledge;
- recycled the vocabulary from the course so far.

**Methodology note**

With a more able class or group of students, get them to cover the answer column in some cases and ask them to try and think of the answer, rather than finding it on the page.

**Introduction**

Tell students they are going to do a Knowledge quiz on the course so far.

1. Divide the class into two teams, A and B. Tell Team A to answer all the odd-numbered questions, 1, 3, 5, etc., and Team B to answer all the even numbers, 2, 4, 6, etc.
When you give feedback, give one point to each team for a correct answer. If a team gives an incorrect answer, the other team can then have a go. If they get it correct, they get two bonus points. Keep a running score on the board for each team.

Decide if you want students to use dictionaries or not. Students complete in pairs. The pair of students who finish first and with the most correct answers are the winners. For feedback, only focus on the most difficult words and briefly practise pronunciation if you have time.

Divide the class back into two teams, A and B, again. Once again, allocate odd and even numbers as for Exercise 1. When students have completed their seven words, regroup the class into pairs, one student from Team A, the other from Team B. Students ‘swap’ answers so that each student finishes with the answers to all 15 questions. For feedback, use an electronic projection of the answers.

Closure
Tell students to learn the information or vocabulary for any of the answers they got wrong in class.

Answers
1.
1. What can you race? 9 They try to prove it.
2. What can you inhabit? 7 Space.
3. What orbits the Earth? 8 North and south of the Equator.
4. When do you need a parachute? 4 To escape from a damaged plane.
5. Who can you pray to? 12 As a weapon or to get into space.
6. What does a primitive society not have? 1 Horses, cars, other people, etc.
7. What does an astronomer study? 2 A house, a town, an area, a country, etc.
8. Where are the Tropics? 3 The moon.
9. What do scientists do with a hypothesis? 5 God or the gods.
10. What do you do with a firework? 11 Climate or human activity.
11. Why are some animals becoming extinct? 10 Set light to it.
12. What can you use a rocket for? 6 A lot of technology.

2.
1. friend 7 land
2. be born 6 negative
3. inland 10 reject
4. insert 9 industrial
5. horizontal 3 on the coast
6. positive 4 remove
7. take off 1 enemy
8. put 5 vertical
9. agricultural 2 die
10. accept 8 take

3.
1. almost 4 end
2. attend 10 impolite
3. around 14 take place
4. conclude 8 interest
5. everyone 9 perhaps
6. field 11 get to
7. bay 1 nearly
8. hobby 12 take part
9. maybe 5 all the people
10. rude 15 energy
11. reach 3 about
12. participate 7 harbour
13. continue 6 area
14. happen 13 go on
15. power 2 go to
Workbook answers

Reading

Exercise A

1. Answers depend on students.

2. Answers depend on students.

<table>
<thead>
<tr>
<th>order</th>
<th>the Solar System</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Jupiter</td>
</tr>
<tr>
<td>4</td>
<td>Mars</td>
</tr>
<tr>
<td>1</td>
<td>Mercury</td>
</tr>
<tr>
<td>8</td>
<td>Neptune</td>
</tr>
<tr>
<td>9</td>
<td>Pluto</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>order</th>
<th>the Solar System</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Saturn</td>
</tr>
<tr>
<td>3</td>
<td>the Earth</td>
</tr>
<tr>
<td>7</td>
<td>Uranus</td>
</tr>
<tr>
<td>2</td>
<td>Venus</td>
</tr>
</tbody>
</table>

Exercise B

1. When was gunpowder invented? 800 BCE
2. When did Arab traders introduce gunpowder to Europe? between the 10th and 13th century
3. When did the Germans invent a rocket? 1934
4. When did the Germans attack London with a rocket? 1944
5. When did von Braun go to America? 1945
6. When did the Russians use a rocket to send a satellite into space? 1957
7. When did a dog go into space? 1957
8. When did the first woman go into space? 1963
9. When did the Americans launch the first Space Shuttle? 1981
10. When did the Space Shuttle accidents happen? 1986/2003

Exercise C

1. | infinitive | past tense | infinitive | past tense | infinitive | past tense |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>become</td>
<td>became</td>
<td>fly</td>
<td>flew</td>
<td>light</td>
<td>lit</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>go</td>
<td>went</td>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>hit</td>
<td>hit</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>know</td>
<td>knew</td>
<td>send</td>
<td>sent</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>lead</td>
<td>led</td>
<td>take</td>
<td>took</td>
</tr>
</tbody>
</table>

2. a. The Chinese made rockets from gunpowder.
   b. Their invention led to space travel.
   c. Arab traders took gunpowder to Europe.
   d. The Europeans put gunpowder in cannons.
   e. A German scientist, Werner von Braun, built a long-distance rocket.

Theme 2: Reading
f. Von Braun became director of the American Missile Programme.
g. The first astronauts went up in a rocket.
h. They came back in a small capsule.

Exercise D
1. Gunpowder was invented by the Chinese about 1,200 years ago.
2. The film Avatar was directed by James Cameron.
3. The lost children were found near the playground.
4. How was the car damaged in the accident?
5. Not many ships are made/manufactured in the UK nowadays.
6. Greenhouse gases and pollution are produced by petrol engines.
7. The internet is used regularly by about 35 million people in the UK.
8. Your assignment is written well. You will get a good mark for it.
9. The best spaghetti is made/produced in Italy. I always buy Italian spaghetti.
10. All the clothes in the fashion show were designed/made by the art students.

Exercise E
Possible endings.
1. An iPod is a device for storing music.
2. A dishwasher is a machine for washing dishes.
3. Microsoft Word is a program for producing documents.
4. It took ten minutes for me to complete the exercise.
5. It takes a long time for doctors to learn medicine.
6. It was difficult for women inventors to get support/recognition.
7. It was dangerous for people to travel in the old days.
8. It is expensive for a family to go on holiday nowadays.

Exercise F

<table>
<thead>
<tr>
<th>Exercise F</th>
<th>1. The invention of the rocket made …</th>
<th>8. The loss of interest in space has led to …</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. The end of the Second World War led to …</td>
<td>a reduction in space exploration.</td>
</tr>
<tr>
<td></td>
<td>3. The work of von Braun was …</td>
<td>an expensive problem for the US.</td>
</tr>
<tr>
<td></td>
<td>4. The loss of the space rocket each flight was …</td>
<td>space travel possible.</td>
</tr>
<tr>
<td></td>
<td>5. The use of the Shuttle reduced …</td>
<td>the cost of space exploration.</td>
</tr>
<tr>
<td></td>
<td>6. The explosion of the Challenger resulted in …</td>
<td>the destruction of the Shuttle.</td>
</tr>
<tr>
<td></td>
<td>7. The damage to Columbia’s heat shield caused …</td>
<td>the suspension of the Shuttle programme.</td>
</tr>
<tr>
<td></td>
<td>8. The loss of interest in space has led to …</td>
<td>very important for US space exploration.</td>
</tr>
</tbody>
</table>

von Braun's move to the USA. |
Exercise G

1. Valentina Tereshkova was born in Russia on 6th March, 1937. In 1963, she became the first woman to fly in space, aboard a rocket called Vostok 6.

   1. __f__

   Valentina's father was a tractor driver and her mother worked in a textile factory. After school, Valentina worked in a factory and studied engineering by correspondence course.

2. __d__

   In 1962, she joined the female cosmonaut programme. Four hundred women wanted to join the programme, but only five were successful. Valentina was the only one who later completed a space mission.

3. __b__

   During the 70.8-hour flight, she orbited the Earth 48 times. It was not until 1982 that a second woman flew into space.

4. __a__

   In 1977, she received a doctorate in Engineering. She never flew again, but she did become an important spokesperson for the Soviet Union. She is now head of the Russian Government's Centre for International Scientific and Cultural Co-operation.

5. __c__

   Their first child, a daughter called Elena, was born in 1964. Scientists in the USSR were very interested in her because she was the first child born to astronauts. Elena later went on to become a doctor.

6. __e__

   She has received the United Nations Gold Medal of Peace. In 2000, she won the Greatest Woman Achiever of the Century award in London. In addition, she also has one very special award that she has never seen; a crater on the far side of the Moon is named ‘Tereshkova’. 

The first woman in space

Valentina Tereshkova was born in Russia on 6th March, 1937. In 1963, she became the first woman to fly in space, aboard a rocket called Vostok 6.

1. __f__

   Valentina's father was a tractor driver and her mother worked in a textile factory. After school, Valentina worked in a factory and studied engineering by correspondence course.

2. __d__

   In 1962, she joined the female cosmonaut programme. Four hundred women wanted to join the programme, but only five were successful. Valentina was the only one who later completed a space mission.

3. __b__

   During the 70.8-hour flight, she orbited the Earth 48 times. It was not until 1982 that a second woman flew into space.

4. __a__

   In 1977, she received a doctorate in Engineering. She never flew again, but she did become an important spokesperson for the Soviet Union. She is now head of the Russian Government's Centre for International Scientific and Cultural Co-operation.

5. __c__

   Their first child, a daughter called Elena, was born in 1964. Scientists in the USSR were very interested in her because she was the first child born to astronauts. Elena later went on to become a doctor.

6. __e__

   She has received the United Nations Gold Medal of Peace. In 2000, she won the Greatest Woman Achiever of the Century award in London. In addition, she also has one very special award that she has never seen; a crater on the far side of the Moon is named ‘Tereshkova’.
Theme 2: Writing

2.9 Vocabulary for writing: Transport

Objectives
By the end of this lesson, students should be able to:
• demonstrate understanding of some of the target vocabulary for the theme;
• produce written sentences using target vocabulary.

Introduction
Write the title of the section on the board, The historic moment, and elicit the meaning (an important event that will always be remembered). Elicit some examples:
the first man on the moon
the first steam engine
the assassination of President Kennedy/Martin Luther King/Benazir Bhutto
the first telephone call
9/11

Exercise A checks vocabulary that students are expected to know from previous learning; they have not been taught it in this theme.

Methodology note
Exercise A checks vocabulary that students are expected to know from previous learning; they have not been taught it in this theme.

Methodology note
It may be time-consuming for all the students to do all of Exercise B, so you could allocate different words to different students. A simple way to do this is to divide the class in half. One half finds the answers for 1–5, the other half does 6–10. When they have finished, re-divide the class into pairs, with one student from each half of the class. Students ‘swap’ answers.

A Reviewing vocabulary
Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers, using an electronic projection to show them on the board; try not to spend too long on this as these are fairly simple words that students should know. However, do make sure during feedback time that students are checking their spelling. Point out that the past participle is needed for the passive. (It is also needed for the present perfect tense, of course, but that is not relevant here.)

Answers
See table below.

B Building vocabulary
Check students understand the task and go over the example. Remind students that the dictionary extracts contain:
• a definition written in ‘print’
• an example sentence written in italics (the tilde ~ is where the target word should go).

Students complete the activity individually, then compare their answers in pairs. Elicit answers. Focus on the word row. Elicit the past tense rowed. Point out that it sounds like the words road and rode. Write the words on the board so that students can see the spellings. We call

<table>
<thead>
<tr>
<th>transport</th>
<th>person</th>
<th>place</th>
<th>verb: infinitive</th>
<th>verb: past simple</th>
<th>verb: past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>driver/passenger</td>
<td>road</td>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>bicycle</td>
<td>rider</td>
<td>road</td>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>plane</td>
<td>pilot/passenger</td>
<td>sky/airport</td>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>boat</td>
<td>sailor/passenger</td>
<td>sea/port</td>
<td>sail</td>
<td>sailed</td>
<td>sailed</td>
</tr>
</tbody>
</table>
words like this – with one sound but different spellings – *homophones*.

**Less able classes:** Write the first letter of each answer (word) on the board to help students.

### Optional activity

Students’ books closed. Say the word. Students tell you the definition, beginning with *It means* … This can also be done in pairs, one student with the book open, the other with the book closed.

**Answers**

land; submarine; kite; row; navy; control; take off; glider; crash; vehicle

### Using new vocabulary

Check students understand the task. They should write a different example sentence from the one given in Exercise B. (However, see the note on less able classes below.) Students complete the activity individually. If you prefer, as suggested in the Methodology note for Exercise B, you can allocate different sentences to different students. In the final activity where students regroup and ‘swap’ sentences, students can dictate their sentences to each other.

Another alternative is for students to write some of the sentences in class, and finish the rest as homework.

**Less able classes:** Students cover Exercise B. Give prompts from the sentences in Exercise B to help students remember the sentences. Students write the sentences.

**Answers**

Answers depend on students.

### Closure

Refer students to the dictionary definitions in Exercise B. Ask them which nouns can also be used as verbs, and which verbs can also be used as nouns. Build up a table on the board. Deal with differences of meaning between the noun and the verb if they are the same word.

### 2.10 Real-time writing: The first powered flight

#### Objectives

By the end of this lesson, students should be able to:

- demonstrate knowledge of the first powered flight;
- demonstrate understanding of the discourse structure of a timeline;
- demonstrate understanding of the discourse structure of a biography;
- attempt to complete a text about the Wright brothers, using the past simple tense.

#### Introduction

If students studied Lesson 2.1 Real-time listening, they will already have heard about the first powered flight. Find out how much they can remember about the Wright brothers, their invention and the first powered flight.

Revise the meaning of the phrase *historic moment* (see notes from the previous lesson).

#### Reviewing vocabulary

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. If the exercise is too difficult, do one of the following:

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>land</td>
<td>land</td>
</tr>
<tr>
<td>submarine</td>
<td>–</td>
</tr>
<tr>
<td>kite</td>
<td>–</td>
</tr>
<tr>
<td>–</td>
<td>row</td>
</tr>
<tr>
<td>navy</td>
<td>–</td>
</tr>
<tr>
<td>control</td>
<td>control</td>
</tr>
<tr>
<td>take off</td>
<td>take off</td>
</tr>
<tr>
<td>glider</td>
<td>glide</td>
</tr>
<tr>
<td>crash</td>
<td>crash</td>
</tr>
<tr>
<td>vehicle</td>
<td>–</td>
</tr>
</tbody>
</table>

---

**Answers**

Answers depend on students.
• Write the answers (words) in the wrong order. Students copy the words into the correct sentences.
• Write the first letter of each answer (word) on the board:
  1. p_____
  2. e_____ (etc.)
Elicit answers; write the words on the board so that students can check their spelling. Further check understanding of the vocabulary if necessary.

Answers
1. On 15th January, 2009, the pilot of flight 1549 got into his plane.
2. He started the engine.
3. The plane took off from La Guardia Airport, New York.
4. It flew for a few minutes without any problems.
5. Then suddenly the engine lost power.
6. The airport was too far away. They could not return.
7. The pilot landed on the Hudson River.
8. The wings went under the water.
9. But the pilot managed to control the plane.
10. It crashed, but no one was injured.

Optional activity
Use the answers on the board as the basis for another activity in the following way. Students close their books. Point to each answer on the board in the correct order. Elicit the full sentence, making sure students are using the past simple tense accurately.

Activating ideas
Students discuss in pairs. Elicit answers.

Answers
Answers depend on students, but these are some possibilities:
1. Main similarities
   – they both fly
   – they are both made of wood (probably) and material
   – they are both made of square/box/rectangular shapes
   – they both look dangerous
   – they are both ‘open’ (no cabin)

2. Main differences
   – one has an engine
   – the glider can steer, the flyer possibly can

Using the present simple
Remind students of the word timeline – a list of dates and events. It can be about someone’s life or an invention, or other important event. It is usually written in the present simple because it is in note form. This may seem surprising because, of course, many of the dates are in the past.
Refer students to the timeline on the opposite page. Set the task; students discuss the questions in pairs. Elicit answers. Ask a few questions to check students’ understanding of the information in the timeline, e.g.:
Who was the oldest brother: Wilbur or Orville? (Wilbur, by four years)
What did they sell and repair? (bicycles)
What did they do later? (they designed and built bicycles)
Why did they become interested in flying? (because a glider pilot died in a crash)
What did they build first? (a bicycle with wings – it flew like a kite)
Why did they build a wind tunnel? (to test their glider)
When did they start building planes for the US Army? (1909)

Answers
1. The information is organized chronologically.
2. The connection is the lives of the Wright brothers.
3. The present simple.
4. The missing items are articles.
5. The main event is the flight in 1903 (we know this because it is in the section called ‘The historic moment’).

Using the past simple
Students study the assignment information. Elicit the meanings of aeronautics and astronautics (to do with flight and space travel).
1. Make sure students are looking at the correct part of the page. Elicit the answer to the question (the verbs are all in the past simple – was, lived, moved).
2. Set the task. Students can refer back to the timeline notes to help them select the correct verb. Students complete the activity individually, then compare their answers in pairs. Elicit answers and check the spelling of irregular past simple verbs.

**Answers**
1. The past simple.
2. Model answer:
   - The Wright brothers
   - The early years
   Wilbur Wright was born in 1867 in Indiana in the USA and lived for several years in Indiana, but his family moved to Dayton, Ohio, in about 1870. His brother, Orville, was born in 1871. In 1889, the brothers started a printing company in Dayton. Three years later, they started a bicycle shop. At first, the brothers sold and repaired bicycles. Later, they designed bicycles and built them. In 1896, a famous pilot died in a glider crash. The brothers heard about the crash and became interested in flying.

**Developing critical thinking**
Set for group discussion. Give feedback orally.

**Answers**
Possible answers:
They knew about machines from their work with bicycles.
They did lots of experiments, especially with the wind tunnel.
They learnt how to control the machine.
They didn’t give up.
Perhaps because there were two of them – they could encourage each other.

**Closure**
Give feedback on any errors you noted while monitoring students for Exercise D.

---

**2.11 Learning new writing skills:**
Connecting ideas with *and* and *but*; using pronouns and possessive adjectives

By the end of this lesson, students should be able to:
- spell some common irregular past simple verbs correctly;
- use the logical connectors *and* and *but* in written sentences;
- join sentences with the same subject;
- use pronouns and possessive adjectives to replace nouns in written sentences;
- decide when it is appropriate to replace the noun in written sentences;
- join sentences with *and* and *but* in a biographical text;
- demonstrate understanding of information about another transport invention.

---

**Introduction**
Dictate some words from the theme so far.

**A Spelling key words**
Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers and write them on the board, getting students to spell the verbs. Students correct their own work. Tell students they must learn any irregular verbs and spellings they got wrong.

**Answers**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. is</td>
<td>was</td>
<td>6. make</td>
</tr>
<tr>
<td>2. are</td>
<td>were</td>
<td>7. put</td>
</tr>
<tr>
<td>3. build</td>
<td>built</td>
<td>8. keep</td>
</tr>
<tr>
<td>4. go</td>
<td>went</td>
<td>9. buy</td>
</tr>
<tr>
<td>5. learn</td>
<td>learnt</td>
<td>10. become</td>
</tr>
</tbody>
</table>
If you prefer, you can ask the students to write out the sentences in Exercise B in full in their notebooks. Or you can set the activity in class, go through the answers orally, and set the full written sentences as homework. Another variation on the exercise is to exploit the Skills Check first, and then set Exercise B.

**Identifying a new skill (1)**

Check students understand the task and go over the examples. Students complete the activity individually, then compare their answers in pairs. Monitor. Do not elicit answers at this point. Refer students to Skills Check 1. Students read it silently. Check the meaning of expected and unexpected (you do/don’t think something will happen; unexpected can also mean ‘surprising’).

Now ask students to check their answers to Exercise B once more. When they have finished you can give feedback, preferably using an electronic projection of the full sentences. Make sure students understand when they can delete the subject of the second verb.

**Optional activity**

Students’ books closed. Write on the board the first half of two or three of the sentences from Exercise B. Students copy and complete, choosing which way to end the sentence. They will need to remember the information and to use the correct past simple verb.

**Answers**

1. He was born in 1867 in Indiana
   a. but he lived there for several years.
   b. and he moved to Dayton, Ohio, in about 1870.

2. The Wright brothers went to high school
   a. and they did quite well.
   b. but they didn’t graduate.

3. They heard about the crash
   a. and they became interested in flying.
   b. but it did not change their plans.

4. The glider flew well
   a. but it kept crashing.
   b. and they learnt how to control it.

5. They bought an engine for the glider
   a. and they put the engine in the plane.
   b. but it was too heavy.

6. In 1909, the brothers won a contract to build army planes
   a. but Wilbur died just three years later.
   b. and they built many planes in the next three years.

**Using logical connectors**

Check students understand the task and that the person they are writing about is fictional. Elicit some possible ways to complete some of the sentences:

- She was born in 1954 in Paris, France, and ...
  - had a happy childhood.
  - went to school there too.

- She went to university in 1972, but ...
  - not in France.
  - failed her exams.
  - wasn’t very happy there.

Monitor while students are writing and give help where necessary. Make a note of common errors and of any particularly imaginative sentence completions students have thought of.

When most of the class have finished writing, elicit some of the sentence completions you noted. Finally, give feedback on some of the errors you noted.

**Answers**

Answers depend on students.

**Identifying a new skill (2)**

Exploit the visual of the Eiffel Tower and the airship. Explain that the text is about the inventor of the airship. (It is not about the inventor of the hot-air balloon – that was the Montgolfier brothers.) Ask students to read the text and tell you what is wrong with it (too many nouns are repeated).

Check students understand the task. Elicit the first one or two sentences as examples, and write them on the board. Once again, point out the use of the past simple tense for writing a biography. Students copy and complete the text, working individually. Monitor and give help where necessary, once again making a note of common errors. Elicit answers, preferably using an electronic projection.

**Answers**

Model answer:

**Alberto Santos Dumont** was born in 1873 in Brazil in South America. His father owned a large farm and knew about machines.
Alberto worked on his father’s farm and learnt engineering from his father. Alberto’s father sold his farm in 1891, and moved his family to France. In Paris in the 1890s, Alberto took flights in hot-air balloons and became interested in them. He started designing hot-air balloons. He built a hot-air balloon (called The Brasil) and made controls for it. (He called it The Brasil.) He attached a petrol engine to it, and it was the first hot-air balloon with a petrol engine. Hot-air balloons with engines and controls are called ‘airships’. On 18th September, 1898, he flew his airship for the first time. In 1901, he flew it around the Eiffel Tower and became the most famous person in the world.

**Closure**

Give feedback on the errors you noted during the writing activity.

**Methodology note**

All the sentence patterns in Exercise A will be needed for the main writing activity in Exercises B, C, D and E, so this is an important scaffolding activity.

**A Reviewing vocabulary and grammar**

Tell students they will read some sentences from a biography about Robert Fulton (the inventor of the steamship). Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Highlight and discuss the following language points with the students:

- past simple tense used throughout
- past simple negative: he did not go to university
- use of prepositions, especially to and on
- repetition of nouns (e.g., Robert Fulton) avoided; pronouns and possessive adjectives used instead
- use of but in sentence 2

You may like to point out that Fulton demonstrated his steamship on the Hudson River in New York. This is the same river for the emergency crash landing of flight 1549 in January 2009. Students read about this in Lesson 2.10.

**Answers**

1. Robert Fulton was born in Pennsylvania, USA, in 1765.
2. He went to school, but did not go to university.
3. He moved to Philadelphia in 1782.
4. In 1786, he went to London to study art.
5. From 1793 to 1797, he worked as an engineer in England.
6. In about 1800, he realized that New York needed a good system of water transport.
7. In 1807, he built a steamship from an earlier design by a man called John Fitch.
8. On 18th August, 1807, he demonstrated his steamship on the Hudson River.
9. He went on to build other boats, including a steamship for the US Navy.
10. Robert Fulton died on 14th February, 1815.
Thinking and organizing

Methodology note

If necessary, use a map of Europe to show where the Netherlands is. In Drebbel's time, it was in fact ruled by the Spanish, but it is probably less confusing for the students to refer to Drebbel as Dutch. Alkmaar, Drebbel's home town, is pronounced /ɔlkmaːr/.

Remind students, if necessary, about the TOWER method of writing. This exercise focuses on the thinking and organizing stages of the process.

Exploit the visual of the early submarine. Students read the notes about Cornelius Drebbel. Ask students to try to work out the meanings of the following vocabulary (write the words on the board):

- apprentice
- printer
- water supply system
- demonstrate
- leather
- navy
- reject

If students find this too difficult, they can use dictionaries. Elicit their ideas.

Check students understand the meaning of all the abbreviations, for example:

- $O = \text{oxygen}$
- K. James I = King James the first
- $b. = \text{born}$
- $4m = 4 \text{ metres}$

Ask some questions to check understanding of the information:

What nationality was Cornelius? (Dutch – see Methodology note)

How old was he when he became an apprentice? (14)

When did he design a water supply system? (1595)

Why did he go to England? (to demonstrate his inventions to the King)

What did he build his first submarine from? (wood and leather)

How did the sailors breathe underwater? (they used KNO₃ – they literally burnt the potassium nitrate on board so it would give off oxygen)

What else is KNO₃ used for? (gunpowder and fireworks)

How far did the first submarine travel underwater? (4 metres)

Now set the task: students must divide the notes into four sections. Students discuss in pairs. Elicit answers.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1572</td>
<td>b. Alkmaar, Netherlands</td>
</tr>
<tr>
<td>1579–1585</td>
<td>goes to school (not university)</td>
</tr>
<tr>
<td>1586–1590</td>
<td>becomes apprentice to printer; learns chemistry; starts inventing</td>
</tr>
<tr>
<td>1595</td>
<td>designs water supply system for Alkmaar</td>
</tr>
<tr>
<td>1604</td>
<td>moves to England; demonstrates inv. to K. James I</td>
</tr>
<tr>
<td>1604–1610</td>
<td>works for K. James; makes fireworks, special clock, etc.</td>
</tr>
<tr>
<td>1618–1619</td>
<td>builds first submarine – uses earlier design (Will. Bourne) rowing boat (wood + leather) but sailors need O underwater so makes O from potassium nitrate (KNO₃)</td>
</tr>
<tr>
<td>1620</td>
<td>23/8 demonstrates submarine; goes up and down R. Thames; 4m. under water; British Navy rejects!</td>
</tr>
<tr>
<td>1620–1628</td>
<td>better sub = Drebbel II; 6m. underwater; but not accepted; D. gets no money</td>
</tr>
<tr>
<td>1629–1633</td>
<td>very poor in London</td>
</tr>
<tr>
<td>1633</td>
<td>d. London</td>
</tr>
</tbody>
</table>

C Writing

Students read through the instructions. Refer students back to the relevant pages in the Writing section for each language point, if necessary.

Elicit some sentences for the first section, The early years, and write them on the board. Students copy, then complete the essay, using the template. Monitor and give help where necessary. Make a note of common errors; you can give feedback on these later in the lesson.
**Editing**
Remind students how to mark each other’s work, using the grid on page 67. Monitor and give help where necessary. Continue to make notes of errors. Give feedback on errors before students start writing their final drafts.

**Rewriting**
As usual, this can be done in class or it can be set for homework. At some point, the model answer can be copied and distributed for comparison, but students may have different versions that are also correct.

If you are not able to monitor all the work in class, collect the essays in for marking.

**Able classes:** They could research extra information about Drebbel and his inventions, and add it to their writing.

**Less able classes:** Give out copies of the model answer below before students do their final writing task. Allow them to study it for a few minutes and highlight some of the features for them. Remove the model answer, then ask students to write about Drebbel. You could also provide students with prompts to help them with this.

**Answers**
Model answer:

*The early years*
Cornelius Drebbel was born in 1572 in Alkmaar in the Netherlands. From 1579 to 1585, he went to school but didn’t go to university. In 1586, he became an apprentice to a printer and worked with him for four years. He learnt chemistry at this time and started inventing things. In 1595, he designed the water supply system for his home town. In 1604, he went to London to demonstrate his inventions to King James I of England. Between 1604 and 1610, he worked for King James I. During this time, he made fireworks and a special clock.

*The development of the invention*
Around 1618 or 1619, Drebbel built the first submarine. He used an earlier design by a man called William Bourne. It was a rowing boat. It was made of wood. The wood was covered in leather. Drebbel realized that the sailors needed a supply of oxygen underwater so he made oxygen from potassium nitrate.

*The historic moment*
On 23rd August, 1620, Drebbel demonstrated his submarine. It went up and down the River Thames for several minutes. It went four metres underwater. However, the British Navy rejected the idea.

*Later life*
Drebbel went on to build a better submarine. The Drebbel II travelled six metres underwater, but the ship was not accepted by the British Navy. Drebbel got no money for the invention. For the final four years of his life, Drebbel was very poor. He lived in London until his death in 1633.

**Closure**
If you have not already done so, give out copies of the model answer for students to compare with their own version.

Discuss with the following questions:

*How did the sailors on the first two submarines probably feel? (excited? terrified?)*

*Why were they probably frightened? (dangerous; they could have drowned or the submarine could have exploded)*

*Why wasn’t the submarine successful? (no money for further research; did not have technology/knowledge)*

*Why did Drebbel die in poverty? (no one believed in his ideas)*

**Portfolio: Great transport inventions**
By the end of this lesson, students should have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- practised questions to ask for clarification about new information;
- used integrated skills in order to talk and write about different transport inventions;
- learnt more common core knowledge about different transport inventions and their inventors.
Introduction
Use Exercise A as the introduction to this lesson.

Activating schemata
Set the task; students discuss the questions in pairs. Elicit answers and check the meanings of target vocabulary.

Answers
1. Picture 1 = parachute
   Picture 2 = Kevlar heatproof suits
   Picture 3 = hot-air balloon
   Picture 4 = paddle steamer
   Picture 5 = radar
   Picture 6 = windscreen wipers
2. Answers depend on students.

Methodology notes
1. If dividing the class into three groups is too complicated, or cannot be organized for practical reasons, you can just do one or two of the listening texts with the whole class.
2. The questions in the Course Book could be made into a handout with spaces for students to write notes for the answers.

Gathering information (1)
1. Divide the class into three groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay the audio, or ask for it to be replayed.

<table>
<thead>
<tr>
<th>called?</th>
<th>Kevlar</th>
<th>car windscreen made of non-reflecting glass</th>
<th>train ventilator</th>
</tr>
</thead>
<tbody>
<tr>
<td>do?</td>
<td>v. strong; 5 times &gt; steel</td>
<td>lets all light pass through = safer, clearer</td>
<td></td>
</tr>
<tr>
<td>who?</td>
<td>Stephanie Kwolek</td>
<td>Katherine Blodgett</td>
<td>Olive Dennis</td>
</tr>
<tr>
<td>nationality?</td>
<td>American</td>
<td>American</td>
<td>American</td>
</tr>
<tr>
<td>born?</td>
<td>1923, PA</td>
<td>1898, NY</td>
<td>1885? 1895?</td>
</tr>
<tr>
<td>work?</td>
<td>chemical industry NY</td>
<td>Gen. Elec. 1917</td>
<td>train company as draughtsman then engineer</td>
</tr>
<tr>
<td>how?</td>
<td>tried to make stronger tyres</td>
<td>worked for many years; found way to make very thin layers of glass</td>
<td>worked as research scientist; invented many things</td>
</tr>
<tr>
<td>when?</td>
<td>1965</td>
<td>1938</td>
<td>not in text</td>
</tr>
<tr>
<td>develop?</td>
<td>bullet-proof vests; sails, ropes, parts for space rockets</td>
<td>cameras, microscopes, computer screens</td>
<td>still in use today</td>
</tr>
</tbody>
</table>

2. Redivide the class into groups of three, checking that there is one student from Groups A, B and C. Check students understand the task (they basically need to exchange information). Practise the questions students need to complete for each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table. You could also give out photocopies of the model notes. Remind students about the speaking skills they have learnt in Lesson 2.4:
   - introducing information – *Did you know that ...? Apparently ..., etc.*
   - commenting on, or showing interest – *That’s interesting ... Really? etc.*
You can also remind students to ‘echo’ and ask questions as they learnt to do in Theme 1:
   - showing understanding (echo + questions/comment)
   - showing you don’t understand (echo + *I don’t understand, etc.*)

Answers
See model notes below.

Transcripts
Presenter:               Track 2.19
Lecturer:                 I’m going to talk to you today about an invention in the field of transport. Firstly, I’m going to talk about the invention. After that, I’ll tell you a little about the inventor. Finally, I’ll talk about the uses of the invention. The invention is important for both transport and safety.

OK. So first, what is the invention? It’s called kevlar, that’s K-E-V-L-A-R. It is a very strong material. In fact, it is five times stronger than steel.
The inventor was an American woman called Stephanie Kwolek. That's K-W-O-L-E-K. She was born in 1920 in Pennsylvania in the USA. She studied chemistry at university, then she went to work for the chemical industry in New York. Her company wanted to improve the strength of car tyres. If a car tyre explodes at high speed, it is very dangerous.

Kwolek succeeded in making the new material in 1965. She made it from petroleum. Kevlar was used to make tyres safer, but people realized it had many other uses. It is used in sails, ropes and equipment, including parts for space rockets. However, Kevlar is now famous for stopping bullets and fighting fires! Police officers in many countries wear Kevlar bullet-proof vests. Fire officers wear Kevlar heat-proof suits. Kwolek retired in 1986 but she is still a consultant. She has won many awards for her work and inventions in chemistry.

OK. So first, what is the invention? It's the train ventilator. A ventilator is something that brings fresh air into a closed space. This invention made travelling by train much more enjoyable. The inventor was an American woman called Olive Dennis. That's D-E-N-N-I-S. She was born in 1885. She obtained master's degrees in mathematics and astronomy from Columbia University. She was only the second woman to obtain a degree in civil engineering from Cornell University. She found it difficult to find a job as an engineer. So she started work as a draughtsman for a train company in 1920. In 1921, she became the first female engineer for the company. She worked as a research scientist for the company for the next 30 years.

Gathering information (2)

1. This activity focuses on reading and note-taking. Divide the class into pairs. Give each student in each pair a number, 1 or 2.

   Allocate the texts as follows:
   S1 – should read the text called A brief history of transport safety (Part 1) on page 69
   S2 – should read the text called A brief history of transport safety (Part 2) on page 70

   Monitor and give help where necessary while students are making notes. The questions from Exercise B should be used as a guide to the note-taking. All the notes can go into a table (see model answers below), if you wish. During this stage, refer students back to the text if they have missed key points. Use the model notes at the end of this lesson and check them against the notes that are emerging from each student.

2. The focus now shifts to oral work; students must now ask questions and listen to their partners’ answers in order to make further notes.

   Check students understand the task. Each student must give the relevant information of his/her information about transport safety and the other student takes notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each pair of students. Once again, use the model notes to ensure that the groups are producing good notes on both texts.

   Finally, give feedback in two stages: firstly on students' performance and oral production; and secondly, use an electronic projection for feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute as handouts.

Theme 2: Writing 109
Answers
Model notes.

<table>
<thead>
<tr>
<th>called?</th>
<th>parachute</th>
<th>RADAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>para = against; chute = fall</td>
<td>radio detection and ranging</td>
<td></td>
</tr>
<tr>
<td>do?</td>
<td>gets people down safely from heights</td>
<td>detects location and distance of objects</td>
</tr>
<tr>
<td>nationality?</td>
<td>Italian</td>
<td>British (Scottish)</td>
</tr>
<tr>
<td>born?</td>
<td>1452</td>
<td>1892</td>
</tr>
<tr>
<td>early life?</td>
<td>asked too many questions at school; made hundreds of drawings</td>
<td>engineering at Dundee Uni Coll.</td>
</tr>
<tr>
<td>work?</td>
<td>15 = artist</td>
<td>1915 = meteorologist</td>
</tr>
<tr>
<td>how?</td>
<td>frame with cloth attached; man hangs on underneath</td>
<td>sends out radio waves, gets reflections from objects, shows them on an oscilloscope</td>
</tr>
<tr>
<td>when?</td>
<td>between 1483 and 1486</td>
<td>1935</td>
</tr>
<tr>
<td>develop?</td>
<td>1. Vrancic (Cro.) made own para; tested it in 1617 2. reinvented in 1783 by Lenormand (Fr.) 3. Blanchard (Fr.) = dog 1783 then himself 1793 4. now = spacecraft, sports cars, sport, air-force pilots</td>
<td>1. helped Britain win WWII 2. now tracks weather systems 3. used at all airports and planes 4. used on all ships</td>
</tr>
</tbody>
</table>

D Giving a talk
Remind students about the pronunciation of some of the target vocabulary and the importance of stressing key words. When students have chosen an invention to speak about, divide the class into groups of students with the same choice. If you do not get roughly equal numbers for each topic, ask some students to change group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group. Talks should last no longer than one or two minutes.

Redivide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions.

Students do not need to write anything down. Monitor and give feedback on two or three of the following areas:
- fluency
- accuracy (especially present tenses – both active and passive – and must)
- pronunciation of target vocabulary
- pronunciation of target consonant sounds /ʃ/ and /ʒ/
- stressing key words/phrases in sentences
- successful completion of task

E Writing
Elicit some ideas. If students are finding this too difficult, elicit ideas through mime, diagrams and explanation, e.g.:
- seat belts
- air bags
- traffic lights
- catseyes (reflective studs in roads)
- ABS (Automatic Braking System)
- mini roundabouts
- ALS (Automatic Landing System on aeroplanes)
- baby seats

Monitor and give help while students are writing their essay. Make a note of common errors. Give feedback on the errors.

1. This could be done as an assignment or set up as a homework activity if you prefer. Students should make notes on their research before they start writing the text. The research could be done in pairs or groups, with students exchanging information on the invention they have chosen.

2. If students are writing in class, monitor and give help where necessary.

Answers
Answers depend on students.
Workbook answers

Writing

Exercise A

1.

<table>
<thead>
<tr>
<th>vehicle</th>
<th>noun</th>
<th>start</th>
<th>move</th>
<th>end</th>
<th>person in charge</th>
<th>other people</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. plane</td>
<td>flying</td>
<td>take off</td>
<td>fly</td>
<td>land</td>
<td>pilot</td>
<td>passenger</td>
</tr>
<tr>
<td>b. car</td>
<td>driving</td>
<td>get in</td>
<td>drive</td>
<td>get out</td>
<td>driver</td>
<td>passenger</td>
</tr>
<tr>
<td>c. ship</td>
<td>sailing</td>
<td>embark</td>
<td>sail</td>
<td>dock</td>
<td>captain</td>
<td>sailors</td>
</tr>
<tr>
<td>d. shuttle</td>
<td>flying</td>
<td>launch</td>
<td>fly</td>
<td>land</td>
<td>commander</td>
<td>crew</td>
</tr>
<tr>
<td>e. bicycle</td>
<td>riding</td>
<td>get on</td>
<td>ride</td>
<td>get off</td>
<td>cyclist</td>
<td></td>
</tr>
<tr>
<td>f. horse</td>
<td>riding</td>
<td>get on</td>
<td>ride</td>
<td>get off</td>
<td>rider</td>
<td></td>
</tr>
</tbody>
</table>

2. Answers depend on students.

Exercise B

1./2. Model answer

Edith Flanigen was born in 1929 in New York and spent most of her childhood there. When she was at school, her teacher encouraged her interest in science, especially chemistry. Edith obtained a degree in Chemistry from D’Youville College in New York, and her two sisters, Joan and Jane, did the same. Later, both Jane and Edith received masters’ degrees in Chemistry from Syracuse University.

Edith was a very good student at Syracuse University, but she had an accident in the laboratory. She received terrible burns on her hands and had to stay in hospital for the rest of the semester. Luckily, her sister, Joan, went to her classes for her and took notes! Because of this experience, Edith says she has always been very careful about laboratory safety since then. After university, all three Flanigan sisters went to work for the Union Carbide Corporation, but they did not all start work there at the same time.

Exercise C

Development of the invention

In 1952, at Union Carbide, Edith began a 42-year career in research. (1) She joined the silicone chemistry department. In 1956, (2) she invented a method of changing petroleum into gasoline. Petroleum is found in the Earth as crude oil but (3) we cannot use (4) it in this form because (5) it is too heavy. First, chemists must divide (6) it into separate parts. (7) They use a kind of molecule to do this, which is called a zeolite.

Uses of the invention

Zeolites are now an essential part of everyday life. (8) They produce every litre of petrol in (9) your car. (10) They clean and dry domestic gas for heating and cooking. (11) They stop the liquids in (12) your fridge and air conditioning from freezing. (13) They are in (14) your washing-up liquid and cleaning materials. Edith’s invention has made gasoline production cleaner, safer and more efficient. (15) It is also used to help purify, or clean, water and the environment.
Later life and achievements

(1) During the 1960s, Edith was also involved (2) in the early research (3) into laser technology. (4) For this work, scientists needed a large supply (5) of perfect, big crystals. Real crystals, (6) for example, diamonds and emeralds, were too expensive. Edith used zeolites once again and developed a process (7) for making synthetic emeralds. Because they were so good, many jewellery shops started (8) to sell the emeralds.

(9) By 1985, Flanigen and her team had won more than 30 patents. (10) In 1992, Edith won the highest award (11) for work (12) in the field (13) of chemistry – the Perkin Medal. She was the first woman (14) to win this.
Theme 3

News and media

- News, news, news
- Advertising
- The values of magazines
- Media studies research reports
Listening: News, news, news

3.1 Real-time listening: The early history of mass-media news

Objectives
By the end of this lesson, students should be able to:
• show understanding of common core knowledge – the history of the mass media;
• show understanding of a lecture about the history of mass media, which contains target vocabulary, grammar and sub-skills from the theme;
• use previously learnt Listening sub-skills in order to understand a lecture on the topic of mass media.

Introduction
Check the meaning of mass media and go straight on to Exercise A.

A Activating ideas
1. Set the task. Students discuss the question in pairs or small groups. Do not elicit answers at this stage.
2. Check students understand the task and go over the example. Play 3.1. Students work individually, and then compare their answers in pairs. Elicit answers, checking the meaning of vocabulary as you go along.

Transcript
Presenter: Theme 3: News and media
Track 3.1
Voice: Picture A: A Roman man is making an official announcement to the crowd.
Picture B: This is a very early newspaper.
Picture C: This is an example of early printing from China.
Picture D: This is an early machine for printing.
Picture E: This is one of the first newspapers in the world.
Picture F: This is one of the very first newspaper advertisements.
Picture G: The people are listening to a story from a newspaper because some of them cannot read.
Picture H: This is a range of print media from the present day.

B Understanding the organization of a lecture
Give students time to study the instructions and the student notes. Check students understand the task. Play 3.2. Students compare their answers in pairs. Elicit answers, preferably using an electronic projection.

Answers
Mass media for news and entertainment: Early history
1. Spoken news
2. Written news – Rome, China
3. Printing, early newspapers
4. Assignment

C Understanding the key information
1. Give students time to read all the statements. Set the task. Play 3.3. Students complete the table individually, then compare their answers in pairs. Elicit answers. Replay any sections of the audio that students had difficulty with.
2. Set the task. Replay the audio if necessary, pausing after each relevant section to give students enough time to write down their answers. Elicit answers.
3. Students discuss in pairs. Elicit the answer and write the question on the board word by word.

Answers
1/2. See table over.
3. The assignment question is: What is the link between the mass media for news and advertising?
The first book with adverts.
Easy and cheap.

We can advertise ideas and opinions too.
Ancient Rome.

In 50 years, 9 million books.
The first book with adverts.

The lecturer thinks the mass media is linked with advertising.
We can advertise ideas and opinions too.

Transcript

Track 3.3

For many thousands of years in human history, there was no mass media for news because ancient people didn’t have written language. Gradually, ancient people developed written language. But most people were not literate – they could not read or write their own language. People communicated news in speech. For example, in England, there were town criers. These people shouted the news in the streets. But news was not communicated to all the people in a particular area at the same time – for example, everybody in one town or city – because all communication was in speech. There was no method of transmitting speech to a large number of people. Transmission of speech to a mass audience started with the invention of the radio in the late 19th century.

So, there was no written news for thousands of years. Then around 60 BCE, the first written news appeared. It was called Acta Diurna, which means ‘daily acts’ or ‘events’. It was not printed, it was handwritten. It appeared each day on message boards in the squares of Ancient Rome. However, as I said, most people could not read. Therefore, this was not really mass media. Someone had to read the news to individuals or groups of people. At around the same time, there were daily reports in Ancient China called Pao. But these reports were for government officials. They were not for the general public.

So how did the mass media for news really start? In around 900 CE, the first real printing appeared. It was invented in China. There was one wooden block for each character. The printer could move these around to make text. However, the process was very slow, so printing was very expensive. Then, in 1446 a German, Gutenberg, invented the first printing press. This was really the start of the mass media for news. The printing machine produced text quickly and cheaply. So the printer could make hundreds or even thousands of copies and distribute them all over the town, the area, or even the country. In 1450, book distribution was very small. There were only a few thousand books in Europe. All of them were produced by hand. By 1500, there were more than nine million books. The general public wanted to read the books. So they started to learn to read. Printing led to literacy in the general public, and literacy led to the first daily newspapers at the start of the 17th century. In 1477, a tiny event occurred. However, it is very important in the history of the mass media. An Englishman, William Caxton, produced the first book with advertisements. Why is this so important? Because the mass media and advertising are very closely linked.

OK. We have heard that the mass media really began in the 15th century and newspapers in the 17th century. We have seen that literacy for the general public also started around then. But we have also noted that, almost from the first, there was a link between the mass media for news and advertising. What are the links today? That is your assignment. Think about the different kinds of mass media for news today. Just news, for the moment. What is the link with advertising? By the way, I’m not just thinking about advertising products and services. I’m thinking about advertising ideas and opinions as well.

Identifying words from the stressed syllable

1. Give students time to look at the words. Tell them to think about the sound of each word, especially the main stressed syllable. Play the example on 3.4.

2. Demonstrate to the students how to answer the question. Play the rest of the items.

Set for individual work and pairwork checking. Play the audio again for students to mark the stress. Give feedback orally.

Answers

a. ‘history’ 2
b. ‘literacy’ 10
c. ‘media’ 1
d. ‘process’ 8
e. ‘public’ 7
f. ‘appeared’ 6
g. ‘communicate’ 3
h. ‘communication’ 4
i. ‘distributed’ 9
j. ‘transmitting’ 5
3.2 Learning new listening skills: Hearing related words; predicting content from linking words

By the end of this lesson, students should be able to:

- recognize the next communicative purpose from linking words in a listening text;
- develop common core knowledge about the mass-media news industry;
- identify vowel sounds /eɪ/ and /ɑː/;
- recognize lexical cohesion – related nouns and verbs;
- identify words from their stressed syllable;
- predict related word forms.

Introduction

Ask students to look again at the illustrations on page 73 and tell you something about each one.

Methodology note

Notice that in Exercise A, the sound for both choices appears in the sentence, but context should help the student decide what he/she actually heard. This is a vital skill of decoding after hearing information. It is the difference between correctly hearing a sound – a skill in itself – and correctly interpreting it meaningfully in context.

A Reviewing key words and phrases

Give students time to read all the pairs of words. Play 3.5 for the first sentence and go over the example. Play the remaining sentences. Students complete the task individually, then compare their answers in pairs. Replay the audio if necessary. Elicit answers.

Transcript

Presenter: Track 3.5

1. I will define the word media.
2. I am going to talk about the news media.
3. Medium has two main meanings.
4. A medium is a way of communicating, too.
5. The mass media gets to or reaches a large number of people.
6. People communicated in pairs or small groups or even in large crowds.
7. In around 900 CE, the first printing appeared.
8. The Acta Diurna appeared on message boards.
9. However, most people could not read.
10. Therefore, this was not really mass media.

### Identifying vowel sounds

1. Write the two phonemic symbols on the board and say the sounds aloud for the students. Set the task. You can suggest that the students put the words into a table, for example:

<table>
<thead>
<tr>
<th>/eɪ/</th>
<th>/ɑː/</th>
</tr>
</thead>
<tbody>
<tr>
<td>case</td>
<td>define</td>
</tr>
</tbody>
</table>

Students complete the task individually and then compare their answers. Do not elicit answers at this stage.

2. When students have read the Pronunciation Check, ask some of the students to read aloud the example words containing the target sound. Check the students' pronunciation. Elicit answers to Exercise B1. Ask students to add any new words, e.g., Ancient, China, etc., to the table suggested above.

### Identifying words from the stressed syllable

Check students understand the task and give them time to read all the words in the table. Play the first sentence on Track 3.6 and go over the example.

Play the rest of the audio. Students complete the task individually, then compare their answers in pairs. Elicit answers. Replay the audio if necessary. Refer students to Skills Check 1 to check understanding.

#### Optional activity

For more able classes, ask students to remember the sentences on the transcript and try to elicit them.

### Answers

1. fine define ✓
2. news ✓ new
3. two ✓ to
4. two too ✓
5. each reaches ✓
6. even ✓ event
7. round ✓ around ✓
8. boards ✓ bored
9. how however ✓
10. four therefore ✓

### Transcript

**Presenter:**

**Voice:**

1. The festival is celebrated in August.
2. When you combine all the colours of the rainbow, white light appears.
3. The competition is won by the strongest man.
4. Man has always wanted to explore space.
5. It is very important to motivate people to do a good job.
6. At first, the Wright brothers made bicycles, but later they changed to the production of planes.
7. You must get a person who is qualified for a job.
8. In this lecture, I'm going to talk about the natural features of the country. After this description, I will tell you a little about the history.
9. Everyone in the town participates in the festival.
10. The careful preparations of the Wright brothers helped them to succeed.
Exercise D is a new type of activity and it is also quite a difficult one. You will need to set it up carefully, and may have to do more than one example with the class.

Predicting related word forms

Once again, give students time to read through all the words. Check understanding of meanings. Set the task and go over the example. Play Track 3.7, pausing after each sentence. Replay the first few sentences if necessary but try to get students to do some of the answers after only one hearing.

Elicit answers. Use an electronic projection of the transcript, so that you can explain why answers were correct or incorrect. Play the audio once more, if you wish.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>advertisement</td>
</tr>
<tr>
<td>4</td>
<td>measurement</td>
</tr>
<tr>
<td>1</td>
<td>application</td>
</tr>
<tr>
<td>2</td>
<td>organization</td>
</tr>
<tr>
<td>3</td>
<td>attendance</td>
</tr>
<tr>
<td>8</td>
<td>situation</td>
</tr>
<tr>
<td>9</td>
<td>decision</td>
</tr>
<tr>
<td>5</td>
<td>transmission</td>
</tr>
<tr>
<td>6</td>
<td>explanation</td>
</tr>
<tr>
<td>10</td>
<td>behaviour</td>
</tr>
</tbody>
</table>

Transcript

Presenter: Track 3.7
Voice:

1. In this talk, I’m going to tell you how to apply to university.
2. It is very important to organize your files logically.
3. You must attend every lecture.
4. During the experiment, we measured the distance for each container.
5. Marconi found a way to transmit speech over long distances.
6. First, I’m going to explain the rules.
7. You must choose the best place to advertise.
8. The country is situated in northern Europe.
9. The selection panel decides the best candidate.
10. Extroverts sometimes behave in a rude way.

Identifying a new skill

1. Ask students to think about the question What sort of information ... ? in the Course Book. Do not elicit answers (students probably do not have the language to explain this yet).
2. Students study Skills Check 2. Ask students, How can linking words help you understand a speaker? (They help you predict what kind of information is coming next.)

Practising a new skill

Check students understand the task and go over the example. Give students time to read all the phrases in the exercise. Play Track 3.8, pausing after the first half of each sentence. Elicit what the linking word was at the end of the first introductory phrase, because. Then elicit which phrase is the best one to complete the sentence with. Do not confirm or correct answers at this stage. Play the second half of the first sentence. Elicit if students were correct or not.

Once you have played all the sentences and elicited the answers, play the whole audio through once more, with students following in their books.

Ask a few questions:

**Why are there adverts during news programmes?** (because the news itself does not make money)

**How much does one minute of news cost?** ($20,000)

**Where do the media companies buy the pictures from?** (other companies)

**What do they employ people to do?** (talk about the pictures and link the different items)

**Why are mass media news companies so big?** (because it is very expensive to produce the news)

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>mass-media news companies are very big.</td>
</tr>
<tr>
<td>2</td>
<td>one minute of TV news could cost the company $20,000.</td>
</tr>
<tr>
<td>1</td>
<td>the mass-media companies do not make money from the news itself.</td>
</tr>
<tr>
<td>3</td>
<td>they add the sound.</td>
</tr>
<tr>
<td>4</td>
<td>they employ people to link the news items.</td>
</tr>
</tbody>
</table>
Transcript
Presenter:               Track 3.8
Voice:
1. There are advertisements during most mass-media news programmes because … [PAUSE] the mass-media companies do not make money from the news itself.
2. In fact, … [PAUSE] one minute of TV news could cost the company $20,000.
3. Most mass-media news companies buy the pictures from other companies but … [PAUSE] they add the sound.
4. They pay a person to talk over the pictures. In addition, … [PAUSE] they employ people to link the news items.
5. It is very expensive to produce news programmes, so … [PAUSE] mass-media news companies are very big.

Using linking words and phrases
Students complete individually. Elicit answers, preferably using an electronic projection.

Answers
1. because  2. but  3. because; In addition  4. so; In fact/Actually  5. However  6. because; in fact  7. so  8. but  9. so

Giving opinions on amounts
1. Have students read Skills Check 3 and give some ideas. Don’t confirm or correct at this stage.
2. Students complete the task individually and then check their answers in pairs.
3. Students discuss in pairs. Elicit some opinions for class discussion.

Answers
1. It's too expensive.
2. too much  
   not enough  
   not enough/too much  
   too many  
   too many  
   too much  
   not enough
3. Answers depend on students.

Closure
Build up the table of verbs and nouns on the board (see below), perhaps by supplying all the verbs; the students give you the noun. You could also do the activity as a simple drill, e.g.:
T: demonstrate ...
Ss: demonstration

Check carefully that students are stressing the correct syllable.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. demonstrate</td>
<td>demonstration</td>
</tr>
<tr>
<td>2. indicate</td>
<td>indication</td>
</tr>
<tr>
<td>3. occur</td>
<td>occurrence</td>
</tr>
<tr>
<td>4. behave</td>
<td>behaviour</td>
</tr>
<tr>
<td>5. situated</td>
<td>situation</td>
</tr>
<tr>
<td>6. accept</td>
<td>acceptance</td>
</tr>
<tr>
<td>7. attend</td>
<td>attendance</td>
</tr>
<tr>
<td>8. remind</td>
<td>reminder</td>
</tr>
<tr>
<td>9. organize</td>
<td>organization</td>
</tr>
<tr>
<td>10. invent</td>
<td>invention</td>
</tr>
<tr>
<td>11. measure</td>
<td>measurement</td>
</tr>
</tbody>
</table>
Workbook answers

Listening

Exercise A
Answers depend on students, but some suggestions are:
• they are ways of communicating
• they are relatively new
• they all have advertising
• they all have news information

Exercise B
Nowadays, there are many information organizations. For example, we have television, radio, newspapers and, of course, the internet. They all provide entertainment and information to the general public. The word for all these sources is media. It is an unusual word because it is plural. The singular word is medium. This word has different meanings in everyday English. But here it means a way of communicating. For example, we can say ‘The internet is the most important news and information medium today’.

We often talk about the mass media. The word mass means a large amount, so the mass media reaches a large number of people. We say it has a big audience.

The mass media use modern technology to get the news very fast to millions of people. So the media have a big influence.

In television and radio, we say that information is broadcast to viewers and listeners. The means it is sent to a large area, perhaps the whole world. People in many different countries often watch breaking news events at the same time on live television.

Exercise C
Answers depend on the students, but here are some suggestions:

1. | Picture a | Picture b |
   | --- | --- |
   | 18th June, 1815 – Belgium
   Battle of Waterloo
(Britain vs France)
400 km from London
news – four days
no reporters, broadcasting
messages slowly overland | 20th January, 2009
Washington, D.C.
Barack Obama
became first
African-American president of USA
reporters quickly broadcast news live to billions |

2. Today the news reaches billions of people very quickly.
Theme 3: Listening

Exercise D
Possible ideas:
- wars
- natural and man-made disasters and accidents
- political events
- economic events
- crimes including murders, robberies, etc.
- deaths of famous or important people
- environmental problems
- discoveries, inventions
- social problems
- social events, for example the Oscar ceremony, events to do with royalty or other important or famous people
- sports events
- terrorism

Exercise E
1. 

2./3. 1. reporter
2. listener
3. 'printer
4. 'broadcaster
5. 'consumer
6. 'writer
7. 'newsreader
8. 'advertiser
9. 'viewer
10. 'distributor
11. 'terrorist
12. 'official
1. In general, women live longer than men. verb
2. There’s a live football match from Barcelona later this evening. adjective
3. I don’t live with my parents any more. verb
4. I live in a studio flat in the centre. verb
5. This is a live broadcast from Iceland, near the area of the volcano. adjective
6. We are against experiments on live animals. adjective
7. Careful – that wire is live. adjective
8. In the winter, the animals live in that small building over there. verb
9. There will be live music at the party. adjective
10. Most students live in halls of residence near the university. verb

<table>
<thead>
<tr>
<th>Exercise F</th>
<th>1./2.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>break</strong></td>
<td><strong>reach</strong></td>
</tr>
<tr>
<td>the news</td>
<td>a place</td>
</tr>
<tr>
<td>your leg</td>
<td>a person</td>
</tr>
<tr>
<td>for lunch</td>
<td>a level</td>
</tr>
<tr>
<td>a window</td>
<td>a decision</td>
</tr>
<tr>
<td>the law</td>
<td>a suggestion</td>
</tr>
<tr>
<td>your phone</td>
<td>an audience</td>
</tr>
<tr>
<td>your car</td>
<td>the first floor</td>
</tr>
<tr>
<td>a promise</td>
<td>home</td>
</tr>
<tr>
<td>your heart</td>
<td>the chair</td>
</tr>
<tr>
<td>your brain</td>
<td>a height</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise G</th>
<th>1./2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In general, women live longer than men. verb</td>
<td></td>
</tr>
<tr>
<td>b. There’s a live football match from Barcelona later this evening. adjective</td>
<td></td>
</tr>
<tr>
<td>c. I don’t live with my parents any more. verb</td>
<td></td>
</tr>
<tr>
<td>d. I live in a studio flat in the centre. verb</td>
<td></td>
</tr>
<tr>
<td>e. This is a live broadcast from Iceland, near the area of the volcano. adjective</td>
<td></td>
</tr>
<tr>
<td>f. We are against experiments on live animals. adjective</td>
<td></td>
</tr>
<tr>
<td>g. Careful – that wire is live. adjective</td>
<td></td>
</tr>
<tr>
<td>h. In the winter, the animals live in that small building over there. verb</td>
<td></td>
</tr>
<tr>
<td>i. There will be live music at the party. adjective</td>
<td></td>
</tr>
<tr>
<td>j. Most students live in halls of residence near the university. verb</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise H</th>
<th>1./2.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>formal verb</strong></td>
<td><strong>informal verb</strong></td>
</tr>
<tr>
<td>a. communicate</td>
<td>f. get to</td>
</tr>
<tr>
<td>b. distribute</td>
<td>b. give out</td>
</tr>
<tr>
<td>c. inform</td>
<td>i. choose</td>
</tr>
<tr>
<td>d. occur</td>
<td>d. happen</td>
</tr>
<tr>
<td>e. produce</td>
<td>e. make</td>
</tr>
<tr>
<td>f. reach</td>
<td>g. send</td>
</tr>
<tr>
<td>g. transmit</td>
<td>a. speak</td>
</tr>
<tr>
<td>h. participate</td>
<td>h. take part</td>
</tr>
<tr>
<td>i. select</td>
<td>c. tell</td>
</tr>
<tr>
<td>j. attend</td>
<td>j. choose</td>
</tr>
</tbody>
</table>
Theme 3: Listening

Exercise I
1.2.
   a. breaking news       f. general public
   b. news report        g. large audience
   c. live event         h. strong influence
   d. government secret  i. printing press
   e. mass media         j. crime scene

Exercise J
1. A: Have you heard about the Icelandic volcano?
   B: Yes, I watched it on the news this morning.
   A: It’s sending a cloud of ash 7,000 metres up into the sky!
   B: I know. It’s amazing. In Iceland, they can’t see the Sun in some places.
   A: It’s a really good story for the media. They are saying the government might cancel ___ flights in
      and out of the UK.
   B: Oh no, I hope not. I’ve got a flight booked for this weekend. I’m going ___ home for my sister’s
      wedding.
   A: Perhaps you should go by ___ train instead!
Extended listening

Exercise A

1./2.

<table>
<thead>
<tr>
<th>stressed syllable</th>
<th>word</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. me /miː/</td>
<td>media or medium</td>
<td></td>
</tr>
<tr>
<td>b. tel</td>
<td>television</td>
<td></td>
</tr>
<tr>
<td>c. chan</td>
<td>channel or channels</td>
<td></td>
</tr>
<tr>
<td>d. me /me/</td>
<td>message</td>
<td></td>
</tr>
<tr>
<td>e. miss /mɪʃ/</td>
<td>transmission</td>
<td>cannot be ‘advert or ‘advertiser – different stressed syllable</td>
</tr>
<tr>
<td>f. mun /mjuːn/</td>
<td>communicate</td>
<td></td>
</tr>
<tr>
<td>g. vert</td>
<td>advertisement</td>
<td></td>
</tr>
<tr>
<td>h. port</td>
<td>report or reporter</td>
<td></td>
</tr>
<tr>
<td>i. ven</td>
<td>event or events</td>
<td></td>
</tr>
<tr>
<td>j. news /njuːs/</td>
<td>newspaper</td>
<td>sound is slightly different from news</td>
</tr>
</tbody>
</table>

Exercises B and C

<table>
<thead>
<tr>
<th>Mass-media news: advantages and disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
</tr>
<tr>
<td>1. fast – many reporters/good comms</td>
</tr>
<tr>
<td>2. cheap – consumer does not pay</td>
</tr>
<tr>
<td>3. can’t keep secrets</td>
</tr>
</tbody>
</table>

Practice

Exercise A

1./2. In the past, it took a long time for the news to reach an (1) audience. The (2) mass media originated in the 15th century. At this time, the (3) printing press was invented and the (4) literacy of the general public improved.

Nowadays, the mass media has three main advantages. The first is the (5) speed that news can reach the general public. And reporters can get to the (6) scene of a crime, disaster or other event very quickly. Another is that news is cheap for (7) consumers. The third advantage is openness. This means that governments and people in public life cannot keep (8) secrets any more.

There are also disadvantages. Perhaps there is too much focus on (9) quantity over quality. Also advertisers can (10) influence the news on TV and other media. In other words, there is (11) bias in the news so we cannot always believe it. Openness in the media can mean that people do not have any (12) privacy.

Exercise B

Answers depend on students. See transcript for 39 on page 119 of the Workbook.
3.3 Real-time speaking: Magazine advertisements

Objectives

By the end of this lesson, students should have:
- shown understanding of common core knowledge – how magazine advertisements work;
- understood a spoken text containing target vocabulary, grammar and sub-skills from the theme.

Introduction

Write on the board the following groups of people, and check meaning: young people, disabled people, men, women, ethnic minorities, children, old people.

Note: disabled = with limited movement or senses because of a medical condition;
ethnic minority = a small group of a particular race living in an area, or country, where most people are of a different race.

Ask students to briefly discuss the following question, or hold a short class discussion about it: Which types of people do you rarely see in advertising? Why?

Activating ideas

1./2. Elicit the answers to question 1 from the class, and then set question 2 for discussion. Alternatively, set both questions for discussion in pairs or groups of three. Give feedback to the class as a whole. Encourage different points of view.

Answers

1. The advertisements are selling: cosmetics (make-up); ocean cruises; loans for buying a home.
2. Answers to this question depend on the students. Some suggestions for stereotypes in the advertisements are:
   - cosmetics – beautiful young white woman with perfect looks
   - ocean cruise advert – older white people with time and money; older married couple
   - home loans – young couple are happy, in love and can afford to buy a house

Methodology note

This role play is demanding, as the conversation is long. However, there are three participants, so the load is divided. We have kept the model conversation with three participants only in order to make the task more manageable in the classroom. However, in Exercise C, students can have similar conversations in larger groups, if you wish, in order to make the activity more like a real tutorial.

B Studying a model

1. Students read the conversation. Go through the words in bold as a class.
2. Elicit what type of word is missing in each space (adjectives). Check students understand the vocabulary but try not to spend too long on this. Set the task. Students try to complete the missing adjectives individually. Ask students for their ideas but do not confirm or correct them at this stage.

Less able classes: Write all the adjectives on the board in the wrong order. Students copy the adjectives into the correct spaces.

Play 3.9 for students to check their ideas. Students compare their answers in pairs. Elicit answers.

3. Drill some of the sentences from the conversation with the class. Play the audio once more with students following in their books. Form groups of three. Each student chooses a part, A–C. Point out that A and B have more to say, so students can decide which of them would prefer the more demanding parts.

Demonstrate the role play, taking the part of Speaker A yourself.

Students practise the conversation; meanwhile monitor and make notes of common pronunciation problems.

When students have finished the role play, give feedback and practise any problem areas from the conversation again (for example, by playing the recording once more, and pausing to drill pronunciation). Finally, set the role play again, with each student taking a new role.
Transcript

**Presenter:** Track 3.9

**Voice A:** Where do you think the first advert is from?

**Voice B:** I think it comes from a women’s magazine.

**Voice A:** And who is the target audience?

**Voice B:** Young women.

**Voice C:** I agree. Maybe older women, too.

**Voice A:** What is the purpose of the ad?

**Voice C:** To sell cosmetics.

**Voice A:** Why is the target audience interested in adverts like this?

**Voice C:** Because most women want to look attractive. They feel it’s important.

**Voice B:** That’s a stereotype!

**Voice C:** Maybe. But it’s true.

**Voice A:** And how does the ad persuade them to buy the product?

**Voice C:** The woman is very beautiful. The message is: if you use this make-up, you will look beautiful, too.

**Voice A:** Do you think it’s a good advert?

**Voice B:** I don’t like it. In my opinion, the image doesn’t represent reality.

**Voice A:** And how about you?

**Voice C:** I don’t believe it’s a bad advert. It’s not reality, but I think it’s very effective.

**Voice A:** Who created the ad? Who designed it?

**Voice C:** I think an advertising agency designed the image.

**Voice B:** I agree. And the cosmetics company paid for it. I think it was very expensive.

Set the task. Monitor and assist as necessary, taking note of common pronunciation errors and difficulties as you go along. As feedback, ask volunteer groups to perform their conversations.

**Optional activity**

Use advertisements from the local press for extra practice. It is important that students reinforce the vocabulary and pronunciation in the lesson; it is also important, though, that they get some practice in thinking about advertisements in terms of the questions raised in the Course Book conversation.

**Closure**

Cover errors that you picked up while monitoring.

**Everyday English: Talking about the media**

**Methodology note**

Exercise C is based on the adverts in the Course Book. If you prefer, bring adverts from local magazines to use instead. Alternatively, use them in the Optional activity for additional practice.

**Objectives**

By the end of this lesson, students should be able to:

- use appropriate language to discuss a range of aspects of the media.

**Introduction**

This activity could generate a lot of discussion, but do not spend too much time on it.

Ask students to note down their favourite (if they have one) magazine; book; TV programme; film; newspaper; artist. Either put students into small groups to compare their ideas briefly, or have a short class discussion to see which are the most popular.

**Methodology note**

As the target questions in this lesson are in a variety of tenses (which might need clarification by you), the vocabulary load has been kept fairly low: there are only two new words per conversation.
A Activating ideas

1. Briefly exploit the pictures and elicit some of the key vocabulary, for example: exhibition, documentary, photography, author, painting, fashion.

2. Elicit ideas for the first picture. Set the task for discussion in pairs.

Answers

1. A. television
   B. photography
   C. literature/fiction
   D. newspapers
   E. art/painting
   F. magazines

2. Answers depend on students.

B Studying models

1. Go through the sentences with the class. Clarify any problems. Set the task for pairwork. Do not offer feedback at this stage.

2. Set the task for individual work and pairwork checking. Play Track 3.10. Give feedback orally.

3. Elicit the picture for the first sentence, Have you seen the new Vogue? (Picture F). Students match the remaining pictures.

Answers

1/2. Conversation 1 = a.

   Conversation 2 = d.

   Conversation 3 = b.

   Conversation 4 = c.

   Conversation 5 = e.

   Conversation 6 = f.

3. 1 F, 2 C, 3 A, 4 B, 5 D, 6 E

C Practising a model

1. Play the audio from Exercise B again if you wish. Set the task for pairwork. Monitor and assist with students’ pronunciation. Note any common pronunciation errors.

2. Put the students into new pairs. Use the first question to demonstrate the task yourself with a student. Set the task. Monitor and assist with vocabulary and pronunciation. Again, make a note of common problems and errors. As feedback, ask volunteers to perform one of their conversations.

Closure

1. Go over any errors that you picked up during your monitoring.

2. Ask students to cover the texts in the Course Book and look at the pictures. They must try to remember the conversation for each one.
3.4 Learning new speaking skills: 
Taking part in a tutorial; talking about future possibilities

Objectives
By the end of this lesson, students should be able to:
• discriminate between, and pronounce accurately, the diphthongs /eɪ/ and /ɑɪ/;
• use target language and sub-skills to take part in a tutorial;
• make sentences using introductory phrases – I (don’t) think/feel/believe …;
• give and ask for opinions using target language from the theme;
• use the first conditional to talk about future possibilities.

Introduction
Elicit from the students details of the three advertisements in Lesson 3.3 Real-time speaking, and what they said about them.

A Saying diphthongs
1. Write on the board – and review – the symbols /aɪ/, /eɪ/ and /ɑɪ/. Show that they can exist in combination as /eɪ/ and /ɑɪ/; elicit examples, e.g., day, why.
Set the task. Copy the table on the board (or use an electronic projection) and elicit which column the first word goes in. Students work individually and then check their answers in pairs. Do not give feedback yet.
2. Give students time to read the Pronunciation Check. Give feedback in task, using the table on the board.
3. Play 3.11. Pause after each word and drill, both chorally and individually. Insist on the correct pronunciation of the diphthongs, with the first sound being stronger than the second.

B Identifying a new skill (1)
1. Make sure students understand the heading, Taking part in a tutorial. You could perhaps spend a few minutes with students discussing the difference between taking part in and going to a tutorial (see Methodology note).
Give students a few minutes to read Skills Check 1. Check understanding of each point. You may, for example, need to revise the meaning of some of the vocabulary: influence, copy, form an opinion, etc. Elicit answers.
2. Students discuss the question in pairs, going through each point in the Skills Check. Elicit ideas.

Methodology note
Exercise B, like the others in this section, refers to tutorials as they are commonly held at universities in the West. Tutorial groups are usually small (three to five students, or so). Each student is expected to bring researched information and some initial ideas to the discussion. Some students find sharing ideas like this uncomfortable at first, but the tutorial is a very useful opportunity. It is unacceptable academic behaviour not to contribute to a tutorial discussion, and students may be marked down as a result.
Answers

Answers depend on the students, but here are some suggestions:

a. Before a tutorial:
   • research the topic – you must know something about the topic in order to talk about it
   • form an opinion about the topic – you must think critically about the information you found: is it true, useful, relevant?

b. During the tutorial:
   • give your opinion – in the tutorial, you must share the information you found, as well as your opinion of it, with your classmates
   • give reasons for your opinion – you must show why you have the opinions you express, in order to help your classmates understand you, and to help them think critically about the information too
   • give examples – these help make your points clearer

Methodology note

Make sure students understand all the statements in Exercise C. If you have not done all of the previous themes, you may wish to ask students to miss out the statements. You could perhaps replace them with others, e.g., There should be more control over the media. Older people are badly represented in the media. There are too many stereotypes in advertisements.

The table on page 81 can be enlarged on a photocopier and made into a handout so that students can have space to add more notes.

C

Practising a new skill (1)

1. Check students understand the task and use the first statement as an example. Make sure students understand that they do not need to give an opinion at this stage. They are only researching ideas.

   Students should make a note of their own ideas first, for and against each statement. Then they can compare their ideas with a partner.

   Elicit some ideas from the class for points for and against each statement, but avoid getting into a discussion here. There will be an opportunity for this later on.

2. Students should now decide what their own opinion is about each statement, or they could perhaps select just two or three statements that they feel strongly about.

   Students add one or two further examples to their notes in the table.

D

Practising a new skill (2)

1. Play 3.12 with the students following the conversation. Drill the sentences from the conversation. Students practise the conversation in groups of three.

   Point out some of the key phrases and write them on the board:
   In my opinion ...
   I think (that) ...
   I (dis)agree ...
   For example ...

Methodology note

We have avoided explaining the grammar of I don’t think ... as this is covered in the Grammar for speaking lesson. If it arises in the lesson, however, you can give a brief explanation. Alternatively, you can simply encourage students to use In my opinion + negative, for example: In my opinion, maths isn’t very important.

Remember, the key skill here is to give reasons for an opinion, and to participate in a discussion, rather than practising grammar.
Students can use these phrases in the next activity.

2. Elicit the question for each statement and drill each one if you think it is necessary. Divide the class into groups of three and set the task. You may need to ask a more able group of students to demonstrate the activity. Monitor while students are working in their ‘tutorial’ groups. Give feedback.

Optional activity

Students can write a tutorial discussion for two or three of the statements in the table, using the conversation in their books as a model.

Transcript

Presenter: Track 3.12
Voice A: What is the most important subject at school? In my opinion, Maths is the most important subject because you need it for every job. For example, in a shop or bank.
Voice B: I agree. But I think English is also very important. It’s an international language.

Methodology note

We have chosen the simplest option here for agreeing and disagreeing with an opinion. There are many other possibilities, but they would involve quite complex grammatical explanations. We have therefore left them for another time. This keeps the focus on the main objective of the lesson, which is about expressing opinions.

Using introductory phrases

Check students understand the task and go over the examples. Drill the example sentence and the two possible responses. Elicit some possible sentences for the activity, for example:

I don’t think smoking is very good for you.
I think living in a different country is really expensive.

Drill the elicited sentences. Encourage more able students/classes to give reasons for their opinions. Students then continue in pairs, and should agree or disagree with each statement. Monitor. Give feedback.

Answers

Answers depend on students.

Making questions

1. Check students understand the task. Students discuss in pairs. Do not elicit answers yet.
2. Once again, students discuss in pairs, but do not elicit answers at this point.

Answers

Correct questions are a, d, f.

Using think, feel, believe

1. Ask students to look at the visual of the advert. Students can discuss the advert briefly, but do not elicit ideas at this stage.

Play Track 3.13. Pause after each question and elicit one or two possible answers. Write the answers on the board.

2. Using the phrases from D on the board as prompts, students try to remember the questions from the transcript. Drill the questions, if you like, but do not allow students to write them down. Then students ask and answer the questions in pairs. Students can add more questions of their own if they wish. Monitor and give feedback. Finally you can give out copies of the transcript, or show it using an electronic projection.

Answers

Possible ideas:
1. children’s shoes
2. parents (maybe children might also see it)
3. giant size shoes; grass, etc., does not look real
4. hidden message – shoes are strong, fun, for different ages
5. depends on students
6. depends on students

Identifying a new skill (2)

Students read Skills Check 2. Set for individual work, then elicit answers from the class.
Practising a new skill (3)

1. Students complete in pairs. Check the answers as a class.

Answers

1. a. If children see adverts for cigarettes,
   b. If you don’t get good qualifications,
   c. If students watch a lot of television,
   d. If an advert is funny,
   e. If you don’t go to all the lectures,
   f. If an advert isn’t interesting,

2. a. are; will be  b. don’t do; won’t have
   c. have; will help  d. do; revise
   e. will stop; introduces  f. will rise; leave

Closure

1. Bring in some other magazine adverts. Students ask each other similar questions to the ones in Exercise B.

2. Ask for students’ personal opinions on some media-related topics. You could use the questions below. Students must give an opinion and then add a supporting reason.

If you wish, ask individual students yourself.
Alternatively, set the task for pairwork, monitor and then give feedback to the whole class.

Do you think we watch too much TV?
Do you think TV has a responsibility to educate people?
Do you think sexism is a problem in the media?
Do you think the media needs to be controlled?
Do you think TV and radio presenters are paid too much?
Which do you think is more popular, TV or radio?
Do you think TV is good or bad for children?
Do you think newspapers are too expensive?
Do you think TV ads are necessary?

Answers

2. a. If children see adverts for cigarettes, it won’t be successful.
   b. If you don’t get good qualifications, people will remember it.
   c. If students watch a lot of television, they will start smoking.
   d. If an advert is funny, they won’t study properly.
   e. If you don’t go to all the lectures, you won’t be able to do the assignments.
   f. If an advert isn’t interesting, you won’t get a good job.
Workbook answers

Speaking

Exercise A
1. appearance – appear
distribute – distribution
explanation – explain
privacy – private
behave – behaviour
2. Answers depend on students.

Exercise B
1./2. 1. ‘stereotype
2. co‘mmunity
3. im‘pression
4. generali’zation
5. re’ality
6. ‘issue
3. a. What is a stereotype? The word means ‘a typical member of a community.’
b. Stereotypes can help us to understand each other quickly.
c. You quickly form an impression of the person.
d. As you can see, the issue is important, and difficult.
e. Stereotypes are useful, but they don’t represent reality.
f. Many stereotypes are negative generalizations. For example, ‘All women are housewives’.

Exercise C
1./2. a. A: What’s a feature?
   B: It’s the main article in a magazine
b. A: What’s the difference between ad and advert?
   B: There’s no difference. They’re both short for advertisement.
c. A: Does audience mean people at a concert?
   B: Yes. And it means the people who see an advertisement.
d. A: What does generalize mean?
   B: It means make general statements about something, usually from a stereotype.
3. Answers depend on students.

Exercise D
1./2. Answers depend on the students, but here are some suggestions:
   Photos 1 and 2 show stereotypes. Photos 3 and 4 go against stereotypes.
teenagers – energetic/rude/lazy/stay in bed all day/always eating
different nationalities – clever/loud/polite
politicians – dishonest/rich
old people – kind/lonely/wise
men – strong/aggressive
women – caring/interested in clothes
Exercise E

1.–3. a. advert b. critic c. reviewer d. design e. image f. reporter g. issue h. article i. feature j. editor

Exercise F

<table>
<thead>
<tr>
<th></th>
<th>short vowel</th>
<th>long vowel</th>
<th>diphthong</th>
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<tbody>
<tr>
<td>comedy</td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td>drama</td>
<td></td>
<td>✔</td>
<td></td>
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<tr>
<td>crime</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>cookery</td>
<td></td>
<td>✔</td>
<td></td>
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<tr>
<td>detective</td>
<td></td>
<td>✔</td>
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<tr>
<td>documentary</td>
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<td>✔</td>
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<td>gardening</td>
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<td>geography</td>
<td></td>
<td>✔</td>
<td></td>
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<td>holiday</td>
<td>✔</td>
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<td>legal</td>
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<td>✔</td>
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<td>nature</td>
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<td>✔</td>
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<td>news</td>
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<td>politics</td>
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<td>property</td>
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<td>quiz</td>
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<td>serial</td>
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<td>soap</td>
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<td>✔</td>
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<td>sports</td>
<td></td>
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<td></td>
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<tr>
<td>talent</td>
<td></td>
<td>✔</td>
<td></td>
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<tr>
<td>wildlife</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

3. Answers depend on students.

Practice

Exercise A

1./2. a. I'm thinking I think smoking is very bad for you.
       b. I don't feel that qualifications are very important.
       c. I'm sorry, I am not don't agree with you.
       d. Where is that student from?
       e. What do you think is this advert is about?
       f. The advert persuades us to buy the product.
       g. What was your impression of the TV political debate last night?
h. Magazines should avoid to have *having* stereotypes in their articles.
i. Television is a bad influence for *on* children.
j. I’m sure *an advertising agency* designed the image *an advertising agency*.

**Exercise B**

1./2.

<table>
<thead>
<tr>
<th>a. Did you enjoy the poetry reading?</th>
<th>b. No, I don’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Do you think the TV news is biased?</td>
<td>g. No, I’m not.</td>
</tr>
<tr>
<td>c. Is there too much politics in the news at the moment?</td>
<td>e. No, it hasn’t.</td>
</tr>
<tr>
<td>d. Are there too many stereotypes in women’s magazines?</td>
<td>h. Yes, I have.</td>
</tr>
<tr>
<td>e. Has that documentary started yet?</td>
<td>f. Yes, it does.</td>
</tr>
<tr>
<td>f. Does that comedy programme start at 8?</td>
<td>a. No, I didn’t.</td>
</tr>
<tr>
<td>g. Are you going to the literature festival?</td>
<td>d. Yes, there are.</td>
</tr>
<tr>
<td>h. Have you seen the photos of the earthquake in today’s paper?</td>
<td>c. Yes, there is.</td>
</tr>
</tbody>
</table>

3. Answers depend on students.

**Exercise C**

Answers depend on students.

**Extended speaking**

**Exercise A**

<table>
<thead>
<tr>
<th>A /eɪ/</th>
<th>B /æ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. wait</td>
<td>white</td>
</tr>
<tr>
<td>2. late</td>
<td>light</td>
</tr>
<tr>
<td>3. main</td>
<td>mine</td>
</tr>
<tr>
<td>4. race</td>
<td>rice</td>
</tr>
<tr>
<td>5. lake</td>
<td>like</td>
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<td>6. way</td>
<td>why</td>
</tr>
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<td>7. trade</td>
<td>tried</td>
</tr>
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<td>8. replayed</td>
<td>replied</td>
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<tr>
<td>9. A</td>
<td>I</td>
</tr>
<tr>
<td>10. may</td>
<td>my</td>
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</tbody>
</table>
Exercise B

1.

<table>
<thead>
<tr>
<th>Source</th>
</tr>
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<tbody>
<tr>
<td>Where is the advert from?</td>
</tr>
<tr>
<td>Who created it?</td>
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<table>
<thead>
<tr>
<th>Audience</th>
</tr>
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<tbody>
<tr>
<td>Who is the target audience?</td>
</tr>
<tr>
<td>Why is the target audience interested in adverts like this?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the purpose of the advert?</td>
</tr>
<tr>
<td>How does the advert persuade people to buy the product?</td>
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</table>

<table>
<thead>
<tr>
<th>Reaction</th>
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<tbody>
<tr>
<td>Do you like the advert?</td>
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<tr>
<td>Why is the advert effective?</td>
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</tbody>
</table>

2. Answers depend on students.

Exercises C and D

Answers depend on the students.
3.5 Vocabulary for reading: Values

By the end of this lesson, students should be able to:
• understand some of the target vocabulary for the Reading section;
• identify vocabulary in its written form;
• understand some basic concepts about the influence of mass media.

Introduction
Select about ten flashcards of some of the words you have used in the previous sections.

Use a blank piece of card to cover the last few letters of each word so that students have to recognize the word from the first three letters only. If this is difficult, gradually reveal more letters until only the last one is covered. Exercise A provides further written practice of this sub-skill.

A Reviewing vocabulary
This is another exercise based on recognizing a word from the first few letters – a skill that native speakers have.

Set the task and go over an example. Students complete the activity individually and then compare their answers in pairs. Elicit answers and write them on the board so that students can check their spelling.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>att</td>
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<td>2.</td>
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<td>bro</td>
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</table>

Understanding vocabulary in context
Exploit the visual of the graph. Make sure students understand that the graph shows that money becomes more important as we get older. Spend one or two minutes discussing why this is so. (For example, income often drops because of retirement – as a result, older people start to worry more about money. Also, people generally have more things the older they get – therefore, they have more to lose than when they are younger.)

Set the task. Students complete the activity individually, then compare their answers in pairs. If students find the activity difficult, give them the first letter of each word.

Ask a few questions to further check understanding:

What are the two meanings of the word value?
-the cost of something, and the things that are important to you

What kind of values do people have?
-religious beliefs, opinions, attitudes

Where do people get their values from?
-in the past: religion, parents; nowadays: sometimes from the mass media

What values do we get from the mass media?
-money is important; celebrities are important; if you are beautiful you will be successful

Finally you can ask students to discuss the two questions at the end of the text:

Will young people still think that money is not important in a few years’ time?

What effect will the mass media have on their values?
Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge on the topic of media – magazines and specific reader groups;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including transferring information into a table of notes;
- use previously learnt reading sub-skills to exploit topic sentences in order to predict content.

Introduction

Write the following question and verbs on the board:


You can add or delete verbs in the list depending on your class. Students discuss in pairs. Ask supplementary questions, such as: Which kind of magazines (entertain)?

Methodology note

Before you set Exercise A, teach the meaning of the word demographic. It comes from the word demography, the study of human population – size, age, births, marriages, deaths, etc. The information helps the government, for example, to predict the number of schools, old people's homes, etc., that will be needed in particular areas. The information is also very useful for marketing purposes.

In this lesson, students will be looking at demographic groups such as teenagers, couples, singles, older people, etc.

Activating ideas

Ask students to read the instructions. Set the activity for pairwork. Elicit some of the students’ ideas.
Answers
Answers depend on students.

B Predicting content
1. Exploit the visuals and the title. Then ask students to cover the text. Ask students to give an answer to the question How do publishers make money from magazines?
2. Ask students to read the topic sentences. Check understanding, especially for the verb attract. Set the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Do not give feedback as this is an exercise for self-checking.
3. Students uncover and read the text to check their answers.

Answers
1. The obvious answer is from sales of the magazine but some students may mention advertising.
2./3.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In 1881, the first real magazine in the world appeared.</td>
<td>d</td>
<td>They attract readers in a number of ways.</td>
</tr>
<tr>
<td>b. Magazines today are not for everybody.</td>
<td>e</td>
<td>Because they do not make their money from the sales of the magazine.</td>
</tr>
<tr>
<td>c. Publishers target particular groups.</td>
<td>a</td>
<td>It was published by a man called George Newnes.</td>
</tr>
<tr>
<td>d. Publishers want to attract the right kind of reader to each title.</td>
<td>f</td>
<td>Each title appeals to a particular market sector.</td>
</tr>
<tr>
<td>e. Why do magazine publishers want to attract a particular market sector?</td>
<td>b</td>
<td>Nowadays, there are different magazines for each kind of person.</td>
</tr>
<tr>
<td>f. Nowadays, magazines do not contain titbits of information for everybody.</td>
<td>g</td>
<td>Do they also influence their readers?</td>
</tr>
<tr>
<td>g. So magazines reflect their readers’ interests in a very clear way.</td>
<td>c</td>
<td>Firstly, there are demographic groups.</td>
</tr>
</tbody>
</table>

Closure
Show the pattern of the verb persuade and ask students to think of some different ways to complete the sentences below: persuade someone + to do something
- Magazines persuade people to ... (buy certain things, live in a certain way, have certain values, etc.)
- Advertisements persuade people to ...
- Politicians persuade people to ...
- My friend persuaded me to ...
- My parents are trying to persuade me to ...
- I persuaded my friend not to ...
3.7 Learning new reading skills: Distinguishing between fact and possibility; understanding pronouns and possessive adjectives

Objectives
By the end of this lesson, students should be able to:
• collocate target vocabulary from the theme;
• distinguish between fact and possibility in a written text;
• recognize target forms for expressing possibility in a written text;
• demonstrate understanding of back reference in a text using pronouns and possessive adjectives;
• demonstrate understanding of information about circulation figures.

Introduction
Use Exercise A as the introduction.

A Reviewing vocabulary
Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mass</td>
<td>6. sector</td>
</tr>
<tr>
<td>2. front</td>
<td>8. society</td>
</tr>
<tr>
<td>3. specialist</td>
<td>5. space</td>
</tr>
<tr>
<td>4. demographic</td>
<td>1. media</td>
</tr>
<tr>
<td>5. advertising</td>
<td>3. magazine</td>
</tr>
<tr>
<td>6. market</td>
<td>9. beliefs</td>
</tr>
<tr>
<td>7. material</td>
<td>10. lifestyle</td>
</tr>
<tr>
<td>8. modern</td>
<td>2. cover</td>
</tr>
<tr>
<td>9. religious</td>
<td>4. group</td>
</tr>
<tr>
<td>10. celebrity</td>
<td>7. success</td>
</tr>
</tbody>
</table>

B Identifying a new skill
1. Check students understand the task. Give students time to read through all the extracts, then students discuss their ideas in pairs. Do not elicit answers.

C Practising a new skill
Work through the example then set for individual work and pairwork checking. Give feedback orally.

Point out that in sentence 1, you can simply remove the first word and the sentence becomes a fact. How can you turn the other possibilities into facts? (See Answers below.)

Answers

1. Perhaps TV presenters have an influence on our clothes and our speech.
2. TV advertisements may have a bad effect on children.
3. It is possible that some TV channels will introduce longer advert breaks next month.
4. You may be able to complain about adverts online.
5. Some parents might not agree with advertisements for junk food and drinks.

To turn into facts:
1. Perhaps TV presenters have an influence on our clothes and our speech.
2. TV advertisements may have a bad effect on children.
3. It is possible that some TV channels will introduce longer advert breaks next month.
4. You may be able to complain about adverts online.
5. Some parents might do not agree with advertisements for junk food and drinks.
Methodology notes

1. Remind students what pronouns and possessive adjectives are.
2. In reading, there is no simple rule for saying what a pronoun refers back to. Grammar books used to say that the reference of a pronoun was the most recently mentioned noun of the same number and gender. But this is not, in fact, the case. Students must learn to use the context of the whole text, as well as the sentence itself, for clues to meaning.

Understanding pronouns and possessive adjectives

This text is about circulation figures for magazines and newspapers. You may want to pre-teach the word circulation, or alternatively get students to work out the meaning from context when they read the text.

Ask students to read the text and Skills Check 2. Ask the questions below to check understanding; or use an electronic projection; or put them in a handout and give to students to discuss in pairs. However, if students cannot answer one of them, do not give them the answer. Leave it and go on to the next question. Ask the problem questions again when students have completed the exercise. (Once students have understood the pronouns and possessive adjectives in the text, they might find the questions easier to answer.)

- **How did publishers make money from the first magazines?** (they sold lots of them)
- **When did they start to make money from advertising?** (end of the 19th century)
- **Why could publishers charge a lot for advertisements?** (because they sold a lot of magazines)
- **What happened next?** (they lowered the price)
- **What does ABC stand for?** (Audit Bureau of Circulation)
- **What does the ABC do?** (it checks circulation figures)
- **Why did publishers start the ABC?** (because advertisers did not believe publishers’ sales figures)
- **Why do publishers use the ABC today?** (to set/decide prices for advertising)

Now set the task. Students discuss the answers in pairs. Elicit answers. Sentences 6 and 7 may need further explanation – students will need to think about the whole context in order to get the correct answer.

You can write the following sentence on the board and discuss with students how it changes the reference:

*Publishers showed advertisers the sales figures, but they often exaggerated them.*

As you go through the answers, you can also point out to students the way the writer talks about general facts. For example, sometimes the plural is used: *publishers, advertisers.* Sometimes, for variety, the writer changes it to *a publisher.* Also point out how the article *the* is used for the second mention of a noun in the text.

**Answers**

1. the first magazines
2. publishers’
3. a publisher
4. a magazine
5. the magazine
6. advertisers
7. sales figures
8. the sales figures
9. ABC figures
10. publishers’

**Closure**

If you have brought in some magazines for the lesson (as suggested at the end of the previous lesson in the Teacher’s Book), hand them out to the students. Ask students to look through, and estimate, how much of the magazine is taken up with advertising. For example, is it 50 per cent, 75 per cent, etc.? Ask:

*Is there more advertising in expensive magazines or less?*

*How many pages are there in the magazine?* If there are a lot, is this because of adverts or articles? *Why are there more pages for some months’ editions than others?* (It is easier to get more advertising for some months, for example December because of Christmas.)

**Note:** If possible, bring in some examples of teen magazines to the next lesson. Some printouts or electronic projections of e-zines for teenagers would also be useful.
3.8 Applying new reading skills: Teen magazines

Objectives

By the end of this lesson, students should be able to:
• distinguish between fact and possibility in a text about the mass media;
• demonstrate understanding of a text about the influence of the mass media in teen magazines;
• demonstrate understanding of common core knowledge about the influence of teen magazines in the mass media.

Introduction

Ask students if they can remember what ABC stands for (Audit Bureau of Circulation; see previous lesson).

See if students can remember anything else about it – for example, it checks circulation figures for magazines and newspapers.

A Reviewing vocabulary

Revise the meaning of two or three verbs from the box that you have particularly focused on in previous lessons. Students should be able to revise the meanings of the other words from the context of each sentence.

Students complete the task individually and then compare their answers in pairs. Elicit answers, making sure students have used the correct form of each verb and the correct spelling.

Answers

1. In 1881, a man called George Newnes published the first real magazine.
2. In recent years, publishers have targeted particular groups with their magazines.
3. Some magazines nowadays appeal to people in particular jobs.
4. Publishers hope their magazines will attract a particular market sector.
5. Then they can sell advertising space in the magazine.
6. The production of a magazine is paid for by the advertising.
7. The appearance of each magazine and its contents match the interests of the target audience.

B Understanding a text

1. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.
2. Remind students of the work they did on distinguishing between fact and possibility in Lesson 3.7. Students discuss the answers in pairs. Elicit answers, when discussing the answers that are possibilities, highlight the language used in the text to show this: may, think, believe, etc.

Answers

| a. How many copies did teen magazines sell in 1998? | 2.5 million copies a month | ✓ |
| b. How many female teenagers were there in the UK in 1998? | 2.5 million | ✓ |
| c. What has happened to sales of teen magazines in the UK recently? | lower than in 1998 | ✓ |
| d. Why have sales of teen magazines in the UK changed? | rise in e-zines (teenagers still reading as much, but with different media) | ? |
| e. How influential are teen magazines? | very (according to researchers) | ? |
| f. What do teen magazines try to ‘sell’ to teenagers? | a self-image and then products to go with that self-image | ? |

C Understanding new words in context

Set the task and ask students not to use dictionaries. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

8. Magazines may influence their readers in a very powerful way.
9. It is possible that they persuade them to buy certain things.
10. Do people want a lifestyle because their magazine features it every month?
If you have brought in some teen magazines or e-zines as suggested at the end of the previous lesson in the Teacher’s Book, give them out now for discussion.

Ask students to:
• discuss the questions in Exercise B again with reference to these magazines;
• assess how much advertising there is in the magazines (in teen magazines the advertising is not always obvious, as products are often mentioned within an article);
• decide what the advantages and disadvantages of the magazines are.

**Knowledge quiz: Mass media**

**Objectives**

By the end of this lesson, students will have:
• reviewed core knowledge from Theme 3;
• recycled the vocabulary from Themes 1–3.

**Introduction**

Tell students they are going to do a knowledge quiz on Theme 3. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the theme.

---

### Answers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>space</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>peak</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>due to</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>influential</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>flip</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>promote</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>self-image</td>
<td>6</td>
</tr>
</tbody>
</table>

---

**Methodology note**

See Themes 1 and 2 in the Teacher’s Book, as well as the notes in the Introduction, for further ideas on how to do the quiz. As usual, the focus should be more on the content rather than using the correct grammar.

**A**

Divide the class into groups of three or four. Make sure the final column is covered (if you prefer, photocopy the quiz with the final column left blank for students to make notes). Students discuss the questions and make notes of their ideas. Do not elicit answers yet.

**B**

Students match the questions and answers in their groups, or you could reorganize the students into pairs. Finally, elicit answers, preferably using an electronic projection of the table.

**Answers**

See table over.

---

**Closure**

Tell students to learn the information or vocabulary for any of the answers they got wrong in class.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the singular of <em>media</em>?</td>
<td>14</td>
<td>A demographic group, or an interest group, or a group of people in the same occupation.</td>
</tr>
<tr>
<td>2. What does the <em>mass media</em> consist of?</td>
<td>2</td>
<td>Broadcast media such as television and radio, and print media such as newspapers and magazines.</td>
</tr>
<tr>
<td>3. What can you <em>broadcast</em>?</td>
<td>17</td>
<td>By making them want a particular product or lifestyle.</td>
</tr>
<tr>
<td>4. What is a <em>live</em> news event?</td>
<td>5</td>
<td>The Ancient Chinese.</td>
</tr>
<tr>
<td>5. Who invented <em>printing</em>?</td>
<td>15</td>
<td>A group of people of a certain age, gender, occupation, level of income, etc.</td>
</tr>
<tr>
<td>7. What can a <em>literate</em> person do?</td>
<td>10</td>
<td>Buy this product and your child will love you.</td>
</tr>
<tr>
<td>8. What is a <em>stereotype</em>?</td>
<td>18</td>
<td>It is an electronic magazine.</td>
</tr>
<tr>
<td>9. What are <em>cosmetics</em>?</td>
<td>1</td>
<td>Medium.</td>
</tr>
<tr>
<td>10. What is the <em>message</em> of a soap powder advertisement with a happy mother and a happy child?</td>
<td>12</td>
<td>Things which are important to a person.</td>
</tr>
<tr>
<td>11. How might a news item on a TV channel be <em>biased</em>?</td>
<td>11</td>
<td>By showing only one point of view, or by exaggerating events.</td>
</tr>
<tr>
<td>12. What are <em>values</em>?</td>
<td>6</td>
<td>To make a newspaper, magazine or book.</td>
</tr>
<tr>
<td>13. How does a person become a <em>celebrity</em>?</td>
<td>4</td>
<td>Something happening at the time of transmission.</td>
</tr>
<tr>
<td>14. What does a particular magazine <em>target</em>?</td>
<td>9</td>
<td>Things to make a person look more attractive, e.g., make-up.</td>
</tr>
<tr>
<td>15. What is a <em>demographic</em> group?</td>
<td>13</td>
<td>By appearing on television or in films.</td>
</tr>
<tr>
<td>16. How do magazines <em>reflect</em> the interests of their readers?</td>
<td>8</td>
<td>A generalization about a type of person, e.g., a teenager.</td>
</tr>
<tr>
<td>17. How can magazines <em>influence</em> their readers?</td>
<td>3</td>
<td>A television programme or a radio programme.</td>
</tr>
<tr>
<td>18. What is an <em>e-zine</em>?</td>
<td>16</td>
<td>By having photographs and articles which they will like.</td>
</tr>
</tbody>
</table>
Workbook answers

Reading

**Exercise A**

Model answers

<table>
<thead>
<tr>
<th>1. a magazine and a newspaper</th>
<th>Magazines do not usually have the latest news. They are usually weekly or monthly, not daily. Magazines have more colour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. affect and effect</td>
<td>affect is a verb; effect is the noun.</td>
</tr>
<tr>
<td>3. value and values</td>
<td>value is how much something is worth; values are the important things in your life.</td>
</tr>
<tr>
<td>4. celebrity and fame</td>
<td>similar meanings, but celebrity is usually for people in entertainment.</td>
</tr>
<tr>
<td>5. opinion and attitude</td>
<td>attitude is feelings and behaviour, as well as opinion.</td>
</tr>
<tr>
<td>6. an image and a photograph</td>
<td>image can be other kinds of pictures; it usually has a 'message'.</td>
</tr>
<tr>
<td>7. may and might</td>
<td>may is possibly a little more formal.</td>
</tr>
<tr>
<td>8. a feature and an article</td>
<td>feature is a more important article; it is longer, and often has a picture.</td>
</tr>
<tr>
<td>9. attract and reach</td>
<td>attract means to make someone interested; reach means to get to.</td>
</tr>
<tr>
<td>10. influence and persuade</td>
<td>influence means to have an effect on someone through your behaviour; persuade means to have an effect with words.</td>
</tr>
</tbody>
</table>

**Exercise B**

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. appeal</td>
<td>appeal</td>
</tr>
<tr>
<td>2. attract</td>
<td>attraction</td>
</tr>
<tr>
<td>3. believe</td>
<td>belief</td>
</tr>
<tr>
<td>4. decline</td>
<td>decline</td>
</tr>
<tr>
<td>5. affect</td>
<td>effect</td>
</tr>
<tr>
<td>6. feature</td>
<td>feature</td>
</tr>
<tr>
<td>7. persuade</td>
<td>persuasion</td>
</tr>
<tr>
<td>8. promote</td>
<td>promotion</td>
</tr>
<tr>
<td>9. publish</td>
<td>publication</td>
</tr>
<tr>
<td>10. target</td>
<td>target</td>
</tr>
</tbody>
</table>
### Exercise C

<table>
<thead>
<tr>
<th>Exercise C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. reach a market</td>
<td>3</td>
</tr>
<tr>
<td>2. attract a reader</td>
<td>10</td>
</tr>
<tr>
<td>3. give a magazine</td>
<td>4</td>
</tr>
<tr>
<td>4. make money</td>
<td>6</td>
</tr>
<tr>
<td>5. appeal to people</td>
<td>7</td>
</tr>
<tr>
<td>6. reflect the readers' interests</td>
<td>2</td>
</tr>
<tr>
<td>7. sell advertising space</td>
<td>5</td>
</tr>
<tr>
<td>8. persuade readers</td>
<td>9</td>
</tr>
<tr>
<td>9. help advertisers</td>
<td>8</td>
</tr>
<tr>
<td>10. charge a lot of money</td>
<td>1</td>
</tr>
</tbody>
</table>

### Exercise D

1. make

<table>
<thead>
<tr>
<th>make</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a decision</td>
<td>✓</td>
</tr>
<tr>
<td>a good impression</td>
<td>✓</td>
</tr>
<tr>
<td>a lie</td>
<td></td>
</tr>
<tr>
<td>a meal</td>
<td>✓</td>
</tr>
<tr>
<td>a mistake</td>
<td>✓</td>
</tr>
<tr>
<td>an assignment</td>
<td></td>
</tr>
<tr>
<td>coffee</td>
<td>✓</td>
</tr>
<tr>
<td>friends</td>
<td>✓</td>
</tr>
<tr>
<td>housework</td>
<td></td>
</tr>
<tr>
<td>a mess</td>
<td>✓</td>
</tr>
<tr>
<td>money</td>
<td>✓</td>
</tr>
<tr>
<td>music</td>
<td>✓</td>
</tr>
<tr>
<td>the shopping</td>
<td></td>
</tr>
<tr>
<td>a noise</td>
<td>✓</td>
</tr>
<tr>
<td>a suggestion</td>
<td>✓</td>
</tr>
<tr>
<td>an effort</td>
<td>✓</td>
</tr>
<tr>
<td>a plan</td>
<td>✓</td>
</tr>
<tr>
<td>people laugh</td>
<td>✓</td>
</tr>
<tr>
<td>time</td>
<td>✓</td>
</tr>
</tbody>
</table>
2.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. He works quickly, but he makes a lot of ...</td>
<td>mistakes.</td>
<td></td>
</tr>
<tr>
<td>b. Be quiet! Don't make ...</td>
<td>a noise.</td>
<td></td>
</tr>
<tr>
<td>c. She's very sociable and she finds it easy to make ...</td>
<td>friends.</td>
<td></td>
</tr>
<tr>
<td>d. I'm very busy this week, but I'll try to make ...</td>
<td>time.</td>
<td></td>
</tr>
<tr>
<td>e. Do you want a drink? I'm just making ...</td>
<td>coffee.</td>
<td></td>
</tr>
<tr>
<td>f. He's very funny. He makes ...</td>
<td>me laugh.</td>
<td></td>
</tr>
<tr>
<td>g. What are you going to do? Have you made ...</td>
<td>a decision / a plan?</td>
<td></td>
</tr>
<tr>
<td>h. I think she tries to hard sometimes to make ...</td>
<td>a good impression.</td>
<td></td>
</tr>
<tr>
<td>i. I don’t think it’s a very good product. It will never make ...</td>
<td>money.</td>
<td></td>
</tr>
<tr>
<td>j. I think you would get much better marks if you made ...</td>
<td>an effort.</td>
<td></td>
</tr>
<tr>
<td>k. Have you decided? Or can I make ...</td>
<td>a suggestion?</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise E**

1./2. Answers depend on students.

3.  
   a. False  
   b. True  
   c. False  
   d. False  
   e. False  

4.  
   a. teenagers  
   b. people  
   c. teenagers  
   d. their parents  
   e. teenagers  
   f. newspapers/magazines and television programmes  
   g. teenagers  
   h. foreign holidays  
   i. teenagers  

5. Answers depend on students.
3.9 Vocabulary for writing: A research report flow chart

**Objectives**
By the end of this lesson, students should be able to:
- understand and spell target vocabulary from the theme;
- understand some common core knowledge about conducting a research survey.

**Introduction**
Use Exercise A as the introduction.

**A Building vocabulary and knowledge**
1. Set the task. Explain that the sentences are about doing research. Students complete the activity individually, then compare their answers in pairs. Students then discuss the meanings of the words in italics – they should be able to work them out from context. Elicit answers and check the meanings of the new words.

**Answers**
- a. Students on university courses often have to …
  - this kind of research *effectively*.
- b. One common type of research investigates …
  - the best way to conduct a survey.
- c. This kind of research is called …
  - *conduct primary research*.
- d. A list of questions, called a questionnaire, is …
  - people's habits or their opinions.
- e. Follow the flow chart in Figure 1 to conduct …
  - a survey.

2. Check students remember what a flow chart is. Also remind students that the **imperative form** is used for the instructions in a flow chart. Set the task. Students complete the activity individually, then compare their answers in pairs. Give feedback, preferably using an electronic projection of the flow chart, so that students can double-check their spelling.

**Optional activity**
Students' books closed. Write the verb for each flow chart instruction on the board. See if students can complete the instruction. This can be done as a written activity (or an oral one if you are short of time), e.g.:
T: *Select …*
Ss: … *a research topic*
T: *Design …*
Ss: … *a questionnaire*

Finally students open their books and check their answers and spelling.

You might need to give further explanation of the phrase *raw data*. For example, 15 out of 20 people said they *watch daytime TV*. The number 15 (out of 20) is *raw data*. It should be converted to a percentage: 75 per cent. The word *raw* is pronounced /rɔ/. You can point out that it has the same vowel sound as the words *audience* and *broadcast*.
B Developing critical thinking
Set this task for pairwork, then feed back as a class.

Answers
1. You should choose participants carefully because … d) you need a good sample of people.
2. You should convert the raw data into percentages because … a) it is easier to see the relationship between answers.
3. You should put the extra information in an appendix at the end because … e) you will have a lot of raw data.

Closure
Students’ books closed. Dictate some of the words from the lesson.

3.10 Real-time writing: A research report on TV usage

Introduction
Revise the meaning of some of the verbs learnt in the previous lesson as they will be needed in this lesson too:
analyze convert design display investigate record

Activating ideas
1. Set the task. You might need to explain question 6 in the questionnaire. It is asking whether people’s TV viewing habits have changed; for example, if they have increased or decreased, change of times, etc.
2. Students discuss the questions in pairs. Elicit some of their ideas.

B Pie charts
Set for individual work and pairwork checking.

Answers for A and B
1. On average, how many hours a week do you spend watching television? (fig 1)
2. What do you mainly use television for? (fig 2)
3. Where do you mainly watch television? (fig 3)
4. What do you do while you are watching television? (fig 4)
5. Who do you mainly watch television with? (fig 5)
6. What has happened to your usage of this medium in the last year? (fig 6)

C Questionnaires
Elicit what medium the questionnaire is asking about (television). Give students time to read through the statements. Check the meaning of participants, survey, usage.
Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are four questions.</td>
<td>F</td>
</tr>
<tr>
<td>2. All of the questions have four categories.</td>
<td>F</td>
</tr>
<tr>
<td>3. Twenty participants took part in this survey.</td>
<td>T</td>
</tr>
<tr>
<td>4. Twelve participants use television for entertainment.</td>
<td>T</td>
</tr>
<tr>
<td>5. The majority of the participants mainly watch television in their bedrooms.</td>
<td>T</td>
</tr>
<tr>
<td>6. Television usage has stayed the same in the last year for most of the participants.</td>
<td>T</td>
</tr>
</tbody>
</table>
Before you set Exercise D, you may want to spend a few minutes revising the past simple passive, which is used several times in the model answer.

Write the following active sentences on the board:

We designed a questionnaire on the use of TV.
We chose 20 people to take part.

Ask students how these sentences could be improved (by changing them into passive sentences).

Elicit the passive versions of the sentences on the board:

A questionnaire was designed on the use of TV.
Twenty people were chosen to take part.

Highlight the verbs and elicit how they are formed. Write the rule on the board:

be + past participle

**Research reports**

1. Check students understand the task and that the verbs need to be written in the correct forms. Students complete the activity individually, then compare their answers in pairs. When they have finished, write the verbs in the correct order and form on the board so that students can correct their own work.

**Less able classes:** Write the verbs in the infinitive, in the correct order, on the board. Students then write them in the text spaces in the correct form.

2. Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection of the Findings section of the report. If students find the task difficult, give them time to read the model answer with their pens down. Then remove the model answer and ask students to complete the gapped text.

**Answers**

**Introduction**

Television is one of the main forms of mass media in the modern world. This study looks at the usage of the medium. It analyzes weekly use. It also investigates points such as where do you mainly watch television?

**Method**

A questionnaire was designed on the use of television in daily life (see Appendix 1). Twenty people were chosen to take part in the survey. The participants were students between the ages of 16 and 21. There were 12 female students and 8 male students.

**Results**

The raw data was recorded in a table. This raw data was converted into percentages. The results were displayed as a series of pie charts (see Appendix 2).

**Findings**

Half of the participants watch television for more than 30 hours a week. The majority of the participants (60 per cent) mainly use the medium for entertainment. Only one of the participants mainly uses television for education. Sixty five per cent of the participants mainly watch television in their bedrooms. Over half of the participants mainly do something else while they are watching television. A few of the participants study while they are watching television. The majority of the group mainly watch television alone. Nearly all of the participants said their use has stayed the same in the last year.

**Closure**

Students’ books closed. Elicit the headings of the research report and write them on the board:

*Introduction*

*Method*

*Results*

*Findings*
3.11 Learning new writing skills: Designing, conducting, recording and displaying a survey

Objectives
By the end of this lesson, students should be able to:
• design a simple questionnaire for research on media studies;
• show understanding of how to convert raw data into percentages and pie charts;
• record and display results from a questionnaire;
• use quantifiers accurately;
• describe the results of a questionnaire;
• analyze displayed data.

Introduction
Ask the following questions:
What did you watch on TV yesterday?
How much TV did you watch last night/at the weekend?

A Reviewing vocabulary
1. Check students understand the task.
   Students complete the activity individually, then compare their answers. Elicit answers.
2. Students work in pairs. Elicit ideas.

Answers

<table>
<thead>
<tr>
<th>A few of the participants</th>
<th>5</th>
<th>~20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the participants</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Half of the participants</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>Most of the participants</td>
<td>2</td>
<td>~75%</td>
</tr>
<tr>
<td>None of the participants</td>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>Some of the participants</td>
<td>4</td>
<td>~35%</td>
</tr>
</tbody>
</table>

B Identifying a new skill (1)
Students discuss in pairs. Do not confirm or correct answers at this stage.
Students read Skills Check 1. Now discuss with the class what is wrong with the two extracts. Elicit answers.

Answers
The questions are not specific enough. There should be categories for each question. They should be:
How many hours of television do you watch? 10, 10–15, etc.
What sort of programmes do you prefer? Comedy, documentary, etc.
There are no categories for very young or older people. Also, some ages overlap, e.g., 20, 30, 40.

C Practising a new skill (1)
Students discuss in pairs. Remind students to read Skills Check 1 again if they wish. Set the task and elicit one or two categories as examples. Students continue in pairs. Elicit answers.

Answers

<table>
<thead>
<tr>
<th>Which of the mass media do you use?</th>
<th>Which of the mass media do you use the most?</th>
<th>Answers depend on students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you access the internet?</td>
<td>How do you mainly access the internet?</td>
<td>Answers depend on students.</td>
</tr>
<tr>
<td>Do you check the world news on the mass media?</td>
<td>How often do you check the world news on the mass media?</td>
<td>Answers depend on students.</td>
</tr>
</tbody>
</table>

D Identifying a new skill (2)
Students read the two questions. Discuss the difference in meaning between record and display.
Ask students to read section 1 in Skills Check 2. Tell students the information is the number of hours that people watch TV per week.
Ask the following questions:
How many people watch TV for …
– fewer than 10 hours? (3)
– 10–15 hours? (4)
– 15–20 hours? (6)
Tell students to read section 2. Check students understand how to change raw data into percentages.
Now tell students to read section 3. Ask: Why should we display percentages as a pie chart? (Because it shows the relationship between the categories; it gives us a better 'picture'.)
E  Practising a new skill (2)
Tell students they are going to read the survey results for the questionnaire from Lesson 3.10.
Real-time writing on page 165.
Elicit the questions for the questionnaire, possibly by writing prompts on the board.
Divide the class into groups of three. Each student in each group works on a different set of raw data. When the students have finished turning the raw data into percentages, they swap sets. Students check each other’s figures.
For feedback, display the completed tables using an electronic projection.

Answers
Survey of 100 people

<table>
<thead>
<tr>
<th></th>
<th>&lt;10</th>
<th>10–20</th>
<th>21–30</th>
<th>&gt;30</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>50</td>
<td>15</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>50%</td>
<td>15%</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>enter.</td>
<td>news</td>
<td>edu.</td>
<td>mus.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>30</td>
<td>10</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>30%</td>
<td>10%</td>
<td>20%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Survey of 50 people

<table>
<thead>
<tr>
<th></th>
<th>bedroom</th>
<th>liv. room</th>
<th>friend’s</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>30%</td>
<td>30%</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>nothing</td>
<td>studying</td>
<td>music</td>
<td>internet</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>10%</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Survey of 1,000 people

<table>
<thead>
<tr>
<th></th>
<th>alone</th>
<th>family</th>
<th>1 friend</th>
<th>&gt;1 friend</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>500</td>
<td>250</td>
<td>100</td>
<td>150</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>25%</td>
<td>10%</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>up</td>
<td>same</td>
<td>down</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>750</td>
<td>200</td>
<td>50</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>20%</td>
<td>5%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

F Understanding sentences with quantity and relationship
You will need to support the students carefully through this exercise. The differences in form are best displayed using an electronic projection; the differences in meaning will need talking through as a class.

Answers
1. Over 60 per cent of the participants watch television in their bedrooms.
   Nearly 60 per cent of the participants watch television in their bedrooms.
   [More than 60 per cent vs less than 60 per cent.]
2. All students watch television more than 30 hours a week.
   All of the students watch television more than 30 hours a week.
   [The first refers to all students (e.g., all students in a country); the second refers to only the students in that survey.]
3. Many of the participants use the television for entertainment.
   Many of the participants mainly use the television for entertainment.
   [The adverb mainly alters the category.]

G Writing complex sentences
Set for individual work and pairwork checking; or for less able classes, set for pairwork completion and checking in small groups.

Answers
1. One of the participants mainly uses television for education.
2. Many of the men mainly watch sport on television.
3. A few of the children mainly play games on the internet.
4. The majority of the people mainly get their news from television.
5. Nearly half of the women mainly listen to the news on the radio.
6. Over 75 per cent of the students mainly watch television alone.
7. Exactly a third of the students use their computer for entertainment.
8. Just over 80 per cent of the participants listen to music on their computer.

H Writing about results
Set for individual completion and pairwork checking. Elicit sentences and write good examples on the board.

Answers
Answers depend on students.
Closure

Divide the class into groups of five. Students find out how many students in their group watch the most and the least TV per day. Students should make a chart (like the ones in the Skills Checks) showing the number of TV hours watched per day (see also below). Encourage students to work out the best design for the table and to choose appropriate categories.

Example:

<table>
<thead>
<tr>
<th>Number of TV hours watched per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1</td>
</tr>
<tr>
<td>1–2</td>
</tr>
<tr>
<td>3–4</td>
</tr>
<tr>
<td>5–6</td>
</tr>
<tr>
<td>&gt;6</td>
</tr>
</tbody>
</table>

Students should work out the best question to get the information they need, e.g., How many hours of television do you watch every day? One student asks the question and another keeps a tally of the answers.

All the information should be collected from each group and added together, so that you get a final result for the whole class.

3.12 Applying new writing skills: A research report on internet usage

Objectives

By the end of this lesson, students should be able to:

- design a research questionnaire on the usage of a mass-media medium (the internet);
- record the results of the questionnaire as raw data and convert these into percentages;
- write a simple research report on internet usage using target language and discourse structure from the theme.

Introduction

This lesson could take up quite a lot of classroom time, so use Exercise A as the introduction.

A Developing vocabulary

1. Ask students: What letters are missing from each word? Tell them to complete the spelling of each word. If you wish, students can look back through the theme if they get stuck.

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

2./3. Ask students, What is the vowel sound for the words in each column? Tell students to read the Skills Check.

   Elicit the two vowel sounds. Ask students to correct their spellings for Exercise A1 using the Skills Check. Finally, check the meanings of some of the words.

Answers

<table>
<thead>
<tr>
<th>/æ/</th>
<th>/ei/</th>
</tr>
</thead>
<tbody>
<tr>
<td>findings</td>
<td>main</td>
</tr>
<tr>
<td>decline</td>
<td>case</td>
</tr>
<tr>
<td>five</td>
<td>stay</td>
</tr>
<tr>
<td>analyze</td>
<td>daily</td>
</tr>
<tr>
<td>height</td>
<td>data</td>
</tr>
<tr>
<td>right</td>
<td>survey</td>
</tr>
<tr>
<td>design</td>
<td>explain</td>
</tr>
<tr>
<td>either</td>
<td>eight</td>
</tr>
</tbody>
</table>
Theme 3: Writing

Objectives

1. Exercise B could take up quite a lot of classroom time. Some time could be saved by organizing the following before the lesson:
   - Photocopies of the blank questionnaire (for less able classes, you could also include a blank tally chart and a table for the raw data). It will be easier for students to record their data in the handout than in the Course Book.
   - Compasses (or a template for circles) and coloured pens for drawing pie charts.

2. There is a wide range of possibilities for the categories in each question. Encourage students to use categories relevant to their own experience.

3. There is no model answer for the final research report on this occasion because there are so many variables for the categories and percentages.

Thinking and organizing

Make sure students realize that the questionnaire is about internet usage. Without pre-empting the questionnaire too much, you could briefly discuss with the class one or two points about the internet, for example:

- how much they use it
- if students have their own computer/laptop, or if they use a family computer, etc.
- what students like/dislike about the internet
- the dangers of the internet

Ask students to read through all the information for the task. You will probably need to revise each point and refer back to the relevant exercise in the Writing section.

With less able classes especially, you will have to go through each step carefully, and to give feedback before moving onto the next stage. The final writing activity is unlikely to be successful unless this data-collecting process is carefully monitored.

Answers

Answers depend on students.

Methodology notes

C Writing

Now follow the procedure for the previous writing lesson.

D and E Editing and Rewriting

Follow the usual procedure.

Closure

Discuss the results of the questionnaire and the report. Were any of the results surprising or particularly interesting?

Portfolio: Mass-media usage

By the end of this lesson, students should be able to:

- design a research questionnaire on an aspect of the mass media;
- produce a research report using target language and discourse structure from the theme;
- work more independently on an assignment.

Methodology note

In this lesson, students are asked to design a new questionnaire and to write a report on the results. The difference between this and the other Writing lessons in this theme is that students are given minimal scaffolding so that they have to work independently.

Introduction

Use Exercise A as the introduction.

Activating ideas

The photos here are deliberately a little mysterious and have been chosen to stimulate discussion. There are not really any right or wrong answers to the two questions. For example, students could discuss the following points for Picture 1:
• Why is the little girl looking at the TV? What is she thinking?
• Is it on? Or is that a reflection on the screen?
• Who is the woman doing the ironing? The girl’s mother? A babysitter?
• Is the girl’s mother listening to the TV?
• What is the photographer trying to say?
• Is the size of the TV important in some way?

Students can discuss the questions in pairs or small groups. Then briefly elicit some of their ideas and use the opportunity, where possible, to revise target vocabulary from the theme.

Methodology note

The second topic (about the news in the mass media) is possibly more difficult than the first one. You might, therefore, like to encourage less able students to select the first topic!

Choosing a research topic

1. Ask students to read the two research topics and check understanding. Elicit one or two more questions for each topic. Then ask students to choose which topic they want to work on. Divide the class into groups according to their topic (i.e., all the students in each group should have chosen the same topic).

2. In their groups, students think of more questions for their topic. Monitor and give help where necessary. Encourage students to look back through the Writing section for ideas. Students can also help other groups who are working on the same topic as them with suggestions for questions.

Answers
Answers depend on the students, but some suggestions follow.

Possible questions for the radio topic:
• Which stations do you listen to?
• How many hours a week do you spend listening to the radio?
• What kind of programmes do you listen to?

Possible questions for the news topic:
• How often do you watch the news on TV?
• How often do you buy a newspaper?
• Which news section is most interesting?

C Designing a questionnaire
Still in their groups, students select four categories for each question. Monitor and give help where necessary.

Answers
Answers depend on students.

D Conducting a survey
Discuss with the class who the participants are going to be. As well as the suggestions in the Course Book, students could also ask other students from outside their class, in the cafeteria, outside the library, etc. (If you are in a monolingual learning environment, there is no reason why the questions and answers could not be done in the participants’ native language.) Remind students of what they should do during the other stages of the activity, once again referring them back to the relevant pages of the Writing section if they are unsure.

Students also need to think about organization. If they want to continue working in groups, they could perhaps ask five participants each and then report back to the group. All the tally charts would then have to be collated.

Answers
Answers depend on students.

E Writing
As usual, this can be done either in class or set as homework.

Remind students of the reports they wrote in the previous Writing lessons. They can use these as models to guide their writing.

F Giving a talk
This will probably need to be set for completion outside of class time.

Closure
Discuss the information students have found out. Ask students if there were any extra questions or categories they should have included in their questionnaires.
Workbook answers

Writing

Exercise A
1. Yesterday’s lecture ended 15 minutes early because there was a fire alarm.
2. What’s the best way to display the results?
3. There’s no record of this student on the computer.
4. All of the student reports go to the head of the department first for signatures.
5. The cloud of volcanic ash resulted in the cancellation of hundreds of flights.
6. I don’t know how to answer this question.
7. The police questioned the man for several hours and then released him.
8. There is no access to the university from that road – it’s closed.
9. Medicine needs more research into the causes of cancer.
10. Could I sample a piece of that cheese before I buy it?

Exercise B
1. a. conversion
   b. selection
   c. choice
   d. research
   e. findings
2. a. use
   b. participate
   c. respond
   d. survey
3. a, b, c and e are adverbs; d (adjective) and f (noun or verb) are not adverbs
4. good, big
5. a. minor
   b. ineffective
   c. unclear
   d. uncommon
   e. useless
   f. careless
   g. powerless

Exercise C
1. How do I convert to convert raw data into percentages?
2. We chose chosen the participants for the survey very carefully.
3. Internet usage used is growing fast worldwide.
4. Only about 70 per cent of the participants responded response to our questionnaire.
5. I will definitely definite finish my assignment this evening.
6. Which treatment for a headache is the most effective effectively?
7. The majority major of students have very little money.
8. Heart disease is one of the most common commonest causes of death.
9. How were the participants for the survey select selected?
10. The advertisement showed women in a stereotypical stereotype way.
### Exercise D

<table>
<thead>
<tr>
<th>meaning 1</th>
<th>meaning 2</th>
<th>word 1</th>
<th>word 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>pay money for</td>
<td>near, beside</td>
<td>buy</td>
<td>buy</td>
</tr>
<tr>
<td>use your ears</td>
<td>in this place</td>
<td>hear</td>
<td>here</td>
</tr>
<tr>
<td>space in something</td>
<td>all, everything</td>
<td>hole</td>
<td>whole</td>
</tr>
<tr>
<td>a number</td>
<td>past of win</td>
<td>one</td>
<td>won</td>
</tr>
<tr>
<td>belonging to us</td>
<td>60 minutes</td>
<td>our</td>
<td>hour</td>
</tr>
<tr>
<td>not left</td>
<td>put letters on paper</td>
<td>right</td>
<td>write</td>
</tr>
<tr>
<td>area of water</td>
<td>use your eyes</td>
<td>sea</td>
<td>see</td>
</tr>
<tr>
<td>edge of the sea</td>
<td>certain</td>
<td>shore</td>
<td>sure</td>
</tr>
<tr>
<td>not all</td>
<td>add together</td>
<td>some</td>
<td>sum</td>
</tr>
<tr>
<td>male child</td>
<td>the centre of the Solar System</td>
<td>son</td>
<td>sun</td>
</tr>
<tr>
<td>belonging to them</td>
<td>in that place</td>
<td>their</td>
<td>there</td>
</tr>
<tr>
<td>a number</td>
<td>also, as well</td>
<td>two</td>
<td>too</td>
</tr>
<tr>
<td>route, method</td>
<td>measure</td>
<td>way</td>
<td>weigh</td>
</tr>
<tr>
<td>not strong</td>
<td>seven days</td>
<td>weak</td>
<td>week</td>
</tr>
<tr>
<td>put on clothes</td>
<td>in which place?</td>
<td>wear</td>
<td>where</td>
</tr>
</tbody>
</table>

### Exercise E

1./2./3. Answers depend on students.
Theme 4

Sports and leisure

- Classifying sports
- Sports in education
- Board games
- For and against
Listening: Classifying sports

4.1 Real-time listening: Racing, opponent and achievement sports

Objectives
By the end of the lesson, students should be able to:
• understand a branching diagram for classifying sports;
• demonstrate understanding of a talk about classifying sports using target language from the theme;
• understand sight and sound relationships of the vowel letter a;
• learn some common core knowledge about sports skills.

Introduction
Write the verbs do, play and go on the board. Go over the rules for using them with the correct sport:
• play = usually competitive, often with a ball, e.g., football
• go = usually non-competitive, often with ~ing, e.g., swimming, cycling
• do = usually non-competitive, e.g., aerobics

Say the following sentences, replacing the verb in brackets with a cough or a nonsense word. Elicit the missing word. Alternatively, write the sentences on the board for students to copy and complete.
1. Can you ... (play) football?
2. We don’t have competitive sports now. We ... (do) dance.
3. I don’t know how to ... (play) rugby.
4. All of the children ... (go) swimming once a week.
5. Some schools are ... (doing) aerobics now instead of team sports.
6. I like watching basketball but I don’t like ... (playing) it.
7. At one time, I ... (went) cycling every weekend, but not now.

Activating ideas
1. Students discuss in pairs. Do not elicit answers at this stage.
2. Check students understand the task and go over the example. Students must listen to a sentence and try to pick out the word for the sport. It does not matter if the spelling is not correct.

Play 4.1; pause after each sentence to give students time to write down the word. Replay each sentence if necessary. Students compare answers in pairs. Elicit answers and write them on the board so that students can correct their spelling. Play the audio once more, if you wish.

Optional activity
Elicit the sentences on the transcript, possibly by writing prompts on the board.

Answers
1. swimming
2. basketball
3. rowing
4. table tennis
5. running
6. high jump
7. discus throwing
8. javelin throwing
9. karate

Transcript
Presenter: Theme 4: Sports and leisure
Track 4.1
Voice:

1. These children have just finished a swimming race.
2. These boys are playing basketball. One team has just scored.
3. These boys are rowing. They are moving very fast through the water.
4. These children are playing table tennis. It is a very fast game.
5. These children are starting a running race. It is probably a short race, a sprint.
6. This woman has just cleared the bar in the high jump.
7. This man is about to throw the discus. The sport is very old.
8. The woman is about to throw the javelin. The sport began in ancient times.
9. The girls are learning karate. It is a form of fighting.

Understanding the organization of a lecture
Ask students to read the instructions and study the notebook extract. Check students understand what to do.

Play 4.2. Students complete the task, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

Ask students if they can answer the lecturer’s question: Why do we classify sports in Physical Education training? Do not confirm or correct answers.
Answers

Classifying sports
1. groups
2. examples
3. reason for classification in PE training

Transcript
Presenter: Track 4.2
Lecturer: Today I’m going to talk about sports. As you know, there are many different sports, but it is possible to classify them into groups. The verb classify comes from the noun class, so classifying means putting things into classes, or groups. So first today, I’m going to classify sports into three groups and then give examples of each type. Then I’m going to explain the reason for classification. Why do we classify sports in Physical Education training?

Understanding a lecture
1. Give students time to read all the statements. Check the meanings of the vocabulary. Play 4.3. Students complete the task individually, then compare their answers in pairs. Do not elicit answers at this stage.
2. Ask students to study the branching diagram under the photographs on page 103. They should use it to check their ideas for Exercise C1. Elicit answers. Replay the audio with students following the transcript, if you wish. Ask a few questions to further check understanding:
   • What do racing sports teach children? (to rely on themselves and try harder)
   • What do opponent sports teach? (to react more quickly and think about the other person’s actions)
   • What do achievement sports teach? (to reach for a goal or target)

Optional activity
Ask students to cover the diagram under the photos. Ask students to redraw it. You can help them by writing two or three of the main headings on the board.

Answer

Students should check their own answers from the diagram, but here are some model answers.

a. There are four groups of sports. F – There are three.
b. The three groups of sports are racing, opponent and level. F – Racing, opponent and achievement.
c. We can divide racing sports into Human body and Machine. T
d. Cycling is a racing sport in the Human body category. F – In the Machine category.
e. Tennis and football are both opponent sports. T
f. Golf is a target sport. T
g. Long jump is an achievement sport, but high jump isn’t. F – They are both achievement sports.
h. Children learn to deal with pain when they are racing. T
i. Children learn to react quickly in achievement sports. F – They learn this in opponent sports.

Transcript
Presenter: Track 4.3
Lecturer: OK. So first, classification. There are three groups of sports. The first group consists of racing sports. Racing, of course, means trying to go faster than another person. The second group is opponent sports. An opponent is someone you play against. Finally, there are achievement sports. Achievement means reaching a certain level, a good level. So, we’ve seen that sports can be classified into three groups. Now, what sort of sports go into each category or group? Let’s look at the first group: racing – trying to go faster than another person. The second group is opponent sports. An opponent is someone you play against. Finally, there are achievement sports. Achievement means reaching a certain level, a good level.

What about the second group? Opponent sports. Once again, with opponent sports, there are two sub-categories. The opponent might be an individual or a team. For example, we usually play tennis against one person, but we play football against a team.

Finally, let’s turn to achievement sports. In achievement sports, there are also two sub-categories. Sometimes we try to reach a target. For example, in golf, we try to get a white ball into a small hole. So that’s a target sport. Sometimes we try to achieve a particular quantity – distance, for example, or height. In the long jump, we try to jump farther than all the other people. In the high jump, we try to jump higher.

OK. So, to sum up. We have heard about three categories of sports – racing, opponent and achievement. We have seen that each category has two sub-categories. In racing, it’s human body and machine, in opponent sports, it’s a person or team, and in achievement sports, it’s target or quantity.
OK. I hope you have understood the classification. But why do we classify sports in this way in Physical Education training? Well, each type of sport teaches a child something different. Racing sports teach children to rely on themselves, to try harder, even if they are feeling physical pain. Opponent sports teach children to react more quickly, and to think about the actions of another person. Achievement sports teach children to reach for a target – something which is hard to achieve but achievable.

Next week, we’re going to look at ball games in detail.

Transferring information to the real world

1. Check students understand the task. Students should add the sports to the correct section of the branching diagram. Students discuss in pairs where each sport should go. Elicit answers, preferably using an electronic projection of the branching diagram.

2. Students work in pairs and add more sports to the diagram.

Answers
See diagram below.

Note: Answers in italics are from the photographs; answers underlined are suggestions from students’ own knowledge.

Identifying vowel sounds

1. Say aloud each vowel sound for the students. If necessary, write a word containing each sound on the board for students to refer to throughout the exercise: hat, bed, hot, week, hard, or, first, say.

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

Classifying sports

<table>
<thead>
<tr>
<th>racing</th>
<th>opponent</th>
<th>achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>human body</td>
<td>machine</td>
<td>individual</td>
</tr>
<tr>
<td>running</td>
<td>cycling</td>
<td>team</td>
</tr>
<tr>
<td>swimming</td>
<td>rowing</td>
<td>tennis</td>
</tr>
<tr>
<td>marathon</td>
<td>Formula 1</td>
<td>basketball</td>
</tr>
</tbody>
</table>

| | /æ/ | /e/ | /ə/ | /ɑ/ | /ʌ/ | /ɒ/ |
| against | ✓ | | | | | |
| ball | | ✓ |
| class | ✓ | |
| classify | ✓ | | |
| classification | ✓ | | |
| quantity | ✓ | |
| racing | ✓ | |
| target | ✓ | | |

Closure

1. If you have not already done so, play the audio of the lecture again with students following the transcript.

2. Ask students to look at the transcript and underline some examples of multi-word verbs. This is a preview of the grammar for this section.
4.2 Learning new listening skills: Branching diagrams; prepositions after verbs

Objectives

By the end of the lesson, students should be able to:
• use branching diagrams to make notes when listening to a lecture;
• discriminate between the two sounds /əυ/ and /aυ/;
• recognize verb + preposition phrases in spoken context;
• demonstrate understanding of some common verb + preposition phrases;
• use too and enough with adjectives, to give opinions.

Introduction

Write the following two verbs on the board. Elicit the related noun for each one and discuss the difference in meaning:
classify – classification
categorize – category

A Reviewing vocabulary

Remind students about the lecture they heard in lesson 4.1 about classifying sports. Exploit the visuals of racing sports: running, Formula 1 racing, cycling, motorbike racing, .

Check students understand the task and go over the example. Give students time to read the words. Play 4.5. Students complete the task individually, then compare their answers. Ask students if they agreed or disagreed with each other. If there was some disagreement, replay the audio. Elicit answers.

B Identifying vowel sounds

Write the words now and snow on the board. Elicit the pronunciation. Underline the vowel. Write the phonemic symbol for the vowel sound above each word:

<table>
<thead>
<tr>
<th>/əυ/</th>
<th>/aυ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>snow</td>
</tr>
<tr>
<td>how</td>
<td>so</td>
</tr>
<tr>
<td>power</td>
<td>go</td>
</tr>
</tbody>
</table>

1. Students read the Pronunciation Check. Add a few more words under those already on the board to make a list of examples for each sound.

2. Tell students they are going to listen to more words with these two sounds. Play 4.6. In pairs, students discuss each word and decide which column to tick. Elicit answers.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. say</td>
<td>know ✓</td>
</tr>
<tr>
<td>2. sports ✓</td>
<td>sport</td>
</tr>
<tr>
<td>3. it</td>
<td>them ✓</td>
</tr>
<tr>
<td>4. groups ✓</td>
<td>sports</td>
</tr>
<tr>
<td>5. person ✓</td>
<td>time</td>
</tr>
<tr>
<td>6. swimming ✓</td>
<td>winning</td>
</tr>
<tr>
<td>7. people</td>
<td>team ✓</td>
</tr>
<tr>
<td>8. football ✓</td>
<td>golf</td>
</tr>
<tr>
<td>9. level ✓</td>
<td>result</td>
</tr>
<tr>
<td>10. jump ✓</td>
<td>game</td>
</tr>
</tbody>
</table>

Transcript

Presenter:               Track 4.5
Voice:

1. As you …
2. … there are many different …
3. … but it is possible to classify …
4. We can classify sports into three …
5. Firstly, there are racing sports. Racing, of course, means trying to go faster than another…
6. For example, racing sports include running and …
7. The second group of sports is opponent sports. In an opponent sport, you play against an individual or a …
8. For example, tennis is an opponent sport and so is …
9. Finally, there are achievement sports. In achievement sports, you try to reach a certain …
10. The high jump is an achievement sport, and so is the long …
1. You can explain at some point the reason why the kind of diagram in Exercise C is called a ‘branching’ diagram. The word comes from branches, which are part of a tree.

2. You can also remind students about other ways to organize notes:
   - spidergrams
   - heading + numbered sections
   - venn diagrams
   - flow charts
   - timelines

3. Ideally, in Exercise D, students should draw the diagrams having heard the extract on the audio only once. This would replicate the lecture situation more authentically. However, if you think your students will find this too difficult, you can pause or replay the audio for the first two or three extracts. However, for the final one or two extracts, students should attempt the task without any pauses or having the audio replayed for them.

Identifying a new skill (1)

1. Play Track 4.7 for students to listen to the start of the lecture.
2. Students discuss the question in pairs. Do not elicit answers at this stage.

3. When students have finished reading Skills Check 1, ask a few questions to check understanding:
   - What do we call this kind of diagram? (branching diagram)
   - How many branches should the diagram have? (it depends on the number of categories the lecturer defines)
   - What should you write on the branches? (the categories or topics)
   - What should you write under each category? (the examples)
Transcript

Presenter: Today, we are looking at the classification of literature. There are four main kinds of literature. Firstly, we have novels; secondly, plays; thirdly, poetry; and, finally, of course, biography or autobiography.

Lecturer A: Firstly, in this lecture, I want to classify the mass media. I’m going to divide it into two categories. On the one hand, there is the broadcast media. On the other hand, we have the print media. Of course, we can subdivide each of these categories. Broadcast media has three sub-categories. It consists of television, radio and, nowadays, the internet. Print media contains newspapers and magazines.

Lecturer B: We are going to look at elements in this lecture. Elements are the basic building blocks of our world. Carbon is an element. Hydrogen is an element. Oxygen is an element. But how can we classify elements? There are over 100 elements, but we can classify all elements into just three groups. The first group is metals. The second group is non-metals. And the third group is gases … but not all gases, only inert gases – that’s I-N-E-R-T. It means they don’t change. Let’s think of a few examples of each category. Iron is a metal. Zinc is a metal. Carbon is a non-metal. Hydrogen and oxygen are gases but they are not inert, so they are non-metals. Inert gases include helium, with the symbol He. You find helium in balloons.

Lecturer C: We can classify all living things into five categories. The categories are called kingdoms. In the first kingdom are animals. In the second kingdom, we have plants. The third kingdom consists of fungi. The animal kingdom can be subdivided into many categories, but I’m only going to talk about four: mammals, birds, fish and reptiles.

Lecturer D: There are many examples of mammals, of course. We are mammals – humans. Bats are mammals. Whales are mammals, although some people think they are fish.

Answers

2.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>die out</td>
<td>7</td>
<td>go into</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>look at</td>
<td>9</td>
<td>put in</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>rely on</td>
<td>3</td>
<td>sum up</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>write down</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transcript
Presenter:               Track 4.9
Voice:
1. Today we’re going to look at types of literature.
2. Children must learn to rely on themselves.
3. OK. So, to sum up the problems …
4. I’m going to mention a few points and I’d like you to write down the most important one, in your opinion.
5. First of all, we’re going to hear about racing sports.
6. Children should try to reach for a target.
7. I don’t want to go into detail here.
8. The spacecraft took off at 10.32 a.m. precisely.
9. Remove the old printer cartridge and put in the new one.
10. Traditional festivals are dying out all over the world.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>into</td>
</tr>
<tr>
<td>2</td>
<td>for</td>
</tr>
<tr>
<td>3</td>
<td>in</td>
</tr>
<tr>
<td>1</td>
<td>about</td>
</tr>
<tr>
<td>5</td>
<td>at</td>
</tr>
<tr>
<td>9</td>
<td>down</td>
</tr>
<tr>
<td>10</td>
<td>up</td>
</tr>
<tr>
<td>8</td>
<td>out</td>
</tr>
<tr>
<td>6</td>
<td>off</td>
</tr>
<tr>
<td>7</td>
<td>on</td>
</tr>
</tbody>
</table>

Transcript
Presenter:               Track 4.11
Voice:

2. Set for individual work and pairwork checking.

Answers

a. blow up
b. find out
c. give back
d. go up
e. keep on
f. look after
g. put off
h. sort out
i. take off
j. think about
k. turn on
l. work out


Answers

1. work out
2. give back
3. sort out
4. put off
5. turn on
6. find out

Practising a new skill (2)

1. Check students understand the task and go over the example. Give students time to read the phrases.

Play 4.11. Students complete the task individually, then compare their answers in pairs. Elicit answers. Finally, replay the audio.

Answers

| f | ... a good reason for the result. |
| d | ... at yesterday’s lecture. |
| a | ... opponent sports. |
| b | ... the details after the lecture. |
| e | ... to festivals. |
| c | ... very young children. |

Closure

Choose one of the following:

1. Ask students to make some sentences using some of the multi-word verbs from the lesson. This can be done either orally or in writing.

2. Students read and underline all the verb + preposition phrases in the transcript for the lecture in Lesson 4.1 Real-time listening.
Workbook answers

Listening

**Exercise A**
Answers depend on students.

**Exercise B**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>physical</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>winners</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>competitive</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>aerobics</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>losers</td>
<td>8</td>
</tr>
</tbody>
</table>

**Exercise C**

<table>
<thead>
<tr>
<th></th>
<th>play</th>
<th>do</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>football</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>dance</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>rugby</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>swimming</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>aerobics</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>basketball</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>cycling</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

See transcript for 48 on page 121 of the Workbook.

**Exercise D**
Answers depend on students.
Exercise E

1.

H A L J L U E S Z V O A L Q Y
J C F H M S F X U P D C I U O
Q C Y U O R X I N M Z N D B V
S J H C J O G G I N G J C A E N
K R B G L U F I O S P M N P R
W A A W R I V H U W Y M C G Y
D O S D A T H D L C C N E A E
U L K P U K E R G M S V G O L F
W E E I C D N N C T R U G B Y
Y M T K E G G I N K H I S K M
F Y B W P Y B S W I M M I N G
S S A X K O D G A M S G N Q B
I H L A R I M E Z J L Z Y I G
U E L E U W Q F Q D A Q D K
U K A L X F O O T B A L L U D

2./3.
- aerobics
- football
- dance
- rugby
- swimming
- basketball
- cycling
- tennis
- golf
- jogging

See transcript for Track 49 on page 121 of the Workbook.

Exercise F

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. consist</td>
<td>of</td>
<td>in</td>
<td>for</td>
</tr>
<tr>
<td>2. rely</td>
<td>to</td>
<td>on</td>
<td>of</td>
</tr>
<tr>
<td>3. sum</td>
<td>down</td>
<td>to</td>
<td>up</td>
</tr>
<tr>
<td>4. listen</td>
<td>of</td>
<td>to</td>
<td>about</td>
</tr>
<tr>
<td>5. look</td>
<td>of</td>
<td>at</td>
<td>off</td>
</tr>
<tr>
<td>6. die</td>
<td>out</td>
<td>in</td>
<td>to</td>
</tr>
<tr>
<td>7. hear</td>
<td>about</td>
<td>to</td>
<td>for</td>
</tr>
<tr>
<td>8. put</td>
<td>of</td>
<td>at</td>
<td>in</td>
</tr>
<tr>
<td>9. reach</td>
<td>for</td>
<td>down</td>
<td>of</td>
</tr>
<tr>
<td>10. take</td>
<td>off</td>
<td>of</td>
<td>at</td>
</tr>
</tbody>
</table>
Exercise G

1./2. a. The university is doing research into the physical development of children.

  b. The world of finance is much too competitive for me.

  c. I think golf is a good example of an achievement sport.

  d. He’s very shy and never participates in the tutorials.

  e. I’m going to classify sports in three main ways.

  f. For the group presentation, we need your cooperation.

  g. The examination officer co-ordinates the students and the exam rooms.

  h. What was the top speed of your opponent in the cycling race?

  i. Does the winning team get a silver cup?

  j. What was her reaction when she lost the match?

Exercise H

1.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>study</td>
<td>8</td>
</tr>
<tr>
<td>complete</td>
<td>6/7</td>
</tr>
<tr>
<td>spend (time)</td>
<td>3</td>
</tr>
<tr>
<td>cook</td>
<td>4</td>
</tr>
<tr>
<td>manage</td>
<td>10</td>
</tr>
<tr>
<td>brush</td>
<td>1</td>
</tr>
<tr>
<td>need</td>
<td>9</td>
</tr>
<tr>
<td>travel</td>
<td>5</td>
</tr>
<tr>
<td>succeed</td>
<td>2</td>
</tr>
</tbody>
</table>

2.

- a finger ✓
- a friend ✓
- an idea ✓
- weight ✓
- your balance ✓
- your father ✓
- your head ✓
- your home ✓
- the answer ✓
- your interest ✓
- your keys ✓
- your life ✓
- your memory ✓
- your mind ✓
- your temper ✓
- your way ✓
Exercise I

1./2. A: Hi there!
B: Hi! Sorry, can’t stop. I’m going to aerobics.
A: Where do you do that?
B: In the sports hall. They have several classes a week.
A: Oh, right. I do a dance class there on Tuesdays.
B: Well, I really must go. I’ll be late.

C: Did you go swimming this morning?
D: Well, I went to the pool. But I couldn’t have a swim.
C: Oh no! Why was that?
D: There was a mother and baby class. So I went to the gym instead.
C: I think going to the gym is really boring.
D: Me, too. I much prefer swimming or playing tennis.

Practice

Exercise A

1./2. 1. The actor enjoys playing the role of James Bond. = acting
2. She is not playing for England in this match. = to take part in a team game
3. I would like to be able to play the piano. = to perform
4. My daughter loves playing on her computer. = to spend time doing something
5. She’s never on time for work. She’s playing with fire. = to take part in risky behaviour
6. The children played a joke on their teacher. = to trick somebody

Exercise B

1. racing, opponent, achievement
2./3. Answers depend on students.

Extended listening

Exercise A

1.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>tennis</td>
</tr>
<tr>
<td>B</td>
<td>rugby</td>
</tr>
<tr>
<td>C</td>
<td>volleyball</td>
</tr>
<tr>
<td>D</td>
<td>football</td>
</tr>
<tr>
<td>E</td>
<td>basketball</td>
</tr>
<tr>
<td>F</td>
<td>golf</td>
</tr>
<tr>
<td>G</td>
<td>baseball</td>
</tr>
<tr>
<td>H</td>
<td>cricket</td>
</tr>
</tbody>
</table>
2.

1. rugby
2. basketball
3. tennis
4. football
5. cricket
6. volleyball
7. golf
8. baseball

**Exercises B, C and D**

<table>
<thead>
<tr>
<th>Ball games</th>
<th>hands</th>
<th>feet</th>
<th>bat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rugby</td>
<td></td>
<td>football</td>
</tr>
<tr>
<td></td>
<td>basketball</td>
<td></td>
<td>tennis (racket)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>golf (club)</td>
</tr>
</tbody>
</table>

hand and eye coordination

foot and eye coordination

balance

deal with a tool

extension of the body
**4.3 Real-time speaking: Ball games for PE**

**Objectives**

By the end of the lesson, students should:

- be familiar with a model of a talk using PowerPoint slides;
- have attempted a talk of their own on the topic of football.

**Introduction**

Use Exercise A on this occasion.

**A Previewing vocabulary**

Check students understand the task and go over the example. Students continue in pairs. Elicit ideas. Check pronunciation of target vocabulary.

**Answers**

<table>
<thead>
<tr>
<th>attackers</th>
<th>defenders</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands</td>
<td>feet</td>
</tr>
<tr>
<td>long</td>
<td>wide</td>
</tr>
<tr>
<td>score</td>
<td>goal</td>
</tr>
<tr>
<td>short</td>
<td>tall</td>
</tr>
<tr>
<td>role</td>
<td>team</td>
</tr>
</tbody>
</table>

**B Activating ideas**

Divide the class into pairs or groups of three. If students studied the Listening section from this theme, you can remind them about the lectures they listened to about classifying sports. They contained information relevant to this question (see Answers below).

Monitor while students are discussing their ideas. Elicit ideas but do not confirm or correct at this point.

**Answers**

Answers depend on the students, but here are some ideas:

Team games help children to:

- learn to cooperate with each other
- be good winners and good losers
- react quickly to situations
- think about other people
- develop physical ability and coordination

**C Studying a model**

Ask students if they have:

- seen lectures with PowerPoint slides?
- given talks using PowerPoint slides?
- found them useful/not useful?

Tell students to look at the PowerPoint slides on the right of page 108. Ask:

- What is the title of the talk? (Ball games for PE)
- What are the sub-sections of the talk? (Ball games for PE, Football: type, Football: value in PE)

1. Ask students to listen to Track 4.12 with their pens down. Now ask students to complete the missing words in the text. Students compare their answers in pairs. If necessary, play the audio again. Elicit answers.

2. In this activity, students must make notes on slide D. Ask students to discuss the information on the slide and to try and predict what the lecturer will say about each point. Encourage students to guess why one of the headings is all shapes and sizes, but do not confirm or correct answers at this stage.

Set the task. Play Track 4.13 once all the way through with students’ pens down. Play it again and pause after two or three sentences to give students time to write notes.

Students compare notes in pairs. Elicit answers, preferably using an electronic projection. Check understanding of the phrase *good exercise*. In English we often say *it’s good exercise for you*.

**Transcripts and answers**

**Presenter:**

Lecturer:

Track 4.12: Today, I’m going to talk about ball games for PE. There are many good ball games for children. Here are some of them. Firstly, there’s football. Secondly, we have rugby. Next, tennis. Then we’ve got volleyball and, finally, there’s hockey.

First of all, I’m going to talk about football because it is the most popular game in the world.

What type of game is football? Well, it’s a team game, of course. It is played by two teams. Each team has 11 players.

**Presenter:**

Lecturer:

Track 4.13: OK. So let’s look at the value of football in PE. Firstly, it is good exercise. It is an enjoyable physical activity.

Secondly, it helps with coordination. Children need to develop coordination and football helps with coordination between the eyes and other parts of the body.
Thirdly, we have roles in a team. As we have seen, football is a team game, and team games teach children to cooperate with other people.

Fourthly, football is a game for all shapes and sizes. Attackers are often short. Midfield players are often tall. Defenders and goalkeepers are often big.

Finally, in competitive sports like football, children learn about winning and losing. Life is full of winning and losing, and children need to learn ways of dealing with both.

Answers
2. Notes for slide D:
   exercise – good, enjoyable
   coordination – important for children, football = eyes + other parts of body
   roles in a team – football = team game, teach children cooperation
   all shapes and sizes – attackers (short); midfield (tall); defenders, goalkeepers (big)
   winning and losing – children need to learn to deal with both

Practising a model
In order for this activity to work reasonably well, students need to have accurate notes from the previous activity. If you think the activity is still a little challenging for your class, you can give them an outline to work from. Put this up using an electronic projection, or give them a handout instead:

OK. So let’s look at the value of football in PE.
Firstly, it is ...
Secondly, it helps with ...
Thirdly, we have roles ...
Fourthly, football is a game for ...
Finally, in competitive sports, children learn about winning and losing. Life is about ...

Divide the class into small groups. Students work on the talk together. Give help where necessary. Students take it in turns to practise giving the talk in their groups. Monitor and give feedback.

Optional activity
Students use the bullet points to talk about a different sport from their school days, or one that they know well.

Closure
Give out copies of the transcript for 4.13. Play the audio one more time with students following the transcript.

Everyday English: Talking about games

Objectives
By the end of the lesson, students should be able to:
• use appropriate language to discuss a range of aspects on the topic of sport.

Introduction
Choose one of the following:
1. Ask students if they can remember the value of football in PE:
   • good exercise
   • enjoyable
   • helps with coordination
   • teaches children to cooperate
   • good for all shapes and sizes
   • children learn about winning and losing

2. See if students can remember any of the conversations from an Everyday English lesson from a previous theme that you have studied with them. Perhaps you could use an electronic projection of photographs from a previous lesson on the board, and then elicit the accompanying conversation(s).

Activating ideas
Work through the words in the box as a class, with the students pointing out examples in the photographs.

Answers
A fan, supporter
B loser
C court, player, winner
D ball, line
E fan, supporter
F player, bat, net

Studying models
1. Go through the questions with the class. Clarify any problems. Elicit the conversation for the first sentence, Do you know how to play this game? (Conversation 6). Set the task for pairwork. Do not give feedback at this stage.

Answers
Conversation 1 = What are you watching?
Conversation 2 = What's wrong?
Conversation 3 = Same time next week?
Conversation 4 = Was that in or out?
Conversation 5 = How did you get on?
Conversation 6 = Do you know how to play this game?

Transcript
Presenter: Track 4.14
Conversation 1.
Voice A: What are you watching?
Voice B: It's Brazil versus Germany.
Voice A: Who's winning?
Voice B: We are. We just scored.

Presenter: Conversation 2.
Voice A: What's wrong?
Voice B: I was hopeless.
Voice A: You weren't. You played very well.
Voice B: But we still lost.

Presenter: Conversation 3.
Voice A: Same time next week?
Voice B: Sure. Great game.
Voice A: Yes, that was a brilliant shot just now.
Voice B: I think it was just luck, really.

Presenter: Conversation 4.
Voice A: Was that in or out?
Voice B: It landed on the line.
Voice A: I wasn't sure. My point, then.
Voice B: Yes, well played!

Presenter: Conversation 5.
Voice A: How did you get on?
Voice B: Great! We won!
Voice A: What was the score?
Voice B: Three–one.

Presenter: Conversation 6.
Voice A: Do you know how to play this game?
Voice B: Not really.
Voice A: Do you want to learn?
Voice B: OK. How do we start?

C Showing you don't understand
1. Set the task for pairwork. Monitor and assist with students' pronunciation. Note any common pronunciation errors. Play 4.15. Students check their ideas.
2. Put the students into new pairs. Use the first conversation to demonstrate the task yourself with a student.
Set the task. Monitor and assist with vocabulary and pronunciation. Again, make a note of problems and errors.
As feedback, ask volunteers to perform one of their conversations.

Transcript
Presenter: Track 4.15
Voice A: Don't forget there's a match on the 30th.
Voice B: Sorry, did you say the 30th?
Voice A: Yes, that's right.
Voice B: Fine. I'll be there.
Voice A: I'll meet you outside the sports centre at seven, OK?
Voice B: Sorry, did you say seven or seven-thirty?
Voice A: Seven. Is that OK?
Voice B: Yes, great. Seven o'clock outside the sports centre.

D Practising the models
Set the task for pairwork, then ask volunteers to demonstrate to the class.

Closure
1. Go over any errors that you picked up during your monitoring.
2. Ask students to cover the texts in the Course Book and look at the pictures. They must try to remember the conversation for each one.

Optional activity
Spend a few minutes checking the vocabulary.
Focus on the adjectives first:
hopeless, brilliant
Then the verbs:
score, land, get on
Then the other words:
versus (preposition)
out (adverb) (as in the ball was out; you can also teach the opposite, in)
shot (n)
4.4 Learning new speaking skills:  
Giving a talk with slides; explaining rules; giving advice

**Objectives**

By the end of the lesson, students should be able to:

- pronounce words with the target diphthongs /aυ/ and /əυ/;
- use target language to introduce and give a talk with slides;
- use must and mustn’t to explain the rules of a game;
- use should and shouldn’t to give advice.

**Introduction**

Write the vowel sounds (in the table below) on the board, spaced out.

Elicit an example word for each. If students are capable, elicit other words for each sound. Otherwise, use flashcards of some or all of the words below; get students to say the word and then tell you which column to put it in.

<table>
<thead>
<tr>
<th>all</th>
<th>back</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
<td>each</td>
</tr>
<tr>
<td>end</td>
<td>eye</td>
</tr>
<tr>
<td>feet</td>
<td>first</td>
</tr>
<tr>
<td>group</td>
<td>half</td>
</tr>
<tr>
<td>halves</td>
<td>hand</td>
</tr>
<tr>
<td>head</td>
<td>last</td>
</tr>
<tr>
<td>learn</td>
<td>mainly</td>
</tr>
<tr>
<td>match</td>
<td>metres</td>
</tr>
<tr>
<td>move</td>
<td>net</td>
</tr>
<tr>
<td>pitch</td>
<td>place</td>
</tr>
<tr>
<td>play</td>
<td>score</td>
</tr>
<tr>
<td>shape</td>
<td>side</td>
</tr>
<tr>
<td>size</td>
<td>skill</td>
</tr>
<tr>
<td>tall</td>
<td>team</td>
</tr>
<tr>
<td>tries</td>
<td>use</td>
</tr>
</tbody>
</table>

**Answers**

See table below.


<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>hand</td>
<td>head</td>
<td>pitch</td>
<td>half</td>
<td>first</td>
<td>ball</td>
<td>feet</td>
<td>use</td>
<td>side</td>
<td>play</td>
</tr>
<tr>
<td>match</td>
<td>end</td>
<td>skill</td>
<td>halves</td>
<td>learn</td>
<td>score</td>
<td>team</td>
<td>move</td>
<td>eye</td>
<td>mainly</td>
</tr>
<tr>
<td>back</td>
<td>net</td>
<td>last</td>
<td>tall</td>
<td>each</td>
<td>group</td>
<td>size</td>
<td>place</td>
<td>all</td>
<td>metres</td>
</tr>
</tbody>
</table>

**Methodology note**

Exercise A shows students that, in English, there can be one spelling but two (or more!) sounds.

**A Saying diphthongs**

Remind students about the listening activity they did on these sounds in Lesson 4.2. If you did not do the activity, students can read the Pronunciation Check on page 104 in any case.

Write the diphthong phonemic symbols on the board and show how they are pronounced using two sounds.

Practise the sounds in each diphthong separately.

Drill some words containing the target sounds: no, don’t, hole and then now, round, down.

Check students understand the task. Play 4.16. Students can discuss the answers in pairs. Elicit the correct answers so that you can check students’ pronunciation.

Finally ask students to read the rows of words to each other. Monitor and give help with students’ pronunciation.

**Answers**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>do</td>
<td>go</td>
<td>so</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>how</td>
<td>row</td>
<td>know</td>
<td>low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hole</td>
<td>doll</td>
<td>roll</td>
<td>role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>town</td>
<td>down</td>
<td>brown</td>
<td>own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>now</td>
<td>show</td>
<td>grow</td>
<td>flow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>phone</td>
<td>alone</td>
<td>done</td>
<td>stone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boat</td>
<td>board</td>
<td>float</td>
<td>goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>found</td>
<td>noun</td>
<td>out</td>
<td>bought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Transcript**

**Presenter:** 4.16

**Voice:**

| 1. no | do | go | so |
| 2. how | row | know | low |
| 3. hole | doll | roll | role |
| 4. town | down | brown | own |
| 5. now | show | grow | flow |
| 6. phone | alone | done | stone |
| 7. boat | board | float | goal |
| 8. found | noun | out | bought |

**Theme 4: Speaking 173**
Identifying a new skill

Remind students of the talk they did about ball games (using PowerPoint slides) in Lesson 4.3. If you like, you can replay the audio of the talk (4.12).

1. Students discuss in pairs. Do not elicit answers at this stage. Ask students to read Skills Check 1, section by section. After each section, drill the example sentences. You could also refer students back to the talk in Lesson 4.3 to show them how the target language was used in context.

2. Ask students to read Skills Check 2. Check students understand the rules, or ‘Dos’ and ‘Don’ts’, for giving a talk with slides. Can students think of any more rules? For example:

   - Don’t speak too slowly.
   - Don’t use too many slides.
   - Don’t have too much information.
   - Don’t use too many different colours.
   - Speak clearly.
   - Emphasize key words.

Practising a new skill

1. In pairs, or small groups of three, students practise the sentences for the talk about classifying sports. At first, students should focus on the language, and not worry about the PowerPoint slides. Monitor and give help where necessary. Students then take turns to give the talk in their pairs, or groups of three, and refer to the slide. At the same time, students should try to put into practice the rules for giving a talk with slides. Monitor and give feedback.

2. This activity can be done in different ways:
   - Divide the class into six groups and allocate (or let the students choose) one slide for each group to work on. The students prepare and practise the talk in their groups. Redivide the class into groups of six, so that there is one student from each of the original groups. Each student gives their talk to the others in their group, using a PowerPoint slide (see Methodology notes). In this way each group will hear all the talks.
   - Students choose a talk. Make sure there is a reasonable number of students doing each topic. Each student works on his/her talk individually. When students are ready, put the class into groups of six, one student for each topic (as far as possible). Each student gives his/her talk using a PowerPoint slide. Whichever way you choose to do the activity, monitor and give feedback. If there is time, students can work on a different talk.

More able classes: Students can add extra information to their talk and perhaps design a second slide.

Less able classes: Give students the model answers to work from. They could try to learn one or two of the talks by heart.

Answers

1. Answers depend on the students, but here are some suggestions.

   I’m going to talk about classifying sports. There are three kinds of sports. Firstly, there are racing sports. Next, we have opponent sports. Finally, we have achievement sports. Racing sports include running and swimming. Opponent sports can have individuals or teams. Achievement sports are sometimes target sports, like golf, and sometimes quantity sports, like high jump.
Answers depend on the students, but here are some ideas.

A. I’m going to talk about mass media. There are two types of mass media. Firstly, there is broadcast media. Secondly, there is print media. Broadcast media includes TV and radio. Print media includes books, newspapers and magazines.

B. Let’s look at the study of the mind. There are two branches of the study of the mind. Firstly, there is psychology. Next, there is sociology. Psychology is about the behaviour of individuals. Sociology is about the behaviour of groups of people.

C. Now we turn to selecting people for jobs. There are three areas that help us select people for jobs. Firstly, there are qualifications. Next, there is experience. Finally, we need to look at attitude. Qualifications include degrees and A levels, for example. Experience means the applicant’s previous work. Has he or she done the job before? How long did they do it for? The applicant’s attitude is very important. Are they hard-working and enthusiastic, for example?

D. I’m going to talk about the different types of schools in the UK. There are four kinds of schools. Firstly, there are nursery schools. Secondly, there are primary schools. Next, we have secondary schools. Finally, there are sixth form colleges. Nursery schools are for two to four year olds. Children go to primary school from 5 to 11 years. Secondary schools are for 12–16-year-old pupils. Sixth form colleges are for 17- and 18-year-old students.

E. Let’s look at analyzing advertisements. There are four ways we can do this. Firstly, we can look at the source. Next, we can think about the audience. Then, we can look at the purpose of the advertisement. And finally, there is our reaction to the advertisement. The source of the advertisement can be a newspaper, a magazine, or TV, for example. Examples of the audience include homemakers, young men, teenagers, or even children. The purpose of the advert is to sell. And finally our reactions to the advert. Do we like it or dislike it? Do we want to buy the product?

F. Now we turn to types of literature. There are four branches of literature. Firstly, there are novels. Secondly, we have plays. Next, there is poetry. And finally, there is biography/autobiography. Novels are fiction. In other words, they are not fact. Plays are usually fiction, but some plays are about real events. Poetry is about thoughts and feelings. And biography/autobiography is the true story of someone’s life.
Giving advice

1. Remind students about this section’s previous lessons where they had to give talks using PowerPoint slides. Go through the list of points in the box and check understanding. Ask students to make sentences with should or shouldn’t. Students should also try to give a reason for each point, for example: You shouldn’t use many coloured backgrounds because it makes the slide difficult to read. The activity can be done in pairs or small groups.

Monitor and give feedback. Some students might find it surprising that, for example, you should NOT use a lot of flashing words, so be prepared for some discussion.

2. Play 4.18 for students to check their answers. Elicit answers and drill some of the sentences. Now ask students to close their books and tell you as many pieces of advice as they can remember. Tell students they will need to remember all of this advice for the next lesson when they will give a full talk using PowerPoint slides.

Finally, ask students if they agree with the advice or not, and if they can add anything.

Transcript

Presenter: Track 4.18
Voice: You shouldn’t use too many coloured backgrounds. You shouldn’t use a lot of effects, e.g., flashing words. You shouldn’t write full sentences on the slide. You shouldn’t read out the slide word for word. You shouldn’t stand in front of the screen. You shouldn’t talk to the slide. You should talk to the audience. You shouldn’t speak quickly. You should pause between sentences. You should wait a few moments between slides.

Explaining the rules (3)

Set for individual completion and pairwork checking.

Answers

1. If a player is offside, a flag is raised by the assistant referee.
2. If a player is injured, a substitute is used.
3. If a foul is committed in the penalty area, a penalty is awarded.
4. If a player receives two yellow cards, he or she is sent off.
5. If the scores are level in a cup match, extra time is played.
6. If the teams are still level, the match is decided on penalties.

Explaining laws of nature

1. Students complete individually and check in pairs.

Answers

a. Metal expands if you heat it.
b. Metal contracts if you cool it.
c. Water boils if you heat it.
d. Water freezes if you cool it.
e. If you cut your finger, it bleeds.
f. If you drop a ball, it falls.
g. If you mix hydrogen and oxygen, you get water.
h. If you put ice in water, it floats.
i. If you mix red and yellow, you get orange.
j. If plants don’t have water, they die.

2. Students ask and answer in pairs. Go round and monitor. Give feedback to the whole class on any common errors noted.

Closure

Write the following sports ‘problems’ on the board:

- The other team keeps pushing you.
- The new season starts in two weeks.
- You get hurt during the game.
- Your back hurts the next day.
- The other team has a big strong attacker.
- Training starts at 7.30 a.m. exactly.
- You have a cold.
- Your kit is dirty.
- Your kit has become too small for you.
- The weather is very wet.
- You’re a supporter and your team is losing.

In pairs or small groups, students give each other advice for each of the problems, e.g.: You should tell the referee! You shouldn’t get angry! You should stay calm, etc.

OR

Ask students to tell you some things you must/mustn’t do = laws in their country.

Then ask them to tell you some things you should/shouldn’t do = customs in their country.
Workbook answers

Speaking

Exercise A
Answers depend on students.

Exercise B

<table>
<thead>
<tr>
<th>game</th>
<th>Where do you play?</th>
<th>What do you score?</th>
<th>What do you hit or pass the ball with?</th>
<th>What special equipment do you need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>football</td>
<td>pitch</td>
<td>goals</td>
<td>feet (head)</td>
<td>goals</td>
</tr>
<tr>
<td>tennis</td>
<td>court</td>
<td>points</td>
<td>racket</td>
<td>net</td>
</tr>
<tr>
<td>basketball</td>
<td>court</td>
<td>baskets</td>
<td>hands</td>
<td>posts, baskets</td>
</tr>
<tr>
<td>golf</td>
<td>course</td>
<td>holes</td>
<td>club</td>
<td>holes, flags</td>
</tr>
<tr>
<td>handball</td>
<td>court</td>
<td>goals</td>
<td>hands</td>
<td>goals</td>
</tr>
<tr>
<td>rugby</td>
<td>pitch</td>
<td>points</td>
<td>hands (feet)</td>
<td>goals</td>
</tr>
</tbody>
</table>

Exercise C
Answers depend on students.

Exercise D

1. /2.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>the afternoon</td>
<td>2</td>
<td>the morning</td>
</tr>
<tr>
<td>b.</td>
<td>the defender</td>
<td>1</td>
<td>the attacker</td>
</tr>
<tr>
<td>c.</td>
<td>the ball</td>
<td>1</td>
<td>the net</td>
</tr>
<tr>
<td>d.</td>
<td>the north</td>
<td>1</td>
<td>the east</td>
</tr>
<tr>
<td>e.</td>
<td>the question</td>
<td>1</td>
<td>the answer</td>
</tr>
<tr>
<td>f.</td>
<td>the USA</td>
<td>1</td>
<td>the UK</td>
</tr>
<tr>
<td>g.</td>
<td>the alphabet</td>
<td>2</td>
<td>the phone number</td>
</tr>
<tr>
<td>h.</td>
<td>the engine</td>
<td>2</td>
<td>the machine</td>
</tr>
<tr>
<td>i.</td>
<td>the Solar System</td>
<td>1</td>
<td>the universe</td>
</tr>
<tr>
<td>j.</td>
<td>the audience</td>
<td>2</td>
<td>the actors</td>
</tr>
</tbody>
</table>

3. a vowel sound
Exercise E

1./2.

<table>
<thead>
<tr>
<th>sport</th>
<th>out</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
<td>about</td>
<td>bowling</td>
</tr>
<tr>
<td>coordination</td>
<td>allow</td>
<td>goal</td>
</tr>
<tr>
<td>court</td>
<td>down</td>
<td>hole</td>
</tr>
<tr>
<td>important</td>
<td>found</td>
<td>know</td>
</tr>
<tr>
<td>indoors</td>
<td>noun</td>
<td>opponent</td>
</tr>
<tr>
<td>score</td>
<td>round</td>
<td>role</td>
</tr>
<tr>
<td></td>
<td></td>
<td>show</td>
</tr>
</tbody>
</table>

3. a. In tennis, one player serves the ball across the court.
   b. The way that you score in tennis is very different from other sports.
   c. In winter, many sportspeople prefer to play tennis indoors.
   d. Do you prefer to play tennis on a grass or a hard court?
   e. In every sport you should study your opponent. Then you will know the best way to win.
   f. Is the word role a noun or an adjective?
   g. Don’t show your cards to your opponent.
   h. Young children must learn hand-to-eye coordination.
   i. There was a last-minute goal at the end of the game.

4. a. In tennis, one player serves the ball across the court.
   b. The way that you score in tennis is very different from other sports.
   c. In winter, many sportspeople prefer to play tennis indoors.
   d. Do you prefer to play tennis on a grass or a hard court?
   e. In every sport you should study your opponent. Then you will know the best way to win.
   f. Is the word role a noun or an adjective?
   g. Don’t show your cards to your opponent.
   h. Young children must learn hand-to-eye coordination.
   i. There was a last-minute goal at the end of the game.

Exercise F

1. two words for games  | badminton, rugby
2. six words for sports people | attacker, defender, goalkeeper, partner, opponent, receiver
3. five words for equipment  | basket, flag, net, post, racket
4. four words for places to play games  | course, court, pitch, rink
5. a word which is a noun and a verb  | score
6. a word with four syllables  | competitive
7. a word with five syllables  | coordination
Practice

**Exercise A**

1. Answers depend on students.

2./3. a. You must switch off your mobile phone. OR You mustn’t use your mobile phone.
   b. You mustn’t cycle here.
   c. You mustn’t park here.
   d. You must wear smart clothes. OR You mustn’t wear jeans and T-shirts.
   e. You mustn’t smoke here. OR You must put out your cigarette.
   f. You must show your passport.
   g. You mustn’t walk your dog here. OR Dogs must not come in here.
   h. You mustn’t go in that room.
   i. You mustn’t drive down here.
   j. You mustn’t drink here.

**Exercise B**

1./2. A: Is tenpin bowling a team game?
   B: Yes, you can have as many players as you like.
   A: Do you go bowling outdoors?
   B: No, you play indoors because of the automatic system.
   A: Do you play it in a special place?
   B: Yes, you play in a bowling alley.
   A: Do you need any special equipment?
   B: Yes, you need a hard, heavy ball with three holes for your thumb and two fingers. And you should wear bowling shoes.
   A: Are they expensive?
   B: I don’t know. The bowling centre usually lends you a pair.
   A: Do you score goals?
   B: No, you get a point for every pin you knock down.
   A: Is there a place for bowling near here?
   B: No, there isn’t. The nearest one is in the city centre.

**Exercise C**

1. | table tennis |
   | type of game? | short, fast (30 mins) |
   | indoors? | and outdoors |
   | court? | no |
   | equipment? | table and bat |
   | team? | no, 2 or 4 people |
   | score? | points – 21 points to win |
   | history? | 200 years old |

2.–4. Answers depend on students.
**Extended speaking**

**Exercise A**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>score</td>
<td>ball</td>
<td>support</td>
</tr>
<tr>
<td>2.</td>
<td>hand</td>
<td>match</td>
<td>back</td>
</tr>
<tr>
<td>3.</td>
<td>goal</td>
<td>role</td>
<td>opponent</td>
</tr>
<tr>
<td>4.</td>
<td>eye</td>
<td>try</td>
<td>side</td>
</tr>
<tr>
<td>5.</td>
<td>chest</td>
<td>head</td>
<td>measure</td>
</tr>
<tr>
<td>6.</td>
<td>use</td>
<td>too</td>
<td>you</td>
</tr>
<tr>
<td>7.</td>
<td>large</td>
<td>apart</td>
<td>halves</td>
</tr>
<tr>
<td>8.</td>
<td>each</td>
<td>team</td>
<td>metres</td>
</tr>
<tr>
<td>9.</td>
<td>game</td>
<td>place</td>
<td>take</td>
</tr>
<tr>
<td>10.</td>
<td>pitch</td>
<td>kick</td>
<td>in</td>
</tr>
</tbody>
</table>

**Exercises B and C**

Answers depend on students.
Objectives
By the end of the lesson, students should be able to:
• understand target vocabulary for the Reading section;
• identify vocabulary in its written form.

Introduction
If possible, bring in some board games and dice.

Methodology note
Exercise A is a simplified version of an exam task. For example, in the Cambridge University First Certificate in English (FCE) exam, students have to write the correct form of a base word in a sentence. We have given students a choice of two words as an early stage towards the exam skill.

Reviewing vocabulary
Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Make sure students can explain why each word is correct – see Answers.

Understanding vocabulary in context
Exploit the visuals. Ask students if they have ever played Ludo.
Set the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Check understanding of the vocabulary further, if necessary by demonstrating the game using realia (see introduction).
Discuss these questions, which are based on the text, with the class:
Are board games educational? What do board games teach children? Is Ludo only for children?

Answers
Ludo
The game is played by two, three or four players. It is played on a board with four coloured areas. Each player has four coloured pieces. The players take turns. Each player throws the dice. He or she moves the same number of squares. Then one of the opponents has a turn. Sometimes, a piece lands on a square which has an opponent’s piece on it. The opponent must move his or her piece back to the start. You must throw the exact number of squares to get home.
The objective of the game is to get all your playing pieces to the centre of the board. Are board games educational? Psychologists say that even simple games like Ludo teach children to plan their actions in real life.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Many schools make competitive / competition sport compulsory.</td>
<td>adjective + noun</td>
</tr>
<tr>
<td>2. Team games help in the physical develop / development of children.</td>
<td>noun</td>
</tr>
<tr>
<td>3. Children learn to coordinate / coordination different parts of the body.</td>
<td>infinitive after to</td>
</tr>
<tr>
<td>4. They also improve their cooperate / cooperation with other children.</td>
<td>noun after their</td>
</tr>
<tr>
<td>5. Team games teach children about different role / roles.</td>
<td>different + plural</td>
</tr>
<tr>
<td>6. For example, defends / defenders should not try to score goals all the time.</td>
<td>plural noun</td>
</tr>
<tr>
<td>7. They can also help children to deal with winning and lose / losing.</td>
<td>gerund required</td>
</tr>
<tr>
<td>8. They are certainly very useful for sport / sporty children.</td>
<td>adjective + noun</td>
</tr>
<tr>
<td>9. But other activities, like aerobic / aerobics, can also be valuable.</td>
<td>plural for general ideas</td>
</tr>
<tr>
<td>10. Perhaps schools should allowed / allow children to choose between different types of physical activity.</td>
<td>infinitive after modal</td>
</tr>
</tbody>
</table>
**Objectives**

By the end of the lesson, students should be able to:
- predict content from visuals and headings;
- show understanding of a text describing the history and rules of a game;
- show understanding of target vocabulary in context.

**Methodology note**

The article is about the history and development of the game of chess; however, students do not find out what the modern name for the game is until later in the lesson. If possible, bring in some chess pieces – especially the king, rooks and pawns – to show students at that point.

**Introduction**

Revise some of the words from the previous lesson which will be useful for understanding the text:
- board
- land on (a square)
- objective
- piece
- play, player
- take a turn/piece

**Methodology note**

It is essential that students learn to read through multiple-choice questions first, before they read a text. This is especially important if students are taking exams. Teach students to look for the answers to the questions only, rather than reading the whole text.
C Understanding a text

Set the task, making sure students understand they should read the first four sections only; NOT ‘The game today’ section.

Give students time to read through the questions. Check students understand the abbreviation BCE (Before Common Era). Check students know where all the mentioned countries are on a map. However, avoid pre-teaching too much vocabulary if possible, and encourage students to work out the meanings from context.

If you like, you can set a time limit of five minutes to find the answers.

Students find the answers individually, then compare them in pairs. Elicit the correct answers and discuss why some of the other answers were wrong.

Elicit the name of the game: chess.

At this stage you can check the meaning of some of the vocabulary from the text: soldier, Sanskrit, pastime, spread, objective, trap, curriculum.

Answers
See table below.

<table>
<thead>
<tr>
<th>Optional activity</th>
</tr>
</thead>
</table>

Find out what else students know about the game of chess, for example:

- names of other pieces
- the direction pieces can move in
- the number of squares the pieces can move on
- why the queen is very important (because she can move in any direction, and on any number of squares)

D Predicting information from prepositions

1. Set the task for pairwork, then feed back as a class.
2. This task can be done individually or in the same pairs. Elicit answers, preferably by using an electronic projection of the text.

Answers
1. Answers depend on students.
2. a. The game was first played in … India.
   b. From India, it was taken to … Persia.
   c. The game is for … two players.
   d. The name rook comes from … Sanskrit.
   e. The game is now on … the curriculum of primary schools.

E Researching

1. Check students understand the assignment task. Elicit the meaning of child development.
2. Students read the final section, ‘The game today’, of the text. Students discuss the question in pairs. Elicit answers.

Answers
The following points in the text about chess would help with the assignment:

- Playing chess regularly …
  - develops children’s critical thinking and problem-solving skills
  - improved test scores by 17.3 per cent (USA survey)
  - is on the curriculum of primary schools in 30+ countries

<table>
<thead>
<tr>
<th>1. Where does this game come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sanskrit.</td>
</tr>
<tr>
<td>b. India. ✔</td>
</tr>
<tr>
<td>c. Persia.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. When did the game first appear?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Around 1000 BCE.</td>
</tr>
<tr>
<td>b. Around 2000 BCE.</td>
</tr>
<tr>
<td>c. Around 0 BCE. ✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. How did the game reach Europe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Through Persia to Arabia, then to Spain. ✔</td>
</tr>
<tr>
<td>b. Through Persia to China, then Japan.</td>
</tr>
<tr>
<td>c. Through Persia to China, then to Spain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Where do the names of the pieces come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. From Spanish.</td>
</tr>
<tr>
<td>b. From Persian.</td>
</tr>
<tr>
<td>c. From several languages. ✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. How do you play the game?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Players take it in turns. ✔</td>
</tr>
<tr>
<td>b. Players reach the opposite side of the board.</td>
</tr>
<tr>
<td>c. Players land on the same square.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. How do you win the game?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You say ‘checkmate’. ✔</td>
</tr>
<tr>
<td>b. You get to somewhere on the board.</td>
</tr>
<tr>
<td>c. You stop your opponent’s king from moving. ✔</td>
</tr>
</tbody>
</table>
Objectives

By the end of the lesson, students should be able to:
• demonstrate understanding of then and there to refer back in a text;
• demonstrate understanding that then and there can have two meanings;
• understand use of the zero article.

Introduction

Ask students to draw a timeline for the game of chess. They can refer back to the text they read in the previous lesson. Start the activity off on the board, then ask students to copy and complete it.

<table>
<thead>
<tr>
<th>0 BCE</th>
<th>6th century</th>
<th>7th century</th>
<th>12th century</th>
<th>now</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>Persia</td>
<td>Arab</td>
<td>Spain</td>
<td>300 million players</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World</td>
<td>Rest of Europe</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>China</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Korea</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Japan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spain</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rest of Europe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Closure

Choose one of the following:

1. Further discussion on the following questions:
   • Are people who are good at chess ‘super-intelligent’?
   • Do you play chess? Are you good at it?
   • What other board games do you know?

2. (For more able students) We have seen that writers often use different words for the same thing. What words does the writer here use for ...?
   • the playing pieces (the main piece, another piece, the king, pawns)
   • the other player (the opponent)
   • the game (the pastime)

3. Label the things in the visuals next to the text in the Course Book. Use the words from the text, e.g., chariot, soldier, etc.

4.7 Learning new reading skills: Referring back

<table>
<thead>
<tr>
<th>type of information</th>
<th>actual information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This game was first played in India over ... period</td>
<td>2,000 years ago.</td>
</tr>
<tr>
<td>2. It was called ... name</td>
<td>Chaturanga.</td>
</tr>
<tr>
<td>3. From India, it was taken to ... place</td>
<td>Persia.</td>
</tr>
<tr>
<td>4. The name of the main piece in English is ... origins, word in another language</td>
<td>the Persian word shah.</td>
</tr>
<tr>
<td>5. The game is for ... number of players</td>
<td>two players.</td>
</tr>
<tr>
<td>6. A player takes an opponent’s piece if ... action</td>
<td>he/she lands on the same square.</td>
</tr>
<tr>
<td>7. The most important piece is ... name of piece</td>
<td>the king.</td>
</tr>
<tr>
<td>8. The objective of the game is ... objective</td>
<td>to capture the king.</td>
</tr>
<tr>
<td>9. One player must ... action</td>
<td>trap the opponent’s king somewhere on the board so he cannot move.</td>
</tr>
<tr>
<td>10. If the opponent’s king cannot move, ... result</td>
<td>the player says ‘checkmate’.</td>
</tr>
</tbody>
</table>

Reviewing vocabulary

This is another kind of prediction activity. Check students understand the task and go over the example. Tell students they do not need to give the exact information; it is more important they can predict the type of information that will follow. Students discuss the remaining sentences in pairs. Elicit answers.

Answers
See table below.

Identifying a new skill

1. Ask students to discuss the underlined words in pairs. Students may not be able to put into words the meanings of then and there in the last two extracts. Tell them not to worry about it at this stage; the key thing is for students to think about the meanings. Do not elicit answers.
2. Give students a few minutes to read the Skills Check. Check students understand that the words there and then can have two meanings or functions in a sentence. Elicit answers for Exercise B1.

**Answers**

Extract 1: then = c. 0 BCE
Extract 2: there = Persia
Extract 3: their = Arabs; then = 7th century; there = China
Extract 4: there = Spain

**C Understanding the use of zero article**

Have students do the activity individually and then check their answers with a partner.

**Answers**

Researchers believe that the game of polo appeared in the area of modern-day Iran. Persian tribes played the game there, perhaps to give some exercise to their horses. The game was called Chogan then. The first recorded polo match occurred in 600 BCE between the Turkomans and the Persians. From Persia, the game spread to India. In 1859, two British soldiers saw a polo match there, and shortly after then they formed the famous Calcutta Polo Club. The club is still active today. From India, the game spread around the world. There are even polo teams in South America. In fact, the current world champions are from there. Argentina have held the title since 1949.

Researchers = researchers in general; polo
Iran = proper noun
tribes = unspecified which tribes or how many
Chogan = proper noun
Persia = proper noun
India = proper noun
soldiers: unspecified who these people were
Calcutta Polo Club: proper noun
India = proper noun
polo teams = unspecified; Argentina = proper noun
Argentina = proper noun

**D Practising a new skill**

The students will already have at least skimmed this text in Exercise C.

Teach the noun match, as in football match. Also teach title as in the title of World Champion.

Ask students to read the text before you set the task.

Set the task. Students can discuss the meanings of then and there in pairs. Elicit answers.

Finally, you could focus on the verb tenses used in the text:
- past simple for sentences about the history of the game;
- present simple for sentences describing the game today;
- present perfect simple for the final sentence with since.

Note that in English we can refer to countries with a singular or plural verb, e.g.: Argentina have held the title ... or Argentina has held the title ...

**Answers (line numbers in Course Book)**

Line 3: then the area of modern-day Iran
Line 5: then it was played in Ancient Persia
Line 9: there in India
Line 10: then 1859
Line 12: there does not refer back/introduces new information
Line 14: there South America

**E Understanding a text**

Have students complete individually and check their answers in pairs. Then confirm answers as a class.

**Answers**

1. To give their horses exercise.
2. A race of people.
3. expanded
4. soon
5. Probably because South America is so far away from where the game originated.
6. South America; from the sentence *in fact, the current world champions are from there.*
Closure

Students can draw a simple timeline for the game of polo. Give out the extra information below if you would like students to add it to their timelines:

- Women played polo in around 620 BCE.
- Ferdowsi (Persian poet) described a polo match in the 9th century.
- Polo was introduced to England in 1869.

4.8 Applying new reading skills: Quirkat

Objectives

By the end of the lesson, students should be able to:

- deal with back reference in a text using pronouns, then and there;
- demonstrate understanding of information in a factual text about games and child development;
- infer the correct meaning of vocabulary from context.

Introduction

Use the question in Exercise B1 about the photographs of board games.

A Reviewing vocabulary

All the words in the box in this activity are from the text in Lesson 4.6.

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Give further explanations of each word if necessary.

Answers

1. Chess is a very popular pastime.
2. It has now spread all over the world.
3. People estimate that there are 40 million players in Russia alone.
4. Each player starts with 16 men.
5. The objective of the game is ...
6. ... to capture the opponent's king.
7. You must trap the king so he cannot move.
8. Researchers say that if children regularly engage in the game, they will do better on tests.

B Activating ideas

1. Students discuss the question in pairs. It is not important that they know the word in English for each game at this stage. Write the following questions on the board for students to discuss:
   - What do you call this game in your language?
   - Do you know the name in English?
   - Do you know how to play each game?
   - Have you ever played any of the games?
   - How many players can you have for each game?
   - How popular is each game in your country?
   - Are board games less popular nowadays?
   - Why (not)?

2. Exploit the visuals next to the text Can you play Quirkat?, as well the text's title and headings. Set the task with a time limit of one minute. Students complete the task individually, then compare their answers in pairs. Elicit the answer.

Answers

1. The games are:
   - Chinese chequers
   - Draughts
   - Backgammon

2. The text is about the game of draughts. This is the modern English name for Quirkat.

C Understanding a text

1. Make sure students read the topic sentences before they look at the text again. If you like, ask students to cover the text on the opposite page and write the headings on the board for them to refer to. Set the task. Students complete the activity individually, then compare their answers in pairs. Now students can uncover the text and check their answers.

   Ask students how they think each paragraph will continue, and what tense it will be in (students can cover the text again here, or you can ask them not to look at it).

2. Remind students of the work they did in Lesson 4.7 on then and there. If necessary, students can look back at the Skills Check for that lesson. Check students understand the task and go over the example carefully. Students discuss the highlighted words in pairs. Elicit answers.
Discuss the pictures:
What places do they show?
– the ruins of Ur
– the pyramids
– the Alhambra

Answers
1. a. The objective of the game is very simple.
   b. You play the game on a normal chessboard, which has 64 black and white squares.
   c. The game continues to be popular all over the world.
   d. Archaeologists discovered a form of this game in the ruins of the ancient city of Ur in Iraq.
   e. The game is for two players.

2. 2nd line They, archaeologists
    3rd line it, the game
    3rd line there, Ur
    3rd line then, 3000 BCE
    4th line then, 3500 BCE
    6th line which, the Arabic book
    7th line there, Spain
    9th line there, France
    11th line he/she, a player
    13th line then, 1547
    14th line There, England
    16th line which, a normal chessboard
    18th line which, the 12 pieces
    19th line They, all the disks
    23rd line their, the players
    24th line it, an opponent’s piece
    27th line it, the piece which arrives at the opponent’s edge
    29th line it, a king
    37th line they, children
    38th line their, older children

D Understanding new words in context
Check students understand the task and go over the example. Elicit the part of speech – noun, in this case – which helps to decide the correct meaning. Remind students to think about the part of speech throughout the exercise. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Point out that the first two words, form and ruins, can be nouns or verbs.

Answers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>form (line 2) n</td>
<td>kind ✓ make</td>
</tr>
<tr>
<td>2</td>
<td>ruins (line 2) n</td>
<td>destroys old damaged buildings ✓</td>
</tr>
<tr>
<td>3</td>
<td>mentioned (line 5) v</td>
<td>written about ✓ said</td>
</tr>
<tr>
<td>4</td>
<td>version (line 12) n</td>
<td>form ✓ translation</td>
</tr>
<tr>
<td>5</td>
<td>disk (line 18) n</td>
<td>CD circle ✓</td>
</tr>
<tr>
<td>6</td>
<td>men (line 25) n</td>
<td>pieces ✓ male people</td>
</tr>
</tbody>
</table>

E Developing critical thinking
Students discuss the questions in pairs. Elicit ideas.

Answers
Answers depend on the students, although they could say that they are both equally important but that they develop different skills.

Closure
Ask students the following comprehension questions about draughts.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How old is the game?</td>
</tr>
<tr>
<td>2</td>
<td>How did it get to England?</td>
</tr>
<tr>
<td>3</td>
<td>How many squares does the board have?</td>
</tr>
<tr>
<td>4</td>
<td>How many people can play?</td>
</tr>
<tr>
<td>5</td>
<td>How do you take an opponent’s piece?</td>
</tr>
<tr>
<td>6</td>
<td>How do you win the game?</td>
</tr>
<tr>
<td>7</td>
<td>How popular is the game today?</td>
</tr>
<tr>
<td>8</td>
<td>How does the game help in child development?</td>
</tr>
</tbody>
</table>
Knowledge quiz: Sports and games

Objectives
By the end of the lesson, students will have:
• reviewed core knowledge from Theme 4;
• recycled the vocabulary from Themes 1–4.

Introduction
Tell students they are going to do a knowledge quiz on Theme 4. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the theme.

Methodology note
See Themes 1 and 2 in the Teacher’s Book, as well as the notes in the Introduction for further ideas on how to do the quiz. As usual, the focus should be more on the content rather than using the correct grammar.

A This activity can be done in pairs or small groups. Elicit answers, preferably using an electronic projection.

Answers
See table on following page.

B Students match the words in their pairs or groups.
Finally, elicit answers, preferably using an electronic projection.

Answers
See table on following page.

C Repeat the above procedure.

Answers
See table on following page.
A. 

<table>
<thead>
<tr>
<th>1. gymnastics</th>
<th>dance</th>
<th>tennis</th>
<th>aerobics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. running</td>
<td>swimming</td>
<td>rowing</td>
<td>football</td>
</tr>
<tr>
<td>3. rugby</td>
<td>high jump</td>
<td>karate</td>
<td>basketball</td>
</tr>
<tr>
<td>4. football</td>
<td>handball</td>
<td>tennis</td>
<td>volleyball</td>
</tr>
<tr>
<td>5. goal</td>
<td>club</td>
<td>stick</td>
<td>racket</td>
</tr>
<tr>
<td>6. hand</td>
<td>head</td>
<td>chest</td>
<td>foot</td>
</tr>
<tr>
<td>7. attacker</td>
<td>defender</td>
<td>scorer</td>
<td>midfielder</td>
</tr>
<tr>
<td>8. hall</td>
<td>court</td>
<td>course</td>
<td>pitch</td>
</tr>
<tr>
<td>9. chess</td>
<td>badminton</td>
<td>ludo</td>
<td>draughts</td>
</tr>
<tr>
<td>10. king</td>
<td>pawn</td>
<td>piece</td>
<td>check</td>
</tr>
</tbody>
</table>

9. It is not a board game. It’s a sport.
7. It is not one of the three types of player in football.
10. It is a general word. The others are all connected with chess.
2. It is an opponent sport. The others are racing sports.
5. It is not a bat. The others are things you hit the ball with.
3. It is an achievement sport. The others are opponent sports.
4. It is a bat sport. The others all use part of the human body.
8. It is not a special word for the playing area in a particular sport.
6. It is a part of the body which you must not use in football (unless you are a goalkeeper).
1. It is a competitive sport. The others can be non-competitive.

B. 

| 1. attack | 10. | often |
| 2. winner | 7. | hide |
| 3. land   | 1. | defend |
| 4. majority | 9. | partly |
| 5. achieve | 6. | group |
| 6. individual | 8. | female |
| 7. display | 4. | minority |
| 8. male   | 2. | loser |
| 9. mainly | 5. | fail |
| 10. rarely | 3. | take off |
| 11. trap  | 15. | calculate |
| 12. move  | 13. | job |
| 13. pastime | 11. | release |
| 14. opponent | 12. | stay |
| 15. estimate | 14. | teammate |

C. 

| 1. capture | 13. | injure |
| 2. objective | 11. | leisure activity |
| 3. advance | 3. | go forward |
| 4. piece | 10. | ethnic group |
| 5. cooperate | 7. | version |
| 6. show | 6. | demonstrate |
| 7. form | 9. | way |
| 8. generalization | 8. | stereotype |
| 9. method | 12. | broadcast |
| 10. race | 1. | take |
| 11. pastime | 2. | aim |
| 12. transmit | 14. | job |
| 13. wound | 15. | take part in |
| 14. task | 5. | work together |
| 15. participate | 4. | man |

Theme 4: Reading
Workbook answers

Reading

Exercise A

1. a. land  
g. ruin  
b. play  
h. spread  
c. plan  
i. advance  
d. move  
j. capture  
e. trap  
k. mention  
f. turn  
l. estimate

2. a. Unfortunately, the plane landed two hours late.  
b. Ivan made some bad moves in the chess game, so he lost.  
c. Did you see that awful play on TV last night?  
d. The terrible weather ruined our holiday.  
e. A woman was trapped in the hotel lift for nearly two hours.  
f. There have been many recent advances in the field of communications.  
g. Did I mention I’ve booked a squash court for us this evening?  
h. It’s difficult to estimate the cost of the financial crisis.  
i. The police have captured the terrorists and they will appear in court tomorrow.  
j. If you wash your hands, you will stop the disease from spreading.

Exercise B

1./2. a. If you eat too much, you feel sick.  
b. Plants don’t grow if you don’t water them.  
c. My parents get worried if I come home late.  
d. When you heat ice, it melts.  
e. When I am late for work, my boss gets angry.  
f. When you mix red and blue, you get purple.

Exercise C

1. You can use turn with all of the words and phrases except ‘a TV channel’ and ‘a switch’.

2.

| a. I liked him before but now I’ve turned against him. | j. arrive |
| b. It started raining on our walk so we turned back. | i. ask for help or advice |
| c. It’s really hot in here. Shall I turn down the heating? | g. happens |
| d. The company offered me a good job but I turned it down. | f. make something start operating |
| e. Can you turn off the TV if you’re not watching it? | c. produce less heat, noise, etc. |
| f. It’s getting dark; I’ll turn the lights on. | d. refuse an offer, request or invitation |
| g. It turns out that he’s my friend’s brother. | e. stop something operating by pushing a button, etc. |
| h. I turned over the ideas for a week before I started writing. | h. think or consider something carefully |
| i. If I have a problem, I always turn to my sister for advice. | a. to decide that you don’t like someone |
| j. There you are! You’ve turned up late as usual. | b. to go in the opposite direction |
Introduction
What do Mel Gibson, Keanu Reeves and Queen Elizabeth II have in common? They all play a game that is sold in 21 countries around the world. Over 100 million sets of the game have been sold in 29 different languages. It / They / There is easily the world’s best-selling game. What is its name? It’s Scrabble, of course.

Origins
1. It began in 1931 in New York. It was a terrible time there / first / then in the USA. Many people had no work. A young architect called Arthur Butts lost him / his / her job. He loved board games and word puzzles, especially crosswords. He decided to invent a new game to make money. He thought that chess was too difficult for many people, and many other games were just luck. But / And / So he had an idea for a game that was half luck and half skill.
2. Players had to make words from letters. Each word had to ‘cross’ another, just like in a crossword. Butts studied / studies / has studied the front page of the New York Times and analyzed the frequency of each of the 26 letters of the alphabet. This helped him to decide the quantity of each letter in the game. It also helped him to decide the number of points you / he / they could win for using each letter.
3. But, for a long time, the games manufacturers were not interested then / after / however he got a business partner. Together, they made the rules of the game a little easier, and changed the name to Scrabble. In the early years, Scrabble slowly became more popular but it did not make a lot of money. After / Next / Finally, in the early 1950s, the director of a big department store in New York played the game when he was on holiday. When he went back to work, he told the games department to start selling Scrabble. So / Next / After that, Scrabble became a huge success.

The playing pieces
4. Some of the squares are in different colours. You can win extra points on those squares. It is / There are / They are also letter tiles. The most common letters have one point each. Less frequent letters, like B, F and H, have more points. The letters J, K, Q, X, Z have the highest points.

How to play
5. Each player takes seven letter tiles from a bag. That is the ‘luck’ part of the game. You must not show another player / the other player / the other players your letters. Then you must try to make a word from your letters. But you can only put your word on the board if you can join it to another word. It is / That is / They are part of the skill of the game.

How to win
6. For example, you cannot use names or abbreviations. You should learn some words with uncommon letters. There are / There is / They are very good Scrabble websites to help with this, and you can also buy Scrabble books and dictionaries. The objective is to get the highest score.
3.

<table>
<thead>
<tr>
<th>para</th>
<th>meaning</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>groups of things</td>
<td>sets</td>
</tr>
<tr>
<td>2</td>
<td>games where you must solve a problem</td>
<td>word puzzles</td>
</tr>
<tr>
<td>3</td>
<td>how often something happens</td>
<td>frequency</td>
</tr>
<tr>
<td>4</td>
<td>someone who you own a company with</td>
<td>business partner</td>
</tr>
<tr>
<td>5</td>
<td>small squares, e.g., of plastic</td>
<td>tiles</td>
</tr>
<tr>
<td>6</td>
<td>small, soft container</td>
<td>bag</td>
</tr>
<tr>
<td>7</td>
<td>short versions of words</td>
<td>abbreviations</td>
</tr>
</tbody>
</table>
**4.9 Vocabulary for writing: Physical activity or electronic games?**

**Objectives**

By the end of the lesson, students should have:
- revised and practised spelling of target words from previous lessons;
- demonstrated understanding of target vocabulary for the section;
- used target vocabulary in a brief text about children and physical activity.

---

**Introduction**

Write the title of the lesson on the board: *Physical activity or electronic games?* Elicit examples of both. Establish that physical activity does not have to mean sport; it can be walking to work, doing the housework, working in the garden, etc.

Ask students the following:
- *How much physical activity do you do each week?*
- *How much time do you spend on electronic games?*

It might be interesting to see if there are different answers for the men and women in the class, or for different age groups.

---

**Reviewing vocabulary**

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit the correct answers, and write them on the board. Check meanings and also the part of speech as you go along.

**Answers**

1. achieve (v)
2. classify (v)
3. competitive (adj)
4. cooperate (v)
5. coordination (n)
6. develop (v)
7. equipment (n)
8. estimate (v, n)
9. objective (n)
10. spread (v)

---

**Building vocabulary**

Read through the sentences in the first paragraph of the text; perhaps ask a different student to read out each sentence beginning, with the rest of the class following in their books. Ask students to cover the extra pieces of information underneath the box if necessary.

Briefly check understanding of the target vocabulary (see italicized words in Answers below); you do not need to spend too much time on this as the activity will help students with further understanding.

Ask students if they can predict the rest of the sentences in each case. Do not confirm or correct ideas at this stage. Now set the task. Students complete the activity individually, then compare their answers in pairs.

Repeat the procedure with the second paragraph.

Finally elicit answers to both paragraphs, preferably using an electronic projection.

---

**Answers**

**First paragraph**

<table>
<thead>
<tr>
<th>1. Fifty years ago, all children played physical games ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. They got exercise from the games ...</td>
</tr>
<tr>
<td>3. They learnt motor skills ...</td>
</tr>
<tr>
<td>4. They learnt social skills ...</td>
</tr>
<tr>
<td>5. They learnt mental skills ...</td>
</tr>
<tr>
<td>6. when they were out of school.</td>
</tr>
<tr>
<td>7. and they also learnt skills.</td>
</tr>
<tr>
<td>8. like cooperation with other people.</td>
</tr>
<tr>
<td>9. like concentration and focus on a particular task.</td>
</tr>
<tr>
<td>10. In many cases, the physical games made the children feel better about themselves ...</td>
</tr>
<tr>
<td>11. and raised their self-esteem.</td>
</tr>
</tbody>
</table>
Second paragraph

| In 1961, the first electronic game was developed ... | 10. by Steve Russell at the MIT in the United States. |
| Fifty years later, sales of electronic games reached $5 billion, ... | 7. and now every teenager plays computer games. |
| Many children do not get physical exercise ... | 13. when they are out of school. |
| They spend most of their leisure time playing computer games ... | 12. in their bedroom. |
| They do not get physical activity ... | 11. except pressing buttons with their fingers. |
| They do not develop their social skills ... | 9. because they are on their own. |
| They do not improve their mental skills ... | 8. because the tasks are too simple. |

Optional activity

The completed text could be done as a ‘wall’ or ‘running’ dictation (see Introduction) instead of the sentence completion activity in the Course Book.

C Developing critical thinking

Check the meaning of the word compulsory. Students discuss the question in pairs. Encourage students to use some of the target vocabulary in their answers. Elicit some of their ideas.

Closure

Choose one of the following:

1. Focus on some spelling patterns in words from the lesson, e.g.:
   - double letters: screen, skills, buttons, teenagers
   - words ending in ~al: social, mental, educational,
   - physical
   - words ending in ~e: leisure, exercise, competitive

2. Write the following table (with words from the lesson) on the board and ask students to copy and complete it (answers in italics):

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve</td>
<td>achievement</td>
</tr>
<tr>
<td>classify</td>
<td>classification</td>
</tr>
<tr>
<td>concentrate</td>
<td>concentration</td>
</tr>
<tr>
<td>cooperate</td>
<td>cooperation</td>
</tr>
<tr>
<td>coordinate</td>
<td>coordination</td>
</tr>
<tr>
<td>develop</td>
<td>development</td>
</tr>
<tr>
<td>equip</td>
<td>equipment</td>
</tr>
</tbody>
</table>

4.10 Real-time writing: Computer games: dangerous ... or educational?

Objectives

By the end of the lesson, students should be able to:

- show understanding of the discourse structure of a for and against text;
- produce a paragraph giving their own opinion of the topic.

Introduction

Dictate the following words from the previous lesson:

- achieve
- develop
- classify
- equipment
- competitive
- estimate
- cooperate
- objective
- coordination
- spread

A Reviewing vocabulary

Revise the meanings of the target vocabulary. Students discuss the questions in pairs. Elicit a few ideas.

Answers

2. Answers depend on the students, but here are some ideas:
   - social skills: sports, going to school and clubs, making friends, etc.
   - motor skills: sports, art work, etc.
   - mental skills: some kinds of sport, electronic games, educational activities, board games, etc.

B Activating ideas

Students read the assignment. Check understanding. Set the two tasks, making sure students understand they should not give their own opinions at this stage. Students discuss their ideas in pairs or small groups. Give one or two prompts if necessary. Elicit some of their ideas but do not confirm or correct any of them at this stage.

Answers

Answers depend on students.
Gathering information

1. Ask students to study the assignment notes on page 123. Check understanding of vocabulary. Set the task for pairwork discussion. Elicit answers. Discuss with the class what information could possibly go in the spaces, but do not confirm or correct answers at this stage. You might want to spend a few minutes discussing the form of the notes, especially the abbreviations, for example, geog. for geography.

2. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection of the completed notes.

Answers

1. column 1 = general points
   column 2 = explanations
   column 3 = examples

2. Model notes
   Target answers in italics

<table>
<thead>
<tr>
<th></th>
<th>for</th>
<th>against</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>educational learn about world e.g., geog.; hist.; based on quizzes</td>
<td>1. not teach useful info. only simple task against computer e.g., Downhill Racer – turn character left or right on screen</td>
</tr>
<tr>
<td>2.</td>
<td>improve social skills must play with 2/3 people e.g., survey: 76% play with friends most of time</td>
<td>2. show violence aim = violent behaviour – may copy in real life e.g., 03/09, teen killed 12 in school in Germ; played violent game night before</td>
</tr>
<tr>
<td>3.</td>
<td>improve mental skills problem solving e.g., ‘My Town’ = build/manage/deal with problems</td>
<td>3. do not develop social skills play games alone in own bedroom e.g., survey: 82% play games on own some of time</td>
</tr>
</tbody>
</table>

Extra activities

1. Ask students to cover the two paragraphs and to try and write them from the notes.

2. A gapped handout could be made and given out with some of the articles removed.

Writing an opinion

1. Refer students to the two opinions. Point out that they are very strong – they do not qualify the should or should not in any way. But ask students which one they agree with the most.

2. Point out that opinions are often qualified – they talk about particular situations, or groups of people, etc. Show students how you can add some of the words from the box to make a more specific opinion. Set for pairwork. Give feedback, building up sentences on the board.

3. Set for individual work. Monitor and assist. Give feedback, showing a model answer on the board.

Answers

1. Answers depend on students.

2. Some possible sentences:
   Parents should not allow their young children to play computer games all the time.
   Parents should only allow their children to play educational computer games.
   Parents should allow their children to play computer games for a few hours per week.
   Parents should not allow their young children to play computer games on their own.
   Parents should allow their children to play educational computer games with their friends.
   Parents should not allow their young children to play violent computer games.

3. Answers depend on students.

   Model answer

   In my opinion, parents should allow their children to play computer games. However, I believe that parents should take some actions. Firstly, they should not allow young children to play violent games. Secondly, they should not allow their children to play computer games all the time. Finally, they should encourage their children to play computer games with their friends.

Closure

Ask for volunteers, or have one or two of the more able students read out their paragraph from Exercise D3. Encourage discussion of the opinions expressed.
4.11 Learning new writing skills: Point, explanation, example; zero article and the

Objectives

By the end of the lesson, students should be able to:
• show awareness that the schwa sound can be spelled in many different ways;
• write a guided paragraph using the PEXPEG structure;
• demonstrate understanding of the use of the and zero article;
• demonstrate understanding of common core knowledge of a psychological experiment.

Introduction

Attach flashcards of some words from the previous lesson (or from other sections of this theme) to the board, for example:

activity   game   skills
computer   improve   social
develop    mental   teenagers
electronic motor
exercise   physical

Students must try to write sentences using two or more of the words, e.g.:
Computer games can develop motor skills.
Teenagers do not get enough physical exercise.

Students can change the form of the words when necessary, for example from singular to plural. You can even do this as a quiz game or a competition, by awarding points to students with the most flashcard words in their sentences.

Methodology note

You will have probably already explained and practised the schwa sound with your students before, in which case much of the information in Skills Check 1 will be revision for the students. You need to point out that the schwa sound is only for unstressed syllables. You do not need to practise the pronunciation here, as this is a Writing lesson, but it is important for students to recognize it and know the ways the sound can be spelt.

A Spelling key words

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

Ask students to read Skills Check 1. Check understanding of the information.

Say aloud the words in the table (or elicit their correct pronunciation) so that students can hear the schwa sound. (Do not drill or practise the pronunciation of the words, though.)

Students correct their answers for Exercise A.

Elicit answers and write them on the board as you do so. Check understanding of some of the words and elicit if they are nouns, verbs, adjectives. In some cases the words can be two parts of speech, e.g., reason (n, v); support (n, v)

At this stage you can point out the following:
The letter i does not usually make the schwa sound, except in ~tion, e.g., situation.

There is a common pattern: at the end of a word, the sound schwa is usually spelt er.

Examples: player, computer, racer

Exceptions: motor, leisure

Answers

1. activity
2. reason
3. develop
4. recent
5. educational
6. support
7. finger
8. useful
9. mental
10. violent
11. finally
12. children

B Identifying a new skill (1)

1. After students have read Skills Check 2, check understanding.

2. Revise the essay topic and assignment from Lesson 4.10. If you like, ask students to go back and reread it. Now set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Refer students once more to the model assignment answer in Lesson 4.10. Students find and mark further sentences using PEXPEG.
Answers
Firstly, some games do not teach useful information. P
Players only complete a simple task against the computer. EXP
For example, in the game Downhill Racer, players only turn a character left or right on the screen. EG

C Practising a key skill
1. Check students understand the task and go over the example. Students discuss the remaining sentences in pairs. Elicit answers. Check understanding of vocabulary if necessary.
2. Students discuss which is the correct order of sentences for each paragraph. Students can then make notes, as suggested in the Course Book, or you can ask students to write out the first sentence of each paragraph, leaving a space for completion in Exercise C3.
3. Students cover the sentences in the Course Book and write out the two paragraphs. Give feedback, preferably using an electronic projection of the paragraphs.

Answers

| In Beat the Clock, the player must use six different keys to get a good score. | ✓ | EG |
| Some games require very fast and complicated finger movements. | ✓ | EXP |
| Computer games do not develop motor skills. | X | P |
| In Monkey Business, the player only presses two buttons. | X | EG |
| Computer games improve motor skills. | ✓ | P |
| Some games involve very little physical activity. | X | EXP |

D Identifying a new skill (2)
Write the following two words on the board: violence (n) violent (adj)
Elicit the meaning and the part of speech for each word.
Ask students to write a sentence with each word. Ask some of the students to read some of their sentences out. Some students may have made a mistake and put the article the in front of the word violence. For example: The violence causes a lot of problems in society. This will make a good lead-in to the grammar point of the lesson.

Optional activity
Ask students to close their books and write about the experiment from memory, with the correct use of the and zero article.

E Understanding the use of the and zero article
Check the meaning of the following words with the help of the illustrations: hit, doll, adult.
Put students in pairs. Tell them to cover the words. Ask them to try to work out what is happening in the illustrations.
1. Students complete individually then compare answers in pairs. Make sure they have found all the items, preferably with the use of a visual medium.
2. Refer them back to the grammar reference to complete the activity. Feed back, ideally with a visual medium.

Answers
See following page.

Closure
1. Choose another text from the course and ask students to explain the use of the and zero article in each case.
2. Ask students to tell you about some computer games they know. Do they improve motor or any other skills? Do they include violence?
4.12 Applying new writing skills: Compulsory PE at secondary schools

**Objectives**

By the end of the lesson, students should be able to:

- use target vocabulary and language from the theme, and the PEXPEG and TOWER procedures to write a *For and against* essay about sport;
- demonstrate understanding of common core knowledge about the role of physical education.

---

**Introduction**

Revise the advantages of sports and games. You could write the following questions on the board for students to discuss:

- **What do board games teach children?** (plan actions, develop critical thinking and problem-solving skills, etc.)
- **What do competitive sports teach children?** (to cooperate, to be good winners/losers, develop physically, etc.)
- **How do ball games help children?** (develop coordination – eye–hand; eye–foot – and deal with tools in bat and racket sports)
- **Why is it important for children to do different sports?** (to develop different abilities and skills)
- **How can football help with child development?** (eye–foot coordination, team work, all children can participate)

---

**A Reviewing vocabulary**

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers and write the words on the board.

**Answers**

1. Computer games are now the most popular *leisure* activity for teenagers.
2. Many children nowadays do not get much physical *activity*.
3. Children need to improve hand and eye *coordination*.
4. Team games teach children to *cooperate* with other children.
5. Many teenagers do not like *competitive* sport because they are not interested in winning.
6. Games need concentration and *focus*.
7. Some children have very little confidence and low *self-esteem*.
8. Many teachers do not support the idea of compulsory PE at secondary school.

Revise the use of *the* and zero article. Highlight all the nouns in the sentences with *the* or no article, and ask students to give you the reason in each case as follows:
Answers
1. Computer games = all; activity = uncountable; teenagers = all
2. activity = uncountable*
3. Children = all; coordination = uncountable
4. Team games = all; children = all
5. sport = uncountable; winning = uncountable
6. Games = all; concentration = uncountable; focus = uncountable
7. confidence = uncountable; self-esteem = uncountable
8. PE = uncountable; secondary school = all
* Text underlined = words missing from sentences

Optional activity
As a revision activity for Lesson 4.11, elicit from students which words contain the schwa sound. Underline the relevant vowels in the words on the board:
- leisure
- coordination
- cooperate
- competitive
- focus
- self-esteem
- support (no schwa sound)

Thinking
Give students time to read the assignment. Students discuss possible points for or against, in pairs or small groups. (If necessary, ask students to cover the notes for the essay on the opposite page.)
Elicit some of their ideas. Tell students that they can add their ideas to the notes for the essay.

Answers
Answers depend on students.

Organizing
Remind students that we often do not put articles in notes, but that articles must be used correctly in the essays.
1. Students read the points supporting the assignment statement. Check understanding. At this point, students can add, in note form, any extra points from their discussion in Exercise B.
Repeat the procedure for the points against the statement.
In pairs or small groups, students discuss the other items in the task: explanations and examples for each point. Monitor and give help where necessary.
Elicit students’ ideas. Show the notes (in Answers on the following page) on the board, using an electronic projection. Reassure students that as long as they have a logical explanation or example, it does not have to be exactly the same as the one in the model notes. Add any of the students’ extra ideas.
2. Divide the class into pairs and ask them to discuss if they agree or disagree with the assignment statement. Elicit some of their ideas. Use the board to show how some of the ideas can be turned into notes. Students make notes; monitor and give help where necessary.

Less able classes: Turn the model notes into a ‘jigsaw’ activity, so that students have to match the explanations and examples with each point. This can be done in pairs or small groups. Finally, give handouts of the completed model notes for students to check and compare.

Answers
1. Target answers in italics.

<table>
<thead>
<tr>
<th>Points supporting</th>
<th>Explanation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not much exercise out of school</td>
<td>modern lifestyles = no physical activity</td>
<td>parents drive children, etc.</td>
</tr>
<tr>
<td>2. helps develop motor skills</td>
<td>need to learn to coordinate their hands and feet</td>
<td>tennis is good for eye and hand coordination</td>
</tr>
<tr>
<td>3. helps develop mental skills</td>
<td>sports involve many mental skills</td>
<td>concentration and focus is required for good results</td>
</tr>
<tr>
<td>4. helps develop social skills</td>
<td>children need to learn to cooperate with other people</td>
<td>in team games children learn to play a role in the team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points against</th>
<th>Explanation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not conducted well</td>
<td>PE teachers = bullies</td>
<td>make fun of children, etc.</td>
</tr>
<tr>
<td>2. sporty children enjoy but other children don’t</td>
<td>feel humiliated</td>
<td>never get to play in the team</td>
</tr>
<tr>
<td>3. lower self-esteem</td>
<td>low self-esteem can actually = less exercise = become fatter</td>
<td></td>
</tr>
</tbody>
</table>

2. Answers depend on students.
Writing
If you feel it is necessary, briefly go back over the skills learnt in Lesson 4.11. Remind students to use phrases such as:
- firstly, secondly
- finally
- in fact
- for example
- nowadays
- a recent survey says ...
- in my opinion
- parents/teachers/schools should + do

If you like, you can elicit and write the first two or three sentences on the board. Students can then copy these and continue on their own.
Now follow the usual procedure.

Editing and rewriting
Follow the usual procedure. Refer the students to Course Book page 168 for a model conclusion, if it will help the rewriting process.

Answers
Model answer

Physical education should be compulsory in secondary schools
There are many reasons to support compulsory physical education in schools. Firstly, children all over the world do not get much exercise out of school. Modern lifestyles do not include much physical activity. For example, many children are driven to school by their parents and spend most of their leisure time playing computer games or chatting on the internet. Secondly, physical education helps to develop motor skills. Children need to learn to coordinate their hands and feet. Tennis, for example, is very good for eye and hand coordination. Thirdly, some kinds of physical education help to develop mental skills. Concentration and focus are required to achieve good results. For example, in achievement sports, children have to think very carefully about the aim. Finally, some kinds of physical education help to develop social skills. Children need to learn to cooperate with other people. For example, in team games children learn to play a role in the team.

There are also many reasons to oppose compulsory physical education in secondary schools. Firstly, PE is often not conducted well. Some PE teachers are bullies. They sometimes make fun of children. Secondly, sporty children enjoy PE but other children do not. They feel humiliated. Perhaps they are not well coordinated, or they are slower than other children. Finally, compulsory physical education can lead to low self-esteem.
Research suggests that low self-esteem can actually cause children to take less exercise and become fatter.
In my view, physical education should be compulsory at secondary school, but children should be able to choose the form of physical education. Competitive sports are not the only kind of physical education. There are many non-competitive activities, such as dance, aerobics and swimming. These activities can develop a child’s motor skills, mental skills and social skills but do not lead to humiliation and low self-esteem.

Closure
1. If you have not already done so, give out copies of the model answer.
2. Give feedback on any errors you noted while monitoring.

Portfolio: Team games

Objectives
By the end of the lesson(s), students will have:
- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- used integrated skills in order to talk and write about different sports;
- learnt more common core knowledge about different sports and their origins.

Introduction
Use the visuals to elicit and revise the meanings of target vocabulary from the theme.
Activating ideas

1. Students discuss the question in pairs. Teach the names for any sports that students are unsure of.

2. Remind students of the language used to talk about the rules of sports:
   - using zero conditional – *If a player is injured, extra time is added to the game.*
   - using *must* and *should* – *Footballers mustn’t use their hands; Defenders shouldn’t try to score goals.*

Students can then try to describe one or two of the games that they know well. Do not worry if they cannot do very much at this point, as they will learn more about the sports during the lesson.

Answers

1 = volleyball; 2 = netball; 3 = handball; 4 = polo; 5 = ice hockey; 6 = baseball

Methodology notes

1. If dividing the class into three groups is too complicated, or cannot be organized for practical reasons, you can just do one or two of the listening texts with the whole class.

2. The questions in the Course Book could be made into a handout with spaces for students to write notes for the answers.

Gathering information (1)

1. Ask students about polo, baseball and netball:
   - *Have you played/watched one of these games?*
   - *Which game would you like to learn to play?*
   - *What do you know about these games already?*

Divide the class into three groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay the audio, or ask for it to be replayed.

2. Redivide the class into groups of three, checking that there is one student from Groups A, B and C. Check students understand the task (they basically need to exchange information). Practise the questions students need to complete for each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table. You could also give out photocopies of the model notes.

Remind students about the Speaking skills they have learnt in earlier themes, for example in Lesson 2.4.
   - Introducing information – *Did you know that …? Apparently … etc.*
   - Commenting on, or showing interest – *That’s interesting … Really? etc.*

You can also remind students to ‘echo’ and ask questions as they learnt to do so in Lesson 1.4 and Everyday English (page 15):
   - Showing understanding (echo + questions/comment)
   - Showing you don’t understand (echo + I don’t understand, etc.)

Answers

Model notes: see table on following page.

Transcripts

Presenter: Track 4.19
Lecturer: Group A: Polo.

It is called the King of Games … and the Game of Kings. In fact, the following words appear on a tablet of stone in Iran. They come from the days of Ancient Persia: ‘Let other people play at other things – the King of Games is still the Game of Kings.’ Researchers believe that the game appeared in the area of modern-day Iran. Persian tribes played the game, perhaps to give some exercise to their horses. The first recorded polo match occurred in 600 BCE between the Turkomans and the Persians. The Turkomans won.

At first, the game was called chogan by the Persians. This later became pulu, which then became polo. From Persia, the game spread to India. In the 19th century, two British soldiers, Captain Robert Stewart and Major General Joe Sherer saw a polo match in Manipur in Eastern India. In 1859, they held the first meeting of the first polo club, the Silchar Polo Club, and in 1863 they formed the famous Calcutta Polo Club. The club is still active today. From India, the game spread around the world. In fact, the current world champion is from South America. Argentina have held the title since 1949. Prince Charles of the UK is a famous player of the game.

Players wear special trousers called *jodhpurs* – J-O-D-H-P-U-R-S – and a helmet. Each player has a horse and a stick with two heads on one end.
There are two goals – they are just sticks in the ground. There is no net.

There are four people on each team. Each plays on horseback. Players try to hit the ball with the stick towards the other team's goal. Each game has four or six parts, called chukkas – C-H-U-K-K-A. Each chukka lasts seven minutes. The objective of the game is simple. You must score more goals than the other team.

Presenter: Track 4.20
Group B: Baseball.
Lecturer: The game first appears in a book by an American, John Newberry, published in 1744. Perhaps it developed from English sports such as rounders and cricket. The name of the game is baseball. It probably comes from the special equipment. Players must hit a ball and then run around four bases, or points on the ground.

A man called Alexander Cartwright wrote the rules of the modern game in 1845. He also designed the special field, which is in the shape of a diamond.

Professional baseball began in the United States in 1865, and the National League was founded there in 1876. In 1947, the first African-American became a professional player. Baseball is now a fully integrated sport.

All the players wear special trousers and helmets. One player is the pitcher – P-I-T-C-H-E-R. He or she tries to throw a ball past the batter. The pitcher has a glove on one hand. The batter has a bat – a long thin stick made of wood. The batter tries to hit the ball with the bat. If the batter hits the ball, he or she tries to run around four bases. The other team try to run him or her out. They get the ball and throw it to one of the basemen. If the batter runs around the four bases, he or she scores a run. The objective of the game is simple. Your team must score more runs than the other team.

Presenter: Track 4.21
Group C: Netball.
Lecturer: This game developed from a very old game. In around 1000 BCE, there was a game called pok-ta-pok – P-O-K-T-A-P-O-K. The Indians of modern-day Mexico played the game. However, the game did not spread around the world.

In 1892, a man called Dr James Naismith took some points from the old game and invented basketball. But some people thought the game was too violent for women. So they developed a female version. At first, they called it ‘women’s basketball’. But then women started to play basketball, so, to avoid confusion, people changed the name of women’s basketball to netball.

The new game became very popular in girls’ schools in Britain and then in other parts of the world. For example, it is now very popular in Australia and New Zealand. It is now played by boys as well as girls, men as well as women.

Teams play on a special court with a high post at each end. There is a net on each post, just like basketball. Each player wears a bib, which is a piece of cloth with a hole for the head. Each bib has two letters on it. These letters give the name of the player’s position. Each position has parts:

- Goal shooter – GS = can only play in goal area
- Position marked, e.g., GS = goal shooter = can only play in goal area
- Can’t bounce ball
- Four bases;
- Pitcher’s glove;
- Bat = long thin wooden stick

Answers for B

<table>
<thead>
<tr>
<th>game?</th>
<th>polo</th>
<th>baseball</th>
<th>netball</th>
</tr>
</thead>
<tbody>
<tr>
<td>start?</td>
<td>c 600 BCE; Persia</td>
<td>1744; America</td>
<td>1000 BCE; Mexico</td>
</tr>
<tr>
<td>name?</td>
<td>chogan; then pulu</td>
<td>from equipment – area on the ground + ball</td>
<td>pok-ta-pok</td>
</tr>
<tr>
<td>develop/spread?</td>
<td>Persia – India; 2 Br. sold saw match; 1859 1st meet. of polo club; 1863 Calcutta Polo Club; India – around the world; Arg = world champion since 1849; Pr. Ch (UK) plays</td>
<td>1845 rules of game; designed field = diamond; 1865 professional (US); 1876 National league; 1947 1st black man; fully integrated</td>
<td>1892 – Dr John Naismith invented basketball; Some people = b. too violent so developed women’s basketball; later = netball; became popular in Br; then spread inc. Aust and New Zealand</td>
</tr>
<tr>
<td>equipment?</td>
<td>special trousers – jodhpurs; helmet; horse, stick with two heads; two goals = sticks in the ground</td>
<td>four bases; special trousers; helmets; pitcher’s glove; bat = long thin wooden stick</td>
<td>special court; high post each end, net on each post; each player = bib; position marked, e.g., GS = goal shooter = can only play in goal area</td>
</tr>
<tr>
<td>play?</td>
<td>4 in team, on horses; hit ball with stick to goal; game = 4/6 chukkas = parts of 7 min.</td>
<td>batter hits ball, tries to run around 4 bases, other team try to run him out; batter runs round the bases = 1 run</td>
<td>7 in a team; ball passed with hand; try to score in other team’s net; players only hold ball for 3 secs; only move one foot while holding the ball; can’t bounce ball</td>
</tr>
<tr>
<td>win?</td>
<td>score more goals</td>
<td>score more runs</td>
<td>score more goals</td>
</tr>
</tbody>
</table>
of the court that the player must not go into. For example, GS means goal shooter. The goal shooter can only go into the area closest to the other team's goal.

There are seven people on each team. Players pass the ball with their hands to each other and try to score in the other team's net. Players must only hold onto the ball for three seconds. They can only move one foot while holding the ball. They cannot bounce the ball more than once. The objective of the game is simple. You must score more goals than the other team.

**C Gathering information (2)**

1. This activity focuses on reading and note-taking. Divide the class into pairs. Give each student in each pair a number, 1 or 2. Allocate the texts as follows:
   S1: *Can you play crosse, shinty or hurling?* (page 131)
   S2: *Can you play baggataway or lacrosse?* (page 132)

   Monitor and give help where necessary while students are making notes. The questions from Exercise B should be used as a guide to the note-taking. All the notes can go into a table (see model notes on the following page), if you wish.

   During this stage, refer students back to the text if they have missed key points. Use the model notes and check them against the notes that are emerging from each student.

2. The focus now shifts to oral work; students must now ask questions and listen to their partners' answers in order to make further notes.

   Check students understand the task. Each student must give the relevant information of his/her information about sports and the other student takes notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each pair of students. Once again, use the model notes to ensure that the groups are producing good notes on both texts. Finally, give feedback in two stages: firstly on students' performance and oral production; and secondly, use an electronic projection of the model answers for feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute as handouts.

**D Giving a talk**

Remind students about the pronunciation of some of the target vocabulary and the importance of stressing key words. When students have chosen an invention to speak about, divide the class into groups of students with the same choice. If you do not get roughly equal numbers for each topic, ask some students to change group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group. Talks should last no longer than one or two minutes.

Redivide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions. Once again, remind students of the work they did in Lesson 1.4 and Everyday English from Theme 1.

Students do not need to make notes while they are listening to each other's talks.

Monitor and give feedback on two or three of the following areas:

- fluency
- accuracy (especially present tenses – both active and passive – and must)
- pronunciation of target vocabulary
- pronunciation of diphthongs /aʊ/ and /əʊ/
- stressing key words/phrases in sentences
- successful completion of task

**Answers**

Answers depend on students.

**Methodology note**

An option here is for students to provide slides for their talks, as they did in the Speaking section of this theme. If you decide to do this, spend a few minutes discussing with students what headings the slides could have, as well as possible points for one or two slides.
Methodology notes

1. This could be done in class or set up as homework if you prefer. Students should make notes on their research before they start writing in text. The research could be done in pairs or groups, with students exchanging information on the sport they have chosen.

2. If students are writing this in class, monitor and give help where necessary.

**E Writing**

Students can write about handball, or choose any other sport they are interested in. Preferably it should be a team sport, but this is not essential. Monitor and give help while students are making notes and writing. Make a note of common errors. Give feedback on the errors.

**Answers**

Answers depend on the students, but here is a possible model text for handball.

---

Handball (in different forms) has been popular for centuries. The ancient Greeks, the Romans and tribes in the area of modern-day Germany all had versions of this game. The game we now know as handball appeared in the 19th century in eastern Europe. A Danish man, Holger Nielsen, drew up the first rules in 1898.

The name handball comes from the basic rule of the game: the ball is passed with the hands. Adolf Hitler requested the Olympic Committee include handball in the Berlin Olympics of 1936. Women’s handball became an Olympic sport in 1976.

The only special equipment is a ball and two goals. The ball is slightly smaller than a football. The goals are much smaller than football goals.

There are seven people on each team. Players pass or bounce the ball across the court with their hands until a goal is scored. Each player may only take three steps while holding the ball, and may only hold the ball for three seconds. To win, you must score more goals in the other team’s goal than they score in yours.

---

**Closure**

Make sure students know the deadline for the article, which has either been set for homework or begun in class.

---

**Model notes for C**

<table>
<thead>
<tr>
<th>game?</th>
<th>hockey (crosse/shinty/hurling)</th>
<th>lacrosse (baggataway)</th>
</tr>
</thead>
<tbody>
<tr>
<td>when/where start?</td>
<td>earliest = 2050 BCE; Ancient Egyptians; Romans; Greeks; Persians;</td>
<td>baggataway = 1492 CE Iriquois Ind in N. Am.</td>
</tr>
<tr>
<td>name?</td>
<td>Fr. hocquet = curved stick Am Ind. shout = ‘hoo-ee’ when point scored Col. Hockey from Eng?</td>
<td>Fr. la crosse = curved stick = early days played with curved stick</td>
</tr>
<tr>
<td>equipment?</td>
<td>guard on shins and ankles mouth guards curved wooden stick goalkeeper = helmet, mask, shoulder pads kickers = protects foot when kicking ball</td>
<td>male = protective clothing – players try to hit other players; female = only eye protection goalkeeper = mask stick with piece of net at the end; rubber ball</td>
</tr>
</tbody>
</table>
Workbook answers

Writing

Exercise A

<table>
<thead>
<tr>
<th>Number</th>
<th>Word 1</th>
<th>Number</th>
<th>Word 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>raise</td>
<td>7</td>
<td>a button</td>
</tr>
<tr>
<td>2</td>
<td>learn</td>
<td>9</td>
<td>a problem</td>
</tr>
<tr>
<td>3</td>
<td>concentrate on</td>
<td>3</td>
<td>a task</td>
</tr>
<tr>
<td>4</td>
<td>cooperate with</td>
<td>5</td>
<td>an experiment</td>
</tr>
<tr>
<td>5</td>
<td>conduct</td>
<td>8</td>
<td>an idea</td>
</tr>
<tr>
<td>6</td>
<td>spend</td>
<td>2</td>
<td>new skills</td>
</tr>
<tr>
<td>7</td>
<td>press</td>
<td>4</td>
<td>people</td>
</tr>
<tr>
<td>8</td>
<td>support</td>
<td>10</td>
<td>the world</td>
</tr>
<tr>
<td>9</td>
<td>deal with</td>
<td>6</td>
<td>your leisure time</td>
</tr>
<tr>
<td>10</td>
<td>learn about</td>
<td>1</td>
<td>your self-esteem</td>
</tr>
</tbody>
</table>

Exercise B

1./2.

a. My parents allowed me to have a lot of freedom. **A**

b. You aren’t allowed to smoke in that area. **A**

c. My teachers encouraged me to do my best. **A**

d. I want to do an MA after my degree. **A**

e. Some teachers make pupils do too much homework. **B**

f. Parents shouldn’t let young children watch violent TV programmes. **B**

g. My tutor told me to give in the assignment next week. **A**

3. Answers depend on students.

Exercise C

1. Chess is a much older game than Scrabble.
2. You usually play badminton indoors on a special court.
3. In Scrabble, each player chooses seven letters from a bag.
4. My youngest daughter plays football for her school team.
5. Goalkeepers can touch the ball with their hands inside the goal area.
6. People first played tennis in England over one hundred years ago.
7. All the players in American football must wear special equipment.
8. Table tennis is classified as a bat sport and a ball sport too.
9. In netball, players must only hold the ball for three seconds.
10. The objective of the game is to take all your opponent’s pieces.
**Exercise D**

Scrabble is a board game that (1) everyone can play. (2) Each player takes seven letter tiles from a bag. The players must not show the (3) other players their letters. First, the players try to make a word using some or (4) all of the letters. The (5) first player puts a word on the board. Then (6) each player in turn adds a word to the board. But they must join (7) each word to one of the (8) other words on the board. (9) Each time you put (10) some letter tiles on the board, you can take an equal number of new (11) ones from the bag. So if you add four letter tiles to the board, you can replace (12) them with four new ones.

**Exercise E**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>4</th>
<th>6</th>
<th>3</th>
<th>9</th>
<th>5</th>
<th>2</th>
<th>8</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Extended writing**

**Exercise A**

Answers depend on students.
Theme 5

Nutrition and health

- A balanced diet
- Portions
- How to eat healthily
- Obesity
Listening: A balanced diet

5.1 Listening review (1): Nutrients

Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – the nutrients contained in the different food groups;
- show understanding of a lecture about food and nutrients, containing target vocabulary, grammar and sub-skills from the theme;
- use previously learnt Listening sub-skills from Levels 1 and 2 to understand a lecture.

Methodology note

This theme is a review. Research clearly shows that learning must be reviewed in order for it to go into long-term memory. It is important that you make it very clear to students that this review is crucial: some of them may think that because they have seen the topics and skills already, they ‘know’ them.

Introduction

1. Revise the answers to the questions:
   Why do we eat?
   How does the body keep energy from food?
   Why do we feel hungry?
   What is important for a healthy diet?
2. Elicit ideas as to what food scientists study.

A Reviewing vocabulary

Give students time to read through the words, without writing anything down. Clarify any difficulties. Go over the example and check understanding. Set the task for individual work and pairwork checking. Place feedback on the board, preferably using an electronic projection.

B Activating ideas

Exploit the visual on page 135 of the Course Book. Students should name as many types of food in the photograph as they can in one minute. Some items are difficult to identify – this does not matter, as long as students offer as many suggestions as they can.

If you wish, partners can time each other. Alternatively, you can be the timekeeper as pairs of students quietly work together to name the items.

Answers

| 1. classify | 6. exercise |
| 2. define | 7. careful |
| 3. feel | 5. energy |
| 4. eat | 1. foods |
| 5. get | 8. a healthy diet |
| 6. take | 2. a word |
| 7. be | 4. food |
| 8. have | 3. hungry |
C Understanding the organization of a lecture

Elicit from the class what information is often contained in the introduction to a lecture (the order and content). Go through the list of six points and clarify any vocabulary difficulties. Highlight the fact that the exercise asks for the things the lecturer will talk about this week.

Set the task for individual work and pairwork checking. Play 5.1.

Place feedback on the board, preferably using an electronic projection.

Answer

<table>
<thead>
<tr>
<th></th>
<th>classification of nutrients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>definition of nutrient</td>
</tr>
<tr>
<td></td>
<td>food groups</td>
</tr>
<tr>
<td></td>
<td>energy</td>
</tr>
<tr>
<td>3</td>
<td>examples of food with each nutrient</td>
</tr>
<tr>
<td></td>
<td>food quantity</td>
</tr>
</tbody>
</table>

D Understanding a lecture (1)

Students should be able to answer the three questions here quite easily. Set the task for pairwork. Give feedback orally, but do not confirm or correct answers yet. Play 5.2 for students to check their ideas. Give feedback orally.

Answers

1. c. energy and chemicals
2. a. the ability to do work
3. b. you get fat

E Understanding a lecture (2)

Remind students of the classification diagrams about sports in the Listening section of the previous theme. If you wish, ask students to look back at the diagrams in their Course Book. Point out that each of the main branches of the classification diagram can have a list of subtopics under it.

Set the task for individual work and pairwork checking. Play 5.3. Place feedback on the board, preferably using an electronic projection.

Answers

The answer diagram below is a model and is very complete. Depending on how able your class is, you may wish students to complete all of the information shown here, or part of it, e.g., the five main nutrients only.
sure you know, there are several different vitamins – A, B, C, etc. Each one helps with a particular part of the body. But in general, vitamins help with growth and repair, like protein. Fourthly, we have fats. Most people think of fats as a bad thing, but some fats are necessary. They help to form chemicals called hormones, which carry messages around the body. Finally, there are minerals. We only need tiny amounts of these nutrients, but again they are essential for growth and repair – almost every nutrient has a role in that – and they also help to release energy from other nutrients.

Right, so, we have classified the main nutrients and seen their function in the body. Let’s turn now to the key question. Where do we find the main nutrients? Firstly, carbohydrates. These nutrients are found in food like bread, pasta and rice. There is protein in meat and fish. There is also protein in cheese. What about vitamins? Fruit, like apples and oranges, contains Vitamin C. Eggs have got Vitamin D in them and there’s Vitamin E in nuts. Next, fats. Meat and fish contain fats. There are also fats in products like milk and cheese. Finally, there are minerals. We find minerals in many foods, but particularly in milk, meat and eggs.

OK. So… we have looked at nutrients and foods that contain them. Next week, food groups and how much food you need from each group. Before next week, could you look up food groups on the internet and make some notes of different ideas about them. OK. So I want you to do some research on food groups on the internet and make some notes about them.

**Developing critical thinking**

Elicit one or two ideas. Then put students into groups of three to discuss the questions. Monitor and assist as necessary.

Give feedback orally. Encourage all reasonable answers and elicit reasons for opinions given.

**Answers**

The answers depend on the students, but here are some suggestions:

1. The triangle shows that you should eat more of the foods at the bottom and fewer of the foods at the top.
2. As a pie chart – in fact, that would show the information better because it could indicate the exact percentage of each nutrient.

**Closure**

1. Ask straightforward comprehension questions about the information in the lecture.
2. Play the audio again. Ask students to follow the transcript as they listen.
3. Exploit the transcript for pronunciation work on vocabulary items. Alternatively, work on intonation: students repeat short stretches of speech (approximately five or ten words), attempting to copy the voice of the speaker as closely as possible.

**5.2 Listening review (2): Vitamins**

**Objectives**

By the end of the lesson, students should have:

- reviewed the core knowledge and Listening skills from Levels 1 and 2;
- recognized the change of a topic in a lecture;
- listened for definitions;
- recognized important words in a lecture, and shown understanding for the order of events in a sequence.

**Methodology note**

The tasks in this lesson practise some of the Listening skills from Levels 1 and 2. Make sure that before you start each task in this lesson, you activate the students’ schemata, the relevant vocabulary, and the background knowledge for the subject. Do this using any techniques you choose but, since this is the Listening section, avoid asking students to write things down or to read texts. Some possible activities follow.

- Exploiting illustrations.
- Activating schemata: Set questions for pair or small group discussion with regard to students’ own experience of the topic, or what is common in their country or countries.
- Activating vocabulary: Say a word from the theme – students must then say a word with a connected meaning. Give students, in groups or pairs, a minute to think of ten words connected to the topic.
Introduction
Use Exercise A on this occasion.

Reviewing vocabulary
Activate schemata, vocabulary and core knowledge using the visual to help you – see Methodology note above.

Refer students to the rubric: In this course, you have learnt to recognize a number of fixed expressions. Elicit what this means, and give students time to look back at the Skills Checks in Lesson 2.2. Go through the list of phrases with the students. Elicit what kind of fixed expressions they indicate. Alternatively, ask pairs to discuss ideas for a short time.

Give feedback briefly.
Play the first sentence on 5.4 as an example. Point out that it contains the phrase going to talk about, and so that phrase is numbered 1. Set the task for individual work and pairwork checking. Play the audio all the way through.

Give feedback, using an electronic projection.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>a long time ago</td>
</tr>
<tr>
<td>9</td>
<td>after that</td>
</tr>
<tr>
<td>15</td>
<td>as you know</td>
</tr>
<tr>
<td>6</td>
<td>at that time</td>
</tr>
<tr>
<td>1</td>
<td>going to talk about</td>
</tr>
<tr>
<td>7</td>
<td>I’ve told you</td>
</tr>
<tr>
<td>12</td>
<td>in my opinion</td>
</tr>
<tr>
<td>2</td>
<td>in other words</td>
</tr>
</tbody>
</table>

8. You can see why this country is popular for holidays.
9. First there are speeches. After that, the girls get presents.
10. OK. So, there are several methods of flying.
11. So we have heard about the main inventions in the field of flying.
12. In my opinion, the Space Shuttle was the most important invention.
13. News is all around us. Is that a good or bad thing? First, let’s look at some advantages.
14. OK. Those are some of the advantages. What about the disadvantages?
15. As you know, there are many different ball games.
16. To sum up, then. Ball games are fun, and they develop physical ability.

Waiting for definitions
Again, activate schemata, vocabulary and core knowledge – see Methodology note.

As before, refer students to the rubric: In this course, you have learnt to wait for definitions. Elicit what this means.

Give students time to read through the table. Clarify any problems. Go over the example by playing 5.5 as far as A molecule is a compound of different elements.

If you wish, elicit ideas for the other definitions, but do not confirm or correct answers at this stage. Set the task for individual work and pairwork checking. Play the audio all the way through. Give feedback, using an electronic projection.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. molecule</td>
<td>6 it is essential for healing skin wounds</td>
</tr>
<tr>
<td>2. solvent</td>
<td>5 it makes collagen</td>
</tr>
<tr>
<td>3. dissolving</td>
<td>3 changing from solid to liquid</td>
</tr>
<tr>
<td>4. enzymes</td>
<td>4 they help the human body to carry out chemical reactions</td>
</tr>
<tr>
<td>5. praline</td>
<td>1 a compound of different elements</td>
</tr>
<tr>
<td>6. collagen</td>
<td>2 a liquid</td>
</tr>
</tbody>
</table>

Transcript
Presenter:               Track 5.4
Voice:
1. First, I’m going to talk about sociology.
2. Next, social distance. In other words, how close you should stand to people.
3. In the past, we called people like Plato and Ibn Khaldun philosophers.
4. These days, we call them sociologists.
5. A long time ago, in the 4th century BCE, the Greek philosopher Aristotle wrote the first book about the mind.
6. In 1970, Elizabeth Loftus obtained a PhD in Psychology. At that time, she was interested in learning.
7. How to be a good employee? I’ve told you some of the things that you must do.

Lecturer:
I want to talk to you today about some very important molecules. A molecule is a compound of different elements. Water is a molecule. It is made of two parts of hydrogen for every one part of oxygen. Water is an important molecule for the body. It is the solvent for most chemical reactions. In other words, it is the liquid which chemicals are dissolved in. Dissolving is changing from solid to liquid. So water is very important, but there are some other very important molecules. They are called vitamins. You know that the body needs vitamins, but why? Because vitamins work with enzymes.
which help the human body carry out chemical reactions. For example, the enzyme praline hydroxase is in vitamin C. It is very important because it makes collagen, which is essential for healing wounds in the skin.

**C Recognizing important words**

Use the same procedure as A and B. Activate schemata, vocabulary and core knowledge – see Methodology note. Refer students to the rubric: *In this course, you have learnt to recognize important words.* Elicit what students remember about this skill.

For a less able class, you might wish to tell students that they should only note three of the five pieces of information in the recording. Set the task for individual work and pairwork checking. Play 5.6.

**Answers**

| vitamin C | most important vitamin? |
| heals wounds |
| fights infections |
| fights cancer? |
| in green veg/fruits – oranges/lemons |
| 60 mg per day |

**D Understanding a sequence**

Exploit the visuals on page 137. Elicit what each picture shows, and some ideas of what connections there might be between the people and the things.

Refer students to the rubric: *In this course, you have learnt to hear dates in context.* Elicit what students remember about this skill.

Go through the sentences with the class, clarifying any problems with vocabulary.

Set the task for individual work and pairwork checking. Play 5.7.

Give feedback, using an electronic projection.

**E Predicting information**

Students cover the right-hand column. Ask students to look at the first phrase, *A festival is.* Elicit ideas as to what kind of information they expect to hear next (a definition).

Put students into pairs to continue this exercise, with the right-hand column still covered. Stress that they should not try to think of the exact phrase that will continue in each case, only the kind of information that will follow – for example, a date, a noun, a past tense verb.

Give feedback briefly but do not confirm or correct answers yet.

Tell students to uncover the right-hand column. Set the task for individual work and pairwork checking. Make sure that students understand that they must write the number of the phrase in the left-hand column next to the correct phrase on the right-hand column. Play 5.8.
Answers

1. A festival is 8. 1949.
2. Celebrate means 7. 14th December, 1926.
3. The first newspaper appeared 5. both opponent sports.
4. Water is made of two parts 3. in Ancient Rome.
5. Tennis and football are 9. the right kind of reader.
6. Did you know that 1. a special event in one country or several countries.
7. The first flight took place on 6. there are over a billion bicycles in the world?
8. She was born in 2. ‘remember a happy event’.
10. First, I’m going to talk 4. of hydrogen for every one part of oxygen.

Transcript

Presenter: Track 5.8
Voice:
1. A festival is [PAUSE] a special event in one country or several countries.
2. Celebrate means [PAUSE] ‘remember a happy event’.
3. The first newspaper appeared [PAUSE] in Ancient Rome.
4. Water is made of two parts [PAUSE] of hydrogen for every one part of oxygen.
5. Tennis and football are [PAUSE] both opponent sports.
6. Did you know that [PAUSE] there are over a billion bicycles in the world?
7. The first flight took place on [PAUSE] the 14th of December, 1926.
8. She was born in [PAUSE] 1949.
10. First, I’m going to talk [PAUSE] about the history of the mass media.

Recognizing present and past

Refer students to the rubric: In this course, you have learnt to recognize the present and the past in context. Elicit what students remember about this skill. Remind them that the ‘pastness’ of a verb cannot always be heard.

Play the first sentence on Track 5.9 and point out the tick in the table under present. Elicit how students know the sentence is present (the verb are is easy to hear because it has a special form).

Set the task for individual work and pairwork checking. Play the audio all the way through.

Give feedback, using an electronic projection. For each sentence, elicit how students identified ‘present’ or ‘past’.

Answers

In each case, the part of the sentence that identifies it as either present or past is underlined.

<table>
<thead>
<tr>
<th></th>
<th>present</th>
<th>past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vitamins are essential parts of human diet.</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of vitamins makes a person ill.</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>For example, lack of Vitamin D causes a disease called rickets.</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>There are many different vitamins.</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>The name vitamin appeared in 1912.</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Vitamin A was discovered between 1912 and 1914.</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Researchers found other vitamins in the next ten years.</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>There are 13 vitamins that prevent disease.</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Vitamin C prevents scurvy.</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>It occurs naturally in fruits like limes and lemons.</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>In 1742, James Lind realized the importance of these fruits.</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>But very few people used his discovery at the time.</td>
<td>✓</td>
</tr>
</tbody>
</table>
Some of the answers for this exercise are predictable, as background knowledge may tell students which of the options – positive or negative – is the obvious choice. Point out to students that this use of schemata is something that they have been working on in developing their listening skills over the course, as it is what happens in everyday listening – we predict what the speaker is going to say using our background knowledge.

Recognizing positive and negative sentences
Refer students to the rubric: In this course, you have learnt to recognize positive and negative sentences in context. Elicit how positive and negative are expressed.

Go over the example using the first sentence on 5.10. Set the task for individual work and pairwork checking. Play the audio all the way through. Give feedback, using an electronic projection.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The human body needs vitamins. ✓</td>
</tr>
<tr>
<td>2.</td>
<td>The human body can make vitamins.</td>
</tr>
<tr>
<td>3.</td>
<td>It gets them from fruit and vegetables. ✓</td>
</tr>
<tr>
<td>4.</td>
<td>Cooking can destroy vitamins. ✓</td>
</tr>
<tr>
<td>5.</td>
<td>Boiled vegetables have a lot of vitamins.</td>
</tr>
<tr>
<td>7.</td>
<td>Washing fruit removes vitamins.</td>
</tr>
<tr>
<td>8.</td>
<td>Washing fruit removes most germs. ✓</td>
</tr>
</tbody>
</table>

Recognizing singular and plural subjects
Refer students to the rubric: In this course, you have learnt to recognize singular and plural subjects in context. Elicit how singular and plural can be heard (in the noun itself, which usually ends in -s in the plural; in the verb form which goes with the subject). Elicit what students remember about this skill.

Go over the example using the first sentence on 5.11. Set the task for individual work and pairwork checking. Play the audio all the way through. Students tick which version (singular or plural) of the noun they hear. Give feedback, using an electronic projection.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>fat ✓</td>
</tr>
<tr>
<td>2.</td>
<td>fat</td>
</tr>
<tr>
<td>3.</td>
<td>vitamin ✓</td>
</tr>
<tr>
<td>4.</td>
<td>meeting ✓</td>
</tr>
<tr>
<td>5.</td>
<td>researcher</td>
</tr>
<tr>
<td>6.</td>
<td>festival ✓</td>
</tr>
<tr>
<td>7.</td>
<td>manager ✓</td>
</tr>
<tr>
<td>8.</td>
<td>bank</td>
</tr>
<tr>
<td>9.</td>
<td>river ✓</td>
</tr>
<tr>
<td>10.</td>
<td>mountain</td>
</tr>
</tbody>
</table>

Making question tags
1. Students read the Skills Check.
2. Set for individual work and pairwork checking. Elicit answers from the class.

Answers

a. You can speak Arabic, can’t you?
b. They should give us more time for this assignment, shouldn’t they?
c. The lecture was good, wasn’t it?
d. We’re going to study nutrition next week, aren’t we?
e. She's working in the library at the moment, isn't she?
f. We have Maths at 2.00, don't we?
g. Petrol is made from oil, isn't it?
h. Limes were used on ships to stop scurvy, weren't they?
i. There's a concert in the Students' Union this evening, isn't there?
j. You'll pay me back tomorrow, won't you?

Choosing the correct form
Set for individual work and pairwork checking. Elicit answers, preferably using an electronic projection.

Answers for J

1. After ________ have heard a speech, they go to a party.
   - hearing
   - hear

2. What ________ happened on 7th December, 1903?
   - happened
   - happens
   - did happened

3. Children under 17 ________ won't drive a car in the UK.
   - don't drive
   - can't drive

4. I ________ going to talk about air travel.
   - going to
   - am going to
   - will to

5. Who ________ was shot in Dallas in 1963?
   - was shot
   - did shoot
   - shot

6. He ________ didn't have enough money to buy the car.
   - didn't have enough
   - didn't enough have
   - had not enough

Closure
1. Use audio recordings to review more of the grammar points in the course. Stress to students that it is a positive thing that they repeat some exercises that they did before, as their Listening skills greatly improve by doing this.

2. Review core knowledge from the Listening sections of the course that has come up in this review lesson.

3. Review vocabulary by saying the stressed syllable of a word from the vocabulary lists. Students must say what the complete word is:
   Example:
   T: og ....
   Ss: biography
Workbook answers

Listening

Exercise A

1. Answers depend on students.
2. classifying food

<table>
<thead>
<tr>
<th>meat</th>
<th>fish</th>
<th>vegetables</th>
<th>fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>lamb</td>
<td>salmon</td>
<td>carrot</td>
<td>apple</td>
</tr>
<tr>
<td>chicken</td>
<td>tuna</td>
<td>tomato</td>
<td>banana</td>
</tr>
<tr>
<td>beef</td>
<td>shark</td>
<td>peas</td>
<td>mango</td>
</tr>
<tr>
<td>pork</td>
<td></td>
<td>beans</td>
<td>orange</td>
</tr>
</tbody>
</table>

Exercise B

Part 1

<table>
<thead>
<tr>
<th>1. Why do we eat? We eat because ...</th>
<th>2. do we feel hungry?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Well, that answer is true, in a way. But why ...</td>
<td>6. from food.</td>
</tr>
<tr>
<td>3. We feel hungry because ...</td>
<td>7. the body keeps it.</td>
</tr>
<tr>
<td>4. Energy is the ability ...</td>
<td>1. we are hungry.</td>
</tr>
<tr>
<td>5. Every part of the body needs energy ...</td>
<td>4. to do work.</td>
</tr>
<tr>
<td>6. We get energy ...</td>
<td>3. the body needs more energy.</td>
</tr>
<tr>
<td>7. However, we have to be careful. If we don’t use all the energy from food, ...</td>
<td>5. to work correctly.</td>
</tr>
</tbody>
</table>

Part 2

<table>
<thead>
<tr>
<th>1. How does the body keep the energy? It stores it ...</th>
<th>7. a healthy diet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. It is easy to use new energy from food. It is much harder to use ...</td>
<td>3. amount of food.</td>
</tr>
<tr>
<td>3. So, what's the answer? We must eat the right ...</td>
<td>1. as fat.</td>
</tr>
<tr>
<td>4. ... and we must take exercise to use ...</td>
<td>6. kind of food as well.</td>
</tr>
<tr>
<td>5. The food we normally eat is called ...</td>
<td>5. our diet.</td>
</tr>
<tr>
<td>6. Of course, we must eat the right ...</td>
<td>2. the energy in fat.</td>
</tr>
<tr>
<td>7. If we eat the right amount of the right kind of food, we will have ...</td>
<td>4. the extra energy.</td>
</tr>
</tbody>
</table>
Exercise C
Answers depend on students.

Exercise D
1./2.

<table>
<thead>
<tr>
<th>Ooo</th>
<th>oOo</th>
</tr>
</thead>
<tbody>
<tr>
<td>calcium</td>
<td>explorer</td>
</tr>
<tr>
<td>chemical</td>
<td>correctly</td>
</tr>
<tr>
<td>energy</td>
<td>nutrition</td>
</tr>
<tr>
<td>exercise</td>
<td>unhealthy</td>
</tr>
<tr>
<td>mineral</td>
<td></td>
</tr>
<tr>
<td>normally</td>
<td></td>
</tr>
<tr>
<td>nutrients</td>
<td></td>
</tr>
<tr>
<td>oranges</td>
<td></td>
</tr>
</tbody>
</table>

Exercise E
1./2.

<table>
<thead>
<tr>
<th>verb</th>
<th>phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>store</td>
</tr>
<tr>
<td>b.</td>
<td>a diet</td>
</tr>
<tr>
<td>c.</td>
<td>go on</td>
</tr>
<tr>
<td>d.</td>
<td>a meal</td>
</tr>
<tr>
<td>e.</td>
<td>damage</td>
</tr>
<tr>
<td>f.</td>
<td>a restaurant</td>
</tr>
<tr>
<td>g.</td>
<td>take</td>
</tr>
<tr>
<td>h.</td>
<td>a energy</td>
</tr>
<tr>
<td>i.</td>
<td>have</td>
</tr>
<tr>
<td>j.</td>
<td>d exercise</td>
</tr>
<tr>
<td>k.</td>
<td>recommend</td>
</tr>
<tr>
<td>l.</td>
<td>h fat</td>
</tr>
<tr>
<td>m.</td>
<td>feel</td>
</tr>
<tr>
<td>n.</td>
<td>g hungry</td>
</tr>
<tr>
<td>o.</td>
<td>be c your health</td>
</tr>
</tbody>
</table>

Exercise F
1. Answers depend on students.
2./3. a. 'calcium
   b. carbo'hydrate
   c. 'chemical
   d. 'elements
   e. 'fibre
   f. 'hormone
   g. mag'nesium
   h. 'mineral
   i. 'molecule
   j. 'nutrient
   k. 'protein
   l. 'vitamin
Exercise G

1. a. Today, I’m going to talk about food.
   b. The body takes energy from food.
   c. Nutrients help the parts of the body work correctly.
   d. There are several different types of nutrient.
   e. If you have too much of a particular type of food, you can get fat.
   f. Some examples of chemicals are magnesium and calcium.
   g. You can find carbohydrates in bread and pasta.
   h. In today’s talk, we have looked at nutrients.
   i. I would like you to look at some more information.
   j. Please make some notes on different ideas.
   k. I would like you to do research on food groups.
   l. You will need to look up the information and note it down.

Practice

Exercise A

1.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. celebrate</td>
<td>✓ celebration</td>
</tr>
<tr>
<td>b. ceremony</td>
<td>✓ celebration</td>
</tr>
<tr>
<td>c. event</td>
<td>evening</td>
</tr>
<tr>
<td>d. invention</td>
<td>✓ invent</td>
</tr>
<tr>
<td>e. transport</td>
<td>✓ travel</td>
</tr>
<tr>
<td>f. medium</td>
<td>media</td>
</tr>
<tr>
<td>g. growth</td>
<td>✓ grows</td>
</tr>
<tr>
<td>h. plays</td>
<td>players</td>
</tr>
<tr>
<td>i. time</td>
<td>✓ team</td>
</tr>
<tr>
<td>j. chemical</td>
<td>calcium</td>
</tr>
</tbody>
</table>

Exercise B

We feel hungry because the body needs energy. The whole body needs energy to move. We get energy from food. However, we have to be careful. If we don’t use all the energy from food, the body keeps it as fat. We must eat the right amount of food and we must take exercise to use the extra energy. Of course, we must eat the right kind of food as well. The food we normally eat is called our diet.
Exercise C

1. Answers depend on students.
4.

<table>
<thead>
<tr>
<th>8</th>
<th>Finally, the last colours of the rainbow include blue and purple.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>However, eating five portions of fruit and vegetables a day does not mean eating five apples, or five carrots.</td>
</tr>
<tr>
<td>7</td>
<td>It is easy to think of lots of vegetables for the green section of the rainbow.</td>
</tr>
<tr>
<td>1</td>
<td>Many nutrition and health experts recommend we eat at least five portions of fruit and vegetables a day.</td>
</tr>
<tr>
<td>6</td>
<td>Orange is our next colour.</td>
</tr>
<tr>
<td>5</td>
<td>The first colour of the rainbow is red.</td>
</tr>
<tr>
<td>2</td>
<td>Why are fruit and vegetables so important?</td>
</tr>
<tr>
<td>4</td>
<td>You can use the idea of a rainbow to help you.</td>
</tr>
</tbody>
</table>

Extended listening

Exercise A

1. See transcript on page 126 of the Workbook.
2. a. protein  e. vitamin(s)  h. damage
   b. nutrient(s)  f. mineral  i. necessary
   c. carbohydrate(s)  g. repair  j. release

Exercise B

1. fats  4. fruit
2. meat and fish  5. vegetables
3. eggs, milk, cheese  6. carbohydrates

Exercise C

1. Food groups; healthy eating; own diet
2. Groups are:
   1. fats
   2. carbohydrates
   3. vegetables
   4. fruit
   5. dairy products – butter, cheese, eggs
   6. meat and fish

3.

<table>
<thead>
<tr>
<th>fats</th>
<th>dairy products</th>
<th>vegetables</th>
<th>carbohydrates</th>
<th>meat and fish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1: The balanced diet pyramid

4. The lecturer wants the students to think about their own diet and draw a pyramid to represent the foods that they eat in a normal day. They will use their pyramids in the next lesson.
Speaking: Portions

5.3 Speaking review (1): Researching daily diet

Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – a balanced diet of different food groups;
- show understanding of a talk on diet research, containing target vocabulary, grammar and sub-skills from the theme, and diagrams representing the information;
- use previously learnt listening sub-skills to understand a talk.

Introduction

Elicit the names of different types of diagram to show information: chart, graph, table, Venn diagram, pie chart.

A Activating ideas

Elicit the type of diagram shown here – a pie chart. Set the questions for pairwork discussion. Give feedback orally, using an electronic projection of the pie chart. Elicit from students in what way their diet is balanced or not balanced, as appropriate.

Answers

1. Figure 1 shows the amount of each food group required for a balanced diet.
2. Answers depend on students.

B Studying a model: Reporting on research (1)

1. Refer students to the table and the pie chart. Give them a few moments to study them and elicit what each one shows (this is given in the title of each of them). Check the meaning of intake, snacks, typical and chocolate bar.

Make sure students understand that they must simply listen to, and follow, the speaker's description by looking at the data. They do not need to write or complete anything. Encourage them to use their finger to point to each piece of information as it is covered in the talk. Play Track 5.12.

2. Go through the list of sentences with the class. Elicit or point out that the fragments are the beginnings of the sentences from the talk. Also point out that the sentence starters are divided into sections according to the data they go with. You can do this task in two different ways:

With a more able class: Put students into pairs to complete the sentences orally. Monitor and assist as necessary. Emphasize that students should not worry about reproducing exactly what the speaker on Track 5.12 said. This is a speaking exercise, so they should concentrate on interpreting and describing the data. When students have finished, play the audio again so that they can check their ideas. Give feedback orally, using an electronic projection. There is no need to write anything.

With a less able class: Play Track 5.12 again, section by section, as students follow the list of sentences. They must not write anything. Point out that there is no need to repeat exactly the speaker's words – only to be logical. Give feedback orally, using an electronic projection.

Answers

Answers depend on the students, but see the transcript below for the original sentences.

Transcript

Presenter: According to nutritionists, everyone should eat a balanced diet. We can see a balanced diet in Figure 1. I wanted to find out if I have a balanced diet, so I did some research.
Firstly, let me tell you about the research. I recorded my food intake for a typical day. You can see the results in Table 1. For breakfast, I had two slices of toast with butter and a cup of coffee with one spoonful of sugar. For lunch, I ate a burger and lots of chips with peas, then I had a carton of yoghurt. I also drank a glass of orange juice. For dinner, I had pasta with tomato sauce. I also had a chocolate bar in the afternoon. You can see it here in Table 1.

Now, I’m going to explain my analysis …

We can compare my intake with the balanced diet pie chart … I had almost the correct amount of carbohydrates. I also ate almost the correct amount of vegetables, and meat and fish. However, I did not eat enough fruit and I had far too much in the category fats and sweets.

I am going to change my diet. I am going to eat more fruit and I am going to try not to eat chocolate bars! I don’t think I will increase my intake of dairy products because I don’t like milk or cheese.

Introduction

Put the title of the lesson on the board, Getting something to eat. Elicit the meaning of get (in this case, ‘go and buy’). Elicit places where students can get something to eat, both in and around the college.

Activating ideas

1. Briefly exploit the pictures and elicit or give some of the key vocabulary, e.g., queue, coin, basket, stool, counter, checkout.

Set the task. Students discuss in pairs. Elicit answers. Students may know alternative words for each place, for example: café, refectory, food hall, fast food restaurant, etc.

Ask students to make a list of words for other items in each picture, for example:
- Picture 1 (canteen): receipt, tray, queue, cutlery, pay, till (n)
- Picture 2 (vending machine): button, choose, change, cancel
- Picture 3 (coffee shop): tea, coffee, sugar, milk, large/medium/small, pastries
- Picture 4 (supermarket): trolley, checkout, aisle, shelf, receipt, card
- Picture 5 (restaurant): table, chair, waiter/waitress, change
- Picture 6 (take-away): order, meal, take away (v), eat in (v), serviettes

If you wish, students can use dictionaries. Place feedback on the board. Supply any words that students were unable to find, but do not allow too much time to be taken up during this vocabulary stage. Drill the pronunciation of any new words.

With a less able class: allow students to look at the sentence openers as they give their talk.

As feedback, ask volunteers to give their talk.

Closure

1. Ask straightforward comprehension questions about the information in the lecture.
2. Play 5.12 again. Students follow the transcript as they listen.
3. Exploit the transcript for pronunciation work on vocabulary items and intonation.
Answers
1. Picture 1 = canteen
Picture 2 = vending machine
Picture 3 = coffee shop
Picture 4 = supermarket
Picture 5 = restaurant
Picture 6 = take-away
2. Answers depend on students.

B Studying models
1. Before you set B1, go through the conversations in the box with the class. Clarify any problems. Elicit which picture could go with each conversation, for example, Two coffees, please = Picture 3 (the coffee shop), although point out that the photographs may not show the sentence being said.

Students discuss who the people in the conversations are. Do not give feedback at this stage. Now set the task for individual work and pairwork checking.

2. Check students understand that they have to choose one of two phrases in each conversation. Play 5.14. Give feedback orally. Highlight and review, or work on, the language in the conversations. For example:
Requests (polite and direct):
I’ll have the chicken with noodles.
Could I have a bag?
Can I order a pizza for delivery, please?
Articles with drinks:
Two coffees, please.
Also point out to students the difference in politeness between the questions:
What do you want?
and
What would you like to have?

3. Students practise the conversations in pairs, extending the turns as much as they reasonably can. Monitor and assist with pronunciation. Note any common pronunciation errors. Play the recording again, if you wish. Have pairs demonstrate their extended conversations.

Answers
1. Conversation 1: (Picture 5, restaurant) A – waiter/waitress / B – customer
Conversation 2: (Picture 1, canteen) A – serving staff / B – customer
Conversation 3: (Picture 4, supermarket) A – cashier / B – customer

Conversation 4: (Picture 3, coffee shop) A – staff / B – customer
Conversation 5: (Picture 2, vending machine) A – person helping / B – person buying
Conversation 6: (Picture 6, take-away) A – staff / B – customer

2. Conversation 1: Are you ready to order?
Conversation 2: What would you like to have?
Conversation 3: Could I have a bag?
Conversation 4: What can I get you?
Conversation 5: What do you want?
Conversation 6: Oh, hi. Can I order a pizza for delivery, please?

Transcript
Presenter: Track 5.14
Conversation 1.
Voice A: Are you ready to order?
Voice B: Yes. I’ll have the chicken with noodles.
Voice A: Anything to drink?
Voice B: Just tap water, please.

Conversation 2.
Voice A: What would you like to have?
Voice B: The curry, please.
Voice A: Rice or chips?
Voice B: Um, rice please.

Conversation 3.
Voice A: That’s £7.38 all together, please.
Voice B: Could I have a bag?
Voice A: Certainly. Here you are.
Voice B: Thanks.

Conversation 4.
Voice A: What can I get you?
Voice B: Two coffees, please.
Voice A: With milk?
Voice B: Yes, please.

Conversation 5.
Voice A: What do you want?
Voice B: A cheese sandwich, I think.
Voice B: Thanks. I think I’ve got the right coins.

Conversation 6.
Voice A: Good evening. Pizza Rapida.
Voice B: Oh, hi. Can I order a pizza for delivery, please?
Voice A: It will be about 45 minutes. Is that OK?
Voice B: That will be fine.

Optional activity
Ask students, working individually, to underline all the types of food in the conversations. They should then compare their answers in pairs.

Write the words and expressions on the board and drill them – students may want to use them in Exercise C.
C Practising a model

1. There are no correct answers for this exercise – accept all reasonable answers. Give students time to read through the situations. Clarify any problems. Elicit some ideas for the first situation. In pairs, students choose two situations they would like to use for practice (one for each student in each pair); they will not have to practise every situation.

2. Demonstrate the task yourself with a student using one of the situations. Put the students into pairs to practise the two situations they chose in Exercise C1. Monitor and assist. Make a note of problems and errors. As feedback, ask volunteers to perform one of their role-play conversations.

Closure

1. Go over errors that you picked up during your monitoring.

2. Ask students to cover the conversations in the Course Book. Students must try to remember one or two of the conversations.

3. Elicit students’ favourite places to eat on campus, and the reasons for their preferences.

5.4 Speaking review (2): Pronouncing vowels; stressing words; using fixed phrases; yes/no questions

Introduction

Use flashcards to revise the meaning and pronunciation of a few selected words from either this theme or the course in general.

Alternatively, elicit one or two conversations from the Everyday English lesson (Course Book page 141) and practise them with the class.

A Pronouncing vowels correctly

Set the matching task for the short vowels. Students work individually and then check in pairs. Elicit answers. Drill some of the words. Repeat the procedure for the long vowels and diphthongs. Explain that students must now choose any five words from the activity and make a sentence with each of them. You can set this for either individual work or pairwork.

Tell students each sentence must be at least six words long. So, for example, I am shy is not acceptable. On the other hand, I am very shy so I don’t like going to parties is a good sentence.

Elicit some of the students’ sentences and correct them if necessary, both for grammar and pronunciation. Drill some of the more interesting sentences.

In pairs, students practise saying some of the sentences to each other, making sure the pronunciation of vowel sounds is correct.

Answers

Short vowels

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mix</td>
<td>/i/</td>
<td></td>
<td>friend</td>
</tr>
<tr>
<td>2. flat</td>
<td>/æ/</td>
<td></td>
<td>lot</td>
</tr>
<tr>
<td>3. job</td>
<td>/ə/</td>
<td></td>
<td>luck</td>
</tr>
<tr>
<td>4. dust</td>
<td>/ʌ/</td>
<td></td>
<td>pitch</td>
</tr>
<tr>
<td>5. net</td>
<td>/e/</td>
<td></td>
<td>snack</td>
</tr>
</tbody>
</table>

Long vowels and diphthongs

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fee</td>
<td>/i:/</td>
<td></td>
<td>burst</td>
</tr>
<tr>
<td>2. smart</td>
<td>/aɪ/</td>
<td></td>
<td>brake</td>
</tr>
<tr>
<td>3. court</td>
<td>/ɔ/</td>
<td></td>
<td>fall</td>
</tr>
<tr>
<td>4. rude</td>
<td>/u:/</td>
<td></td>
<td>noise</td>
</tr>
<tr>
<td>5. worst</td>
<td>/ɜ:/</td>
<td></td>
<td>role</td>
</tr>
<tr>
<td>6. plain</td>
<td>/eu/</td>
<td></td>
<td>keep</td>
</tr>
<tr>
<td>7. own</td>
<td>/au/</td>
<td></td>
<td>far</td>
</tr>
<tr>
<td>8. shy</td>
<td>/aʊ/</td>
<td></td>
<td>group</td>
</tr>
<tr>
<td>9. cloud</td>
<td>/aʊ/</td>
<td></td>
<td>sound</td>
</tr>
<tr>
<td>10. boy</td>
<td>/ɔ/</td>
<td></td>
<td>tide</td>
</tr>
</tbody>
</table>
B Stressing words correctly
1. Spend a few minutes revising the meaning of some of the words in the box. (You will not have time to revise all of them.) Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.
2. Once again, students can work on choosing five words and writing sentences either individually or in pairs. Elicit some of the sentences and, after doing any necessary corrections, drill two or three.

Answers

<table>
<thead>
<tr>
<th></th>
<th>oO</th>
<th>Ooo</th>
<th>oOo</th>
</tr>
</thead>
<tbody>
<tr>
<td>substance</td>
<td>persuade</td>
<td>atmosphere</td>
<td>impression</td>
</tr>
<tr>
<td>symbol</td>
<td>between</td>
<td>customer</td>
<td>recruitment</td>
</tr>
<tr>
<td>vapour</td>
<td>career</td>
<td>influence</td>
<td>vacation</td>
</tr>
<tr>
<td>lightning</td>
<td>predict</td>
<td>primary</td>
<td>behaviour</td>
</tr>
<tr>
<td>difference</td>
<td>reward</td>
<td>tertiary</td>
<td>semester</td>
</tr>
</tbody>
</table>

Optional activity
Do the sentence activity as a quiz or a competition. Divide the class into teams. Write each target word on a piece of paper. Put all the pieces of paper into a hat or a bag. Each team takes it in turns to pull out a piece of paper. Each team must make a correct sentence with the word. This can be done with the whole team working on the sentence, or with team members taking it in turns.

Award points for correctly stressed words and pronunciation of sentences, correct grammar, and for using at least six words in the sentence.

C Using fixed phrases
Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs.

If students are finding it difficult, write all the answers on the board in the wrong order, so students can match the answers to the correct phrase. As before, students can work on choosing five phrases and writing sentences either individually or in pairs.

Answers
1. I’m going to talk about ...
2. First of all, I will ...
3. Then I’ll tell you about ...
4. Finally, I’ll mention some of the ...
5. It’s every year on the 30th. Sorry. Did you say the 30th?
6. I don’t understand. Could you repeat that?
7. Did you know that ...
8. Apparently, the first powered flight happened in ...
9. According to research in the USA ...
10. It says here that ...
11. I think that children watch too much TV.
12. Now we turn to ...
13. Firstly, there are ...
14. Next we have ...

D Making yes/no questions
1. Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Practise the questions, making sure students are using a rising intonation pattern. Elicit the possible yes/no answers for each question.

Divide the class into pairs. Students ask and answer the questions. Monitor and give feedback.

Answers
a. Is your house near here?
b. Do you like football?
c. Have you got a car?
d. Can you play tennis?
e. Would you like to go abroad?
f. Did you do homework last night?
g. Are you from Italy?
h. Were you good at Maths at school?
i. Could you tell me the time?

Optional activity
Students think of a different question for each beginning. For example, with the verb Is from question 1: Is that your mobile phone? Is there an internet connection in your room? Is that a new jacket? etc.

Students practise the new questions and answers in pairs. Monitor once more.
2. Set for pairwork. Go round and monitor.

3. Check students understand the task and make sure they realize that more than one question is sometimes possible. Students complete the activity individually, then compare their answers in pairs. Elicit answers and drill each question. Students practise asking and answering in pairs.

Now ask students to think of a different question using each question word (where, how, what, etc.) Students ask and answer in pairs, this time giving true answers for themselves. For example:

Student A: *Where is your accommodation?*
Student B: *It’s not far from the university.*

**Answers**

Model answers (others are possible):

| a. Where are you from? / Where do you come from? | Japan. |
| b. How old are you? | I’m 18. |
| c. What do you do? | I’m a student. |
| d. How much is this? | It’s $5. |
| e. Where is the library? | On the second floor. |
| f. When does it start? | At 10.00 a.m. |
| g. How long does it last? | Two hours. |
| h. How many people came to the party? | About 20. |
| i. How often do you go out in the evening? | Once or twice a week. |
| j. Who is in charge of Year 1? | Mrs Johnson. |

---

**Editing sentences**

Check students understand the task. Set the task for students to complete in pairs or groups of three. Then elicit answers, preferably using an electronic projection.

Note that there are a variety of ‘mistakes’ (wrong word, word order, something missing or something extra, etc.). Drill some of the sentences.

**Answers**

See table below.

**Making questions**

Students complete individually. Elicit answers, preferably using an electronic projection.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What would you like to eat?</td>
<td>1. What would you like to eat?</td>
</tr>
<tr>
<td>2. Please can I have the bill?</td>
<td>2. Please can I have the bill?</td>
</tr>
<tr>
<td>3. Would you like ice?</td>
<td>3. Would you like ice?</td>
</tr>
<tr>
<td>4. Are you ready to order?</td>
<td>4. Are you ready to order?</td>
</tr>
<tr>
<td>5. Can I get you anything else?</td>
<td>5. Can I get you anything else?</td>
</tr>
<tr>
<td>6. Did you enjoy your meal?</td>
<td>6. Did you enjoy your meal?</td>
</tr>
<tr>
<td>7. Would you like the dessert menu?</td>
<td>7. Would you like the dessert menu?</td>
</tr>
<tr>
<td>8. Would you prefer still or sparkling water?</td>
<td>8. Would you prefer still or sparkling water?</td>
</tr>
<tr>
<td>9. Have you finished, sir?</td>
<td>9. Have you finished, sir?</td>
</tr>
</tbody>
</table>

**Closure**

If there’s time, students can ask and answer questions in pairs. Decide as a class what the topic will be (preferably food or diet-related, but this is not essential).

---

**Answers for E**

<table>
<thead>
<tr>
<th>Corrected</th>
<th>Original</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t think it isn’t a good idea.</td>
<td>I don’t think it’s a good idea.</td>
</tr>
<tr>
<td>We do not celebrate very much birthdays.</td>
<td>We do not celebrate birthdays very much.</td>
</tr>
<tr>
<td>Goalkeepers can touch the ball with their hands.</td>
<td>Goalkeepers can touch the ball with their hands.</td>
</tr>
<tr>
<td>I’m going to make the examination next month.</td>
<td>I’m going to take the examination next month.</td>
</tr>
<tr>
<td>Who did invent the bicycle?</td>
<td>Who invented the bicycle?</td>
</tr>
<tr>
<td>When Karl Benz invented the motor car?</td>
<td>When did Karl Benz invent the motor car?</td>
</tr>
<tr>
<td>I’d like having tea.</td>
<td>I’d like to have tea.</td>
</tr>
<tr>
<td>Would you mind to open the window?</td>
<td>Would you mind opening the window?</td>
</tr>
<tr>
<td>It was sunny because I went for a walk.</td>
<td>It was sunny so I went for a walk.</td>
</tr>
<tr>
<td>My city is on the Nile that is the longest river in the world.</td>
<td>My city is on the Nile, which is the longest river in the world.</td>
</tr>
</tbody>
</table>
Workbook answers

Speaking

**Exercise A**
Answers depend on students.

**Exercise B**
See transcript on page 127 of the Workbook.

**Exercise C**
Answers depend on students.

**Exercise D**
1./3.

<table>
<thead>
<tr>
<th>countable</th>
<th>uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuit</td>
<td>butter</td>
</tr>
<tr>
<td>vegetable</td>
<td>bread</td>
</tr>
<tr>
<td>lemon</td>
<td>rice</td>
</tr>
<tr>
<td>pea</td>
<td>chocolate</td>
</tr>
<tr>
<td>meal</td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td>cheese</td>
</tr>
<tr>
<td></td>
<td>meat</td>
</tr>
<tr>
<td></td>
<td>fish</td>
</tr>
<tr>
<td></td>
<td>food</td>
</tr>
<tr>
<td>university</td>
<td>education</td>
</tr>
<tr>
<td>advertisement</td>
<td>advertising</td>
</tr>
<tr>
<td>brain</td>
<td>behaviour</td>
</tr>
<tr>
<td>mind</td>
<td>biology</td>
</tr>
<tr>
<td>danger</td>
<td>danger</td>
</tr>
<tr>
<td></td>
<td>equipment</td>
</tr>
<tr>
<td></td>
<td>happiness</td>
</tr>
<tr>
<td></td>
<td>music</td>
</tr>
<tr>
<td></td>
<td>psychology</td>
</tr>
</tbody>
</table>
Exercise E

1./2. a. The bread are / is on the table.
   b. The food in that restaurant isn’t / aren’t very good.
   c. There isn’t any / some milk in the fridge.
   d. Many children eat less / fewer fruit than in the past.
   e. Do you like this / these juice? It’s / They’re a new flavour.
   f. Would you like a / some meat for dinner?
   g. Be careful using that / those equipment. It is / they are dangerous.
   h. I really like this / these vegetables. What is it / are they called?

3. a. The bread is on the table.
   b. The food in that restaurant isn’t very good.
   c. There isn’t any milk in the fridge.
   d. Many children eat less fruit than in the past.
   e. Do you like this juice? It’s a new flavour.
   f. Would you like some meat for dinner?
   g. Be careful using that equipment. It is dangerous.
   h. I really like these vegetables. What are they called?

Exercise F

Answers depend on students.

Practice

Exercise A

1./2.

<table>
<thead>
<tr>
<th>a. What would you like?</th>
<th>e. Three or four cups a day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Are you ready to order?</td>
<td>a. A cappuccino, please.</td>
</tr>
<tr>
<td>d. Could I have tomato ketchup, please?</td>
<td>b. Could you give us another few minutes?</td>
</tr>
<tr>
<td>e. How much coffee do you drink?</td>
<td>f. No, not very often.</td>
</tr>
<tr>
<td>f. Do you eat a lot of vegetables?</td>
<td>g. No, sorry, I’m afraid we haven’t.</td>
</tr>
<tr>
<td>g. Have you got fresh orange juice?</td>
<td>c. No, thanks.</td>
</tr>
<tr>
<td>h. Where do I pay?</td>
<td>h. Over there, at the cash desk.</td>
</tr>
<tr>
<td>i. Is the Thai red curry very hot?</td>
<td>i. Yes, it’s quite spicy.</td>
</tr>
</tbody>
</table>

Exercise B

1./2. a. My name is Bani and I come from – India.
   b. I work in a pickle factory.
   c. I get up at about 8.00 a.m. and have – breakfast.
   d. The meal is always – tea and a piece of bread.
   e. I do the cleaning and then I go to – work at the factory.
   f. I mix – spices into the fruit and vegetable mixture.
   g. We mainly use – lemons, mangoes or green chillies.
   h. I get – lunch at – work.
   i. There is a break at half past twelve.
   j. – lunch is usually – bread, vegetables, rice and curry with a glass of water.
   k. I finish – work at 5.00 p.m.
I. I do – more cleaning and other housework.

m. We have – dinner at 9.00 p.m.

n. It is usually the same as lunch.

**Exercise C**
Answers depend on students.

**Extended speaking**

**Exercise A**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a slice of</td>
<td>9</td>
</tr>
<tr>
<td>a piece of</td>
<td>10</td>
</tr>
<tr>
<td>a carton of</td>
<td>8</td>
</tr>
<tr>
<td>a spoonful of</td>
<td>5</td>
</tr>
<tr>
<td>a glass of</td>
<td>1</td>
</tr>
<tr>
<td>a can of</td>
<td>4</td>
</tr>
<tr>
<td>a handful of</td>
<td>3</td>
</tr>
<tr>
<td>a large</td>
<td>6</td>
</tr>
<tr>
<td>a bowl of</td>
<td>7</td>
</tr>
<tr>
<td>two small</td>
<td>2</td>
</tr>
</tbody>
</table>

**Exercise B**

1. fruit 13%  vegetables 17%
   dairy products 13%
   carbohydrates 44%
   meat and fish 9%
   fats and sweets 4%

2. carbohydrates: pasta, bread, rice
   vegetables: carrots, beans, peas
   dairy: milk, cheese, eggs, yoghurt
   fruit: apples, oranges
   meat and fish: chicken, beef (meat); cod, salmon (fish)
   fats: milk, cheese

**Exercises C, D and E**
Answers depend on students.
Reading: How to eat healthily

5.5 Vocabulary for reading:
Three square meals a day

Objectives
By the end of the lesson, students should be able to:
- understand target vocabulary for the Reading section;
- identify vocabulary in its written form.

Introduction
Exploit the visuals in the usual way.

A Reviewing vocabulary
Check students understand the task and go over the example. Students discuss more pairs of words in pairs. Elicit ideas.

Answers
Answers depend on the students, but here are a few ideas:

<table>
<thead>
<tr>
<th>protein</th>
<th>carbohydrate</th>
<th>they are both nutrients</th>
</tr>
</thead>
<tbody>
<tr>
<td>vegetables</td>
<td>fruit</td>
<td>they are both kinds of food</td>
</tr>
<tr>
<td>hungry</td>
<td>thirsty</td>
<td>they both mean want – food and drink</td>
</tr>
<tr>
<td>apple</td>
<td>orange</td>
<td>both fruit</td>
</tr>
<tr>
<td>carrot</td>
<td>tomato</td>
<td>both vegetables</td>
</tr>
<tr>
<td>milk</td>
<td>bottle</td>
<td>you can get milk in a bottle</td>
</tr>
<tr>
<td>bowl</td>
<td>cereal</td>
<td>you can put cereal in a bowl</td>
</tr>
<tr>
<td>spoonful</td>
<td>sugar</td>
<td>you put spoonfuls of sugar in tea or coffee</td>
</tr>
<tr>
<td>potatoes</td>
<td>rice</td>
<td>they are both carbohydrates</td>
</tr>
<tr>
<td>more</td>
<td>less</td>
<td>they are opposites</td>
</tr>
</tbody>
</table>

B Understanding new vocabulary
Check students understand the task and go over the example. Students discuss the meanings. Elicit ideas.

Answers

1. lose (weight) put on
2. use store
3. increase reduce
4. eat starve
5. healthy (food) junk (food)
6. slow down speed up
7. problem solution
8. fresh frozen

Optional activity
If there is time, you could ask students to make a sentence with some of the words.

C Understanding new vocabulary in context
Set the task. Students work in pairs to discuss possible meanings. Elicit answers. Give feedback orally.

Answers
Answers depend on the students, but here are some suggestions:
1. chew – use your teeth to break up food
   swallow – send food to your stomach
2. low-fat – this usually means a form of a product with reduced fat content
3. peanuts – see top right-hand picture
4. recipe – see bottom-right picture;
   instructions for making a particular food product
5. fridge – see top middle picture
6. bar – see top left-hand picture

D Using new vocabulary
Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers
1. The car slowed down, then it speeded up again.
2. You should try to reduce your intake of fatty foods.
3. You shouldn’t eat so many burgers and chips. All that junk food is not good for you.
4. Some people starve themselves. They hardly eat anything.
5. The human body stores energy in the form of fat.
6. You don’t have to turn off the television. You can carry on watching it.
7. If you don’t do enough exercise, you **put on** weight.
8. I can’t follow this **recipe** for a chocolate cake. It’s too complicated.

**Closure**

Ask students to close their books. Write the target vocabulary from Exercise C or Exercise D on the board (or say it aloud) and elicit the full sentence, for example:

**T:** speeded up
**Ss:** The car slowed down, then it speeded up again.

### 5.6 Reading review (1): The dos and don’ts of healthy eating

**Objectives**

By the end of the lesson, students should be able to:
- demonstrate understanding of target vocabulary in context;
- use previously learnt reading skills in order to understand a text;
- demonstrate understanding of common core knowledge about healthy eating habits.

**Introduction**

Dictate some of the sentences from Exercises C and D from the previous lesson.

**A Reviewing vocabulary**

Set the task. Students discuss answers in pairs. Elicit answers.

**Answers**

See table below.

**B Activating ideas**

Once students have read the title, you will probably have to explain it!

Write the headline on the board: **The dos and don’ts of healthy eating.** Underline as shown.

Elicit what the article is going to be about.

Write the verbs **do** and **don’t** on the board. Explain that when we have a list of things you should **do** we call them **dos** /dəʊz/; it is really turning the verb into a noun. **Don’ts** /dəʊnts/ are the things we should not do. Add an **s** to the verbs on the board.

Now check students understand the task.

Students discuss sentences in pairs. Elicit ideas. Also elicit reasons for opinions.

**Answers**

1. Don’t drink anything while you are eating. ✓
2. I had a good meal in a restaurant last week. ❌
3. I love eating burger and chips. ❌
4. I will try to eat in a more healthy way in future. ❌
5. You must eat many different kinds of food each week. ✓
6. You should eat fruit every day. ✓

**Methodology note**

The modal **will** is used throughout the text. It is used to make predictions (or possibly promises) about the future:

**You will enjoy your meal better.**
**You will not eat as much.**

There is also an implied conditional meaning:

**If you don’t eat in front of the TV, you will enjoy your meal better.**

There is an optional activity below to practise this point.

<table>
<thead>
<tr>
<th>1. apples</th>
<th>potatoes</th>
<th>lemons</th>
<th>oranges</th>
<th>They are not a fruit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. meat</td>
<td>juice</td>
<td>tea</td>
<td>coffee</td>
<td>It is not a drink.</td>
</tr>
<tr>
<td>3. chocolate</td>
<td>pasta</td>
<td>cake</td>
<td>sweets</td>
<td>It does not have much sugar.</td>
</tr>
<tr>
<td>4. ice-cream</td>
<td>butter</td>
<td>cheese</td>
<td>rice</td>
<td>It is not a dairy product.</td>
</tr>
<tr>
<td>5. potatoes</td>
<td>eggs</td>
<td>crisps</td>
<td>chips</td>
<td>It is not connected with potatoes.</td>
</tr>
<tr>
<td>6. carrots</td>
<td>peas</td>
<td>cabbage</td>
<td>chicken</td>
<td>It is not a vegetable.</td>
</tr>
</tbody>
</table>
Understanding a text

Before students read the text, ask them to discuss the questions in pairs. Elicit some of their ideas but do not confirm or correct answers at this stage.

Students read the text and make notes of the answers. Elicit answers. Ask students to find and underline the following vocabulary:

- snack
- slow down
- speed up
- body rate
- saturated fats
- carry on
- reduce
- put on weight
- chew

Check students can remember the meanings.

Answers

1. Why should you eat breakfast?
   - You should eat breakfast. Because it will reduce your intake at the next meal.

2. Why should you eat healthy snacks?
   - You should eat healthy snacks. Because it helps you to eat food very quickly.

3. Why should you drink water?
   - You should drink water. Because it actually leads to fatness.

4. Why should you eat a variety of foods?
   - You should eat a variety of foods. Because you must meet all the needs of your body.

5. Why shouldn’t you shop when you are hungry?
   - You shouldn’t shop when you are hungry. Because you may buy sweets then.

6. Why shouldn’t you eat in front of the TV?
   - You shouldn’t eat in front of the TV. Because it will wake up your body.

7. Why shouldn’t you starve?
   - You shouldn’t starve. Because you may eat too fast.

8. Why shouldn’t you drink while you are eating?
   - You shouldn’t drink while you are eating. Because it will fill up your stomach.

Extra activities

1. Discuss with students the different ways of giving advice in the text:
   - Imperatives – Have a piece of fruit. Don’t eat in front of the TV.
   - Should – You should eat bread and fruit.
   - Zero conditional – If you like a particular food a lot, carry on eating it.

Ask students to find and underline more examples.

2. Elicit the meaning of some of the phrases in the text:
   - Even if – even (adv) is used for emphasis; it means ‘it doesn’t matter’
   - On the one hand, on the other hand – explain these phrases by gesturing with your hands.

Showing comprehension with conditional sentences

Do the first sentence as an example and check understanding. Set for pairwork. Elicit answers. If students are struggling or get the wrong completion, refer them back to the text.

Answers

1. If you eat healthy snacks, ...
   - You will not be so hungry!

2. If you don’t eat breakfast, ...
   - Your body will slow down.

3. If you drink water after your meal, ...
   - You will stay full/not be hungry.

4. If you shop when you are hungry, ...
   - You will buy the wrong kind of food.

5. If you eat a variety of foods, ...
   - You will be more healthy.

6. If you don’t eat in front of the TV, ...
   - You will enjoy your food more.

7. If you don’t eat for a long time, ...
   - You may put on weight/your body will slow down and put on fat.

8. If you don’t drink with your food, ...
   - You will chew for longer.
**E Reading and reacting**

Students discuss the question in pairs. Elicit some of their ideas.

**Answers**

Answers depend on students.

**Closure**

Use one of the extra activities from Exercise C, or continue to discuss the points from Exercise D.

---

**5.7 Reading review (2): The hidden dangers in food**

**Objectives**

By the end of the lesson, students should have reviewed the following reading sub-skills:

- recognizing words from the first few letters;
- predicting content from context and tables;
- dealing with new words from context;
- recognizing parts of speech, functions and extra information in sentences.

**Introduction**

Use Exercise A as the introduction.

**Methodology note**

In this course, students have learnt two main ways of recognizing words quickly: from the first few letters, and from the first and last letter of a word. Exercise A revises the former. In this case, it is slightly harder than it would normally be because there are no specific schemata – the words come from all the themes – but it should still be possible for students to suggest words.

**A Reviewing vocabulary**

Point out that these words come from the whole course. They are not connected with food. Also point out that there may be more than one possible word in some cases, e.g., accurate, accept or accommodation. Any word that begins in this way is acceptable (there’s another one!) this time, because no schemata have been established.

Students complete the task individually, then compare their answers in pairs. Elicit answers. Elicit the part of speech for each answer. You can also, if there is time, elicit the other parts of speech for each word. Point out that estimate and influence can be nouns or verbs. Ask students to give you a sentence for each word; students can either invent a sentence or try to remember one using the target word from the course.

**Answers**

1. accurate (adj); accept; accommodation
2. affect (v); afford (v)
3. combination (n)
4. contribute (v); contain (v)
5. demographic (adj); demonstrate (adj)
6. estimate (n/v)
7. influence (n/v); information (n); inform (v)
8. principle (n); print (v)
9. requirement (n)
10. situated (v)

**Optional activity**

Here are some more words you could give to the class, if there is time. Alternatively, you could give these words to more able students:

| 1. inh | abit / ant |
| 2. maj | or / ity |
| 3. exp | eriment |
| 4. tech | nology |
| 5. meas | urement |

**Methodology notes**

1. The final text is not supplied here. This is a good opportunity to reinforce the idea to students that, in the academic world, they will not be able to read every text in full. Students should use headings and other context to decide if the full text is worth reading. This lesson is therefore good practice for that situation.
2. While it is important for students to be aware of food issues, it is also important not to encourage any kind of obsessive behaviour – particularly if you think any of your students may have eating disorders. The students should reach the conclusion that ‘everything in moderation’ is the best policy, and that lifestyle – including exercise – is as important as food intake.

**Predicting information**

Ask students: *What should you look at before you read a text?* Elicit the following:
- the title, heading, subheadings
- pictures, graphs, tables
- section headings
- topic sentences

With the right-hand column covered in the Course Book, write the title of the text on the board: *The hidden dangers in food.*

Check understanding of the word hidden. Elicit possible predictions of what the text could be about; students may suggest dangers such as poison or dangerous chemicals in food, a piece of glass or another object. These are all acceptable possibilities but do not confirm or correct any at this stage.

1. Ask students to uncover the right-hand column. Ask students to study the headings and extracts. Students discuss the question in pairs. Elicit answers.
2. Elicit one or two ideas for the first item (salt). Students discuss the remaining items in pairs. Elicit ideas.

**Answers**

Answers depend on the students, but here are some suggestions:

1. The text will be about hidden salt, sugar and fat in our food. Too much of these can be dangerous.
2. a. Don’t eat too much salt; there is a lot of hidden salt in some food, e.g., sausages, salami, sliced meat, ready meals, etc.
   b. Don’t eat too many fatty foods because too much fat can be dangerous.
   c. Check labels to find salt, fat, calories, etc.
   d. Reduce your calories after 18, check how many calories you eat each day if you are overweight, but do not be obsessed with calories.
   e. Home-cooked food is better for you than processed supermarket food.
   f. These are all sugars and too much of these can be bad for you.
   g. Try not to eat more than your recommended intake of salt, fat, etc.

**Dealing with new words**

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit ideas.

**Answers**

Answers depend on the students, but here are some ideas:
- *give up* (v) – stop doing something, usually a habit like smoking, e.g., He has given up smoking – again!
- *processed* (adj) – food that has had chemicals added in a food factory; the chemicals make the food last longer or look more attractive
- *addictive* (adj) – something that you can’t stop eating/taking
- *harm* (v) – bad for your health
- *savoury* (adj) – the opposite of *sweet*

**Reading tables**

1. Go over the headings on the tables and check understanding. Ask students to give you the information that is true for them. For example, they should not eat more than 6 grams of salt every day; if they are male, they should not have a daily intake of more than 80 grams of fat. Check students understand the task. Students discuss the numbers in pairs. Elicit answers.
2. Check students understand the task. If necessary, demonstrate the task yourself using a more able student. Monitor while students are working in pairs. Give feedback.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>70 (F)</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>2,110</td>
</tr>
</tbody>
</table>
Recognizing parts of speech

Exploit the visuals. Explain that they are all ways of preserving food. Elicit other foods that are often frozen, dried or canned.

1. Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

2. Students discuss answers in pairs. Elicit answers.

Answers

1.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. two nouns</td>
<td>salt/health</td>
</tr>
<tr>
<td>b. one verb</td>
<td>is</td>
</tr>
<tr>
<td>c. one adjective</td>
<td>important</td>
</tr>
<tr>
<td>d. one preposition</td>
<td>for</td>
</tr>
<tr>
<td>e. one adverb</td>
<td>very</td>
</tr>
</tbody>
</table>

2.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. the subject</td>
<td>the brain</td>
</tr>
<tr>
<td>b. the verb</td>
<td>needs</td>
</tr>
<tr>
<td>c. the object</td>
<td>salt</td>
</tr>
</tbody>
</table>

Recognizing information in a text

Set the task. Ask students how they can quickly find each of the items. Elicit:
- look for imperatives – should/must
- look for past tense forms, regular and irregular
- look for frequency adverbs, e.g., always

Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. advice:
   - ... stop putting salt on your food.
   - ... don’t buy ready-meals ...

2. past facts:
   - ... salting was the main way to preserve meat.
   - In 2001, people in Britain consumed 9.5 grams of salt each day.

3. statements of frequency:
   - If people do not have enough salt, they sometimes die.
   - People with high blood pressure often have a heart attack or a stroke.

Recognizing extra information

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Now ask students to cover the text. Ask students to give you some of the complete sentences from the text including the extra information, for example:

Salt is very important for health. The brain needs salt for messages to the hands and feet.

Answers

1. Why is salt important? for health
2. Why does the brain need salt? for messages to the hands and feet
3. Why does the heart need salt? to work correctly
4. What happens if people do not have enough salt? they sometimes die
5. What other ways of preserving food are there? freezing, drying and canning
6. Who can salt be dangerous for? young children and old people
7. What happens if people have too much salt? they can develop high blood pressure
8. How much is six grams of salt? a teaspoon

Closure

Do a ‘salt quiz’ with the class using the following questions (remind them that 1,000 mg = 1 g):

How much salt is in ...
- a packet of crisps: 1 mg / 5 mg / 1 g / 5 g? (1 g or one-sixth of daily allowance for adults; for a child aged six, this is one-third of daily allowance)
- a supermarket sandwich: <4 mg / 2–3 g / <4 g / >4 g? (more than 4 g on average; many of them have as much as 8–10 grams of salt)
- a slice of supermarket white bread: 50 mg / 500 mg / 1 g / 5 g? (500 mg per slice)
- a bowl of cornflakes: 50 mg / 75 mg / 750 mg / 1.75 mg? (750 mg)
- a tin of tomato soup: 25 mg / 250 mg / 2 g / 2.5 g? (2.5 g)
- 100 g of ready-made tomato pasta sauce: 0.5 g / 1 g / 2 g / 3 g? (2g)
- 15 ml (a tablespoon) of tomato ketchup: 100 mg / 250 mg / 300 mg / 500 mg? (500 mg)
5.8 Reading review (3): Plan for your life

Objectives
By the end of the lesson, students should have reviewed:
• target vocabulary from the theme;
• key reading skills from the course – using co-text to predict content, transferring information from text to table, using deictic reference.

Introduction
Ask students the following questions (see also the questions for discussion at the end of the lesson):
What did you have for breakfast or lunch? How healthy was it?
What are you going to have for dinner? Are you planning to have something healthy?
How much protein/carbohydrates/fat/sugar/salt have you had so far today?
Encourage students to use as much target language from the theme as possible in their answers.

Reviewing vocabulary
Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Note the grouping of phrase types below, i.e., 1–3: of; 4–7: adjectives; 8–10: verbs. Ask students to write sentences for some of the phrases.

Answers

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a piece of ...</td>
<td>bread, cheese, meat</td>
<td>Activating ideas</td>
<td>Using a key skill</td>
</tr>
<tr>
<td>2. a bar of ...</td>
<td>chocolate</td>
<td>1. Give students a few moments to look at the heading, subheading, and visuals. Students may not be able to articulate many ideas but remember that any thoughts are better than none!</td>
<td></td>
</tr>
<tr>
<td>3. a glass of ...</td>
<td>water, juice</td>
<td>2. Give students time to read the sentences. Check understanding. Then set the task. Students discuss the sentences in pairs. Now ask students to read the text to check their ideas. Elicit answers.</td>
<td></td>
</tr>
<tr>
<td>4. saturated ...</td>
<td>fats</td>
<td>Answers</td>
<td>Answers</td>
</tr>
<tr>
<td>5. low-fat ...</td>
<td>snack</td>
<td>1. Make a food plan that's practical for you.</td>
<td></td>
</tr>
<tr>
<td>6. fatty ...</td>
<td>foods</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>7. junk ...</td>
<td>food</td>
<td>a. Go to the shops regularly ...</td>
<td>the problems</td>
</tr>
<tr>
<td>8. eat between ...</td>
<td>meals</td>
<td>b. You get home at 3.00 p.m. and you're starving.</td>
<td>the solutions</td>
</tr>
<tr>
<td>9. reduce ...</td>
<td>the portion</td>
<td>c. ... plan to have ten-minute meals.</td>
<td></td>
</tr>
<tr>
<td>10. store ...</td>
<td>fat</td>
<td>d. You are a complete failure, aren't you?</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>S</td>
<td>e. You must make an eating plan ...</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>P</td>
<td>f. You plan a healthy meal, but it's a complicated recipe.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>P</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Understanding a text
Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs.

Answers

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. no healthy things in fridge</td>
<td>go shopping regularly, buy healthy things</td>
<td>the problems</td>
<td>the solutions</td>
</tr>
<tr>
<td>2. go with friends to burger bar</td>
<td>burger bars have a healthy choice</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>3. you are hungry at 3.00 p.m.</td>
<td>have healthy snack</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>4. complicated recipe</td>
<td>plan ten-minute meals</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>5. failure</td>
<td>unhealthy meals OK now and then</td>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Using a key skill
Check students understand the task and go over the example. Students can either discuss in pairs or you can set for individual completion and pairwork checking. Elicit answers, preferably using an electronic projection of the text. You can then highlight the pronouns and adverbs, and draw arrows to the references.
Theme 5: Reading

Objectives

By the end of the lesson, students will have:

- reviewed core knowledge from the course;
- recycled the vocabulary from the course.

Methodology notes

On this occasion, no answers are printed on the page. However, for less able students there is a photocopiable worksheet with the answers in a jumbled order with an answer key on pages 252 and 253.

Introduction

Tell students they are going to do a knowledge quiz on all the themes from Level 2. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the themes.

Knowledge quiz

Ask students to work in groups, reading each question and trying to agree on a good answer.

Closure

Either elicit answers from groups – competitively if you wish – or read out an answer (see the next page) and get students to tell you the appropriate question.

Reading and reacting

Divide the class into small groups of three or four. Students discuss the questions. You can write the following supplementary questions on the board (choose a few) for further discussion:

- How often do you go shopping for food?
- Do you plan meals in advance?
- Do you use recipes for cooking?
- How many ready-meals and take-aways do you eat each week?
- What’s in your fridge at the moment?
- How much food do you throw away each week?
- How much do you spend on food?
- What healthy recipes do you know?
- Do you eat at regular times?
- How often do you have snacks?

Answers

Answers depend on students.


<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Then (line 3)</td>
<td>after the plan</td>
</tr>
<tr>
<td>2. there (line 5)</td>
<td>in the fridge</td>
</tr>
<tr>
<td>3. Then (line 7)</td>
<td>after making a healthy sandwich</td>
</tr>
<tr>
<td>4. It (line 8)</td>
<td>saying no/refusing to go with them</td>
</tr>
<tr>
<td>5. then (line 12)</td>
<td>at 3.00 p.m.</td>
</tr>
<tr>
<td>6. it (line 14)</td>
<td>the meal</td>
</tr>
<tr>
<td>7. it (line 20)</td>
<td>changing your life to match your eating plan</td>
</tr>
<tr>
<td>8. them (line 22)</td>
<td>healthy snacks</td>
</tr>
<tr>
<td>9. them (line 25)</td>
<td>meals with friends</td>
</tr>
<tr>
<td>10. then (line 29)</td>
<td>at 3.00 p.m./when you are hungry</td>
</tr>
</tbody>
</table>
### Answers

**Model answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is gender equality?</td>
<td>The idea that men and women should be treated the same, e.g., paid the same for the same job.</td>
</tr>
<tr>
<td>2. What is the social distance for colleagues in Britain?</td>
<td>About one metre.</td>
</tr>
<tr>
<td>3. What is a subject portal?</td>
<td>A collection of web resources which have been checked for accuracy.</td>
</tr>
<tr>
<td>4. What do sociologists study?</td>
<td>Human behaviour in groups.</td>
</tr>
<tr>
<td>5. What is bullying?</td>
<td>Making fun of something which a person cannot change, e.g., race, colour, height.</td>
</tr>
<tr>
<td>7. What are the points on Leary’s interpersonal circle?</td>
<td>Dominant – submissive, hostile – friendly.</td>
</tr>
<tr>
<td>8. How can you make a good impression at the start of an interview?</td>
<td>Sit up straight, put your hands in your lap or on the table, look at the interviewer and smile.</td>
</tr>
<tr>
<td>10. Why should you draw up a short list of candidates for a job?</td>
<td>Because it takes a long time to interview all the applicants.</td>
</tr>
<tr>
<td>12. What is the Palio?</td>
<td>A horse race in Italy.</td>
</tr>
<tr>
<td>13. What did Russia launch in 1957?</td>
<td>The first artificial satellite.</td>
</tr>
<tr>
<td>14. What was published for the first time in Britain in 1881?</td>
<td>The first real magazine.</td>
</tr>
<tr>
<td>16. Where did the game of chess originate?</td>
<td>In India.</td>
</tr>
<tr>
<td>17. What is the objective of football?</td>
<td>To score more goals than the opponents.</td>
</tr>
<tr>
<td>18. What is a parade?</td>
<td>A procession of people, usually at a festival.</td>
</tr>
<tr>
<td>19. What does working shifts mean?</td>
<td>Working at one time of day in one week or month, and a different time of day at another.</td>
</tr>
<tr>
<td>20. Who invented a rocket in 1934 which used liquid oxygen?</td>
<td>Werner von Braun, a German scientist.</td>
</tr>
<tr>
<td>21. Who developed gunpowder in about 800 BCE?</td>
<td>Someone in Ancient China.</td>
</tr>
<tr>
<td>22. When did the Wright brothers make the first powered flight?</td>
<td>On 17th December, 1903.</td>
</tr>
<tr>
<td>23. When was the board game chess invented?</td>
<td>Over 2,000 years ago.</td>
</tr>
<tr>
<td>24. When do you say checkmate?</td>
<td>In chess, when your opponent’s king cannot move.</td>
</tr>
</tbody>
</table>
Workbook answers

Reading

Exercise A

1.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>recommend</td>
<td>recommendation</td>
</tr>
<tr>
<td>balance</td>
<td>balance</td>
</tr>
<tr>
<td>damage</td>
<td>damage</td>
</tr>
<tr>
<td>die</td>
<td>death</td>
</tr>
<tr>
<td>preserve</td>
<td>preservation</td>
</tr>
<tr>
<td>reduce</td>
<td>reduction</td>
</tr>
<tr>
<td>solve</td>
<td>solution</td>
</tr>
<tr>
<td>starve</td>
<td>starvation</td>
</tr>
<tr>
<td>store</td>
<td>store</td>
</tr>
<tr>
<td>vary</td>
<td>variety</td>
</tr>
</tbody>
</table>

Exercise B

1. coat, weight, a watch, glasses, the TV, music, a concert, make-up
2. a. I’ll just put these files back/away before I go home.
   b. You can make the salad and I’ll put the pasta on.
   c. That lecturer puts across her points very clearly.
   d. Our tutorial has been put off until next week.
   e. Finally, he said ‘see you later’ and put the phone down.
   f. It started to rain. The office workers put out their cigarettes and went back inside.
   g. Don’t put off your assignment. You should start it tonight.
   h. They’re putting up a new accommodation block near the town centre.
   i. Don’t forget to put the rubbish bins out today.
   j. They’ve put on a bus for the visit to the museum.

Exercise C

1. Answers depend on students.
2. j meals.  g you do not eat anything for several hours.
   i not go back for seconds.  b you eat something.
   f some junk food.  e you go shopping.
   c you are eating.  d you will enjoy your food more.
   a you are not hungry.  h your meal.
Extended reading

Exercise A

1./2. Answers depend on students.

3. tomatoes – vitamin C
   onions and garlic – help to prevent heart disease
   olive oil – vitamin E, helps to reduce heart disease
   beans – help with digestion, high in protein
   nuts and seeds – minerals, calcium and vitamin E
   wholemeal bread and pasta – carbohydrate, vitamin B, minerals, helps with digestion and prevention of heart disease
   oily fish like tuna, salmon and sardines – help to prevent heart disease
Writing: Obesity

5.9 Vocabulary for writing: A global problem

Objectives

By the end of the lesson, students should be able to:

• demonstrate understanding of, and spell, target vocabulary for the Writing section;
• demonstrate understanding of common core knowledge about the global obesity problem.

Methodology notes

1. Be sensitive if you have any obese or overweight students in your class. You may want to avoid or adapt some of the following activities if necessary.
2. If you prefer, use Exercise A as the introduction. The suggestion below can then be used as a lead-in to Exercise B.

Introduction

Students’ books closed. Explain that the title of this theme is Obesity and the title of today’s lesson is A global problem. Elicit the meanings of the words obesity and global problem.

Write the following questions on the board for students to discuss in pairs or small groups:

• Which countries have the biggest obesity problem? Why?
• Which countries do not have a serious obesity problem? Why?

Elicit some of the students’ ideas but do not confirm or correct any of them at this stage.

Methodology note

There are different ways you can do Exercise A:

1. As a jigsaw, with the main sentences and the extra information cut up into different pieces.
2. Students can write out the complete text, inserting the extra information in the correct places.
3. Students can discuss the possibilities in pairs.
4. Elicit ideas from the class, using an electronic projection.

Extending a text

Use the suggestion in the introduction, if you have not already done so. Exploit Figure 1. Elicit which countries have the worst problem with obesity:

- the USA
- the UK
- Turkey
- Alaska
- Saudi Arabia
- the United Arab Emirates (UAE)
- Kuwait

Ask students if they find the information surprising. Ask students to read the text and tell them not to worry about the meanings of the words in italics at this point.

Now set the task and go over the example. Use one of the suggestions in the Methodology note for ways to complete the task.

Elicit answers, using an electronic projection.

Answers

Nowadays, obesity is an increasing problem in many parts of the world, as we can see in Figure 1.

At one time, only a few rich people suffered from the condition, so researchers did not even measure obesity. Now, it is a significant factor in the main causes of natural death.

Researchers believe that people in many countries must change their lifestyle. Firstly they need to change their attitude to food. Nutritionists say we should eat at regular times, and we should not consume food as quickly as possible. Secondly, we should eat the correct type of food. We should not snack on baked foods, or sweets, like chocolate. We should think about the ingredients in our food, especially processed food.

We should eat lean meat, like chicken, or become vegetarians.

Finally, of course, we should take exercise, for example, walk to the shops.

Building vocabulary

If you like, you can write the definitions on the board but in the wrong order. Students can then match them to the correct word.
**Objectives**

By the end of this lesson, students will have:
- demonstrated understanding of model notes and an analytic essay;
- reviewed common syntactic grammar patterns for writing;
- attempted an analytic essay on eating habits in their own country.

**Introduction**

Use Exercise A as the introduction.

**A Reviewing vocabulary**

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Ask students to write a sentence for some of the phrases OR ask students if they can remember the sentences in which the phrases were used from the previous lesson.

**Answers**

Possible answers

<table>
<thead>
<tr>
<th>1. an increasing ...</th>
<th>problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a significant ...</td>
<td>factor</td>
</tr>
<tr>
<td>3. main ...</td>
<td>cause</td>
</tr>
<tr>
<td>4. correct ...</td>
<td>amount</td>
</tr>
<tr>
<td>5. baked ...</td>
<td>foods</td>
</tr>
<tr>
<td>6. lean ...</td>
<td>meat</td>
</tr>
<tr>
<td>7. regular ...</td>
<td>times</td>
</tr>
<tr>
<td>8. processed ...</td>
<td>food</td>
</tr>
</tbody>
</table>

**Methodology note**

Remind students how important it is to read the assignment task carefully. In this one, for example, students are only asked to write about the social reasons for obesity and should not waste time explaining the medical or psychological reasons for obesity.

**B Activating ideas**

1. Ask students to study the assignment box. Elicit the answer to the question. Ask further questions to check understanding:
   - What exactly do you need to write? (the social reasons for obesity)
   - Do you need to give the psychological or medical reasons? (no)

   Find out if any of your students are studying, or are likely to study, Biomedicine.

2. Make sure students have covered the notes and essay on page 155.

   Tell students it does not matter if they do not know the answers to the questions at this stage, but they should try to guess or predict the answers. Remind students what they
learnt in the previous lesson about the countries with serious obesity problems. Check students understand the task and eliciting one or two ideas as examples. Students can discuss the remaining questions in pairs.

3. Students uncover the notes on page 155 and check their ideas. Ask students if their predictions were generally correct or not. Did students find any of the information surprising?

More able classes: Discuss what some of the psychological or medical reasons for obesity could be.

Answers
1. identify means to give or explain the important reasons.

2./3.
   a. No, they are not regular. In the past, they were fixed.
   b. No, they don’t spend a long time on meals.
   c. Yes, they eat snacks between meals.
   d. Yes, many people eat processed foods.
   e. Yes, people consume a lot of sugary drinks.
   f. Yes, people eat large portions at meal times.
   g. No, people do not often walk to the shops or the market.

Methodology notes

1. This essay could be a model for many subjects and situations.

2. The notes and essay are general on this occasion and do not refer to specific data or research, with the exception of the rate of obesity.

3. Exercise C2 focuses on syntactic grammar patterns; students practise predicting the kind of language that is missing from the pattern.

Studying a model

1./2. This activity focuses on the organization of the text and should be easy to answer. Give students time to read the text. Revise/check some of the vocabulary from previous themes that students may have forgotten, e.g., affect, attitude, lifestyle, throughout.

Check students understand the meaning of the headings for each set of notes, especially the meaning of changes in this context. Elicit answers. Point out the direct relationship between the organization of the notes and the text. Remind students how the topic sentence for each paragraph introduces the main idea.

3. Do one or two examples with the class. Tell students to look at the word before the space; this will help them to decide what kind of information is missing.

Students discuss the remaining answers in pairs. Remind students that they should discuss what kind of language is missing for each item first, and then select the correct item of information. Elicit answers, using an electronic projection of the text. Spend a few more minutes highlighting other language areas of the text, depending on what you think is necessary for your class, for example:

- the use of tenses (mostly present simple and past simple)
- signpost language (such as firstly, secondly, finally, nowadays)
- useful transferable phrases (such as this study looks at ..., it examines ..., it considers ...)

Answers

1. The thesis statement is the first sentence, and it is a clear statement of what the essay will analyze.

2. There are five paragraphs:
   a. Introduction
   b. Attitude to food
   c. Type and quantity of food
   d. Changes
   e. Conclusion

3. Obesity in Britain

The rate of obesity in Britain is 24.9 per cent (OECD statistics 2013), and it is rising. This study looks at some of the social reasons for obesity in Britain. It examines attitudes to meals in society. It also looks at the food which is consumed. Finally, it considers changes in the country.

The attitude to meals in a society is a significant factor in obesity. Firstly, many people do not stop work to eat. For example, they have sandwiches at their desks, or a take-away, and continue working. Secondly, meal breaks are often very short, and food is consumed very quickly. Research shows that it is better to
eat food slowly. Finally, many people have unhealthy snacks of baked foods and sweets throughout the day.
The type of food and drink in a society affects obesity. The quantity is also important. Many people in Britain eat a lot of processed food. They do not know the actual ingredients, particularly the amount of sugar and fat. Many people consume large amounts of sugary drinks, like cola or lemonade. Portions are often very large in fast-food restaurants.
The changes in food habits in Britain are very worrying. In the past, there were fixed times for meals, but nowadays, many people do not have meals at regular times. At one time, people in Britain walked to the shops or to the market. Nowadays, most people drive to a supermarket, but some people do not even leave their houses. They order food on the internet and it is delivered to their home.
People used to eat a lot of fresh, home-cooked food, but now a lot of food in Britain is processed.
In conclusion, people in Britain must make some changes if they want to reduce obesity. Firstly, they must change their attitude to food. Secondly, they must change the type of food and quantity of food. Finally, they must take regular exercise.

1. Students should make an attempt to write an essay similar to the model one above. This will show you what needs further practice over the next few lessons.
2. The activity will work well for both monolingual and multilingual classes. Even in a monolingual situation, students will have different opinions on what is the norm for their country, and to what extent food habits are changing.
3. The work can be done either in class or set as homework.

Elicit answers by asking one student to report back on their group’s answers.

2. Start the notes off on the board. Elicit ideas. Students complete the task individually. In pairs, students compare notes. Elicit further ideas.

3. If you wish, you can elicit a topic sentence for each paragraph and write it on the board. Remind students which tenses to use. Monitor while students are writing their essays, making a note of common errors. Give feedback.

Answers
Answers depend on students.

Closure
Use the feedback stage for Exercise D as Closure.

5.11 Writing review (2): Vowels; collocations; fixed phrases; tenses; modifying nouns

Objectives
By the end of the lesson, students will have:
• reviewed and written target vocabulary, collocations and fixed phrases from the course;
• reviewed target vocabulary from the theme, and revised past simple and present simple verbs in context;
• produced a written text using target language from the course on the topic of the history of the human diet.

Introduction
Use flashcards to review the spelling of a selection of target vocabulary from the course.

A Reviewing vocabulary
You could ask students to complete the spellings first. Students complete the task individually, then compare their answers in pairs. Elicit answers. Check the meanings of the words.
Explain that students must now choose any five words from the activity and make a sentence with each of them. Monitor and make a note of errors. Ask some of the students to read out one of their sentences. Give feedback on some of the errors you noted.

**Less able classes:** If students are struggling to think of a sentence to write for each word, let them look back through their books to find an example sentence to copy.

**Answers**  
(spellings only – sentences depend on students)  
1. advantage  
2. competitive  
3. volume  
4. economic  
5. pressure  
6. environmental  
7. reject  
8. demonstrate

**Using collocations**
Let students work on the matching exercise first. Elicit answers and check understanding. Then explain to students that they must now choose any five of the verb + noun collocations from the activity and make a sentence with each of them.

Now follow the procedure and alternative suggestions for Exercise A.

If there is time, you can give extra practice for both collocating verbs and nouns, and writing sentences, using the following:
- attend a school
- become a doctor
- win a contract
- join a company
- get a job

**Answers**  
(collocations only – sentences depend on students)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. apply</td>
<td>6 a survey</td>
</tr>
<tr>
<td>2. make</td>
<td>7 an idea</td>
</tr>
<tr>
<td>3. do</td>
<td>5 data</td>
</tr>
<tr>
<td>4. record</td>
<td>1 to university</td>
</tr>
<tr>
<td>5. convert</td>
<td>8 skills</td>
</tr>
<tr>
<td>6. conduct</td>
<td>2 a hypothesis</td>
</tr>
<tr>
<td>7. support</td>
<td>3 research</td>
</tr>
<tr>
<td>8. improve</td>
<td>4 the results</td>
</tr>
</tbody>
</table>

**Using fixed phrases**
Students’ pens down. Elicit possible ways to complete each sentence. Remind students of the types of information that were missing from the essay in the previous lesson:
- noun/noun phrase
- verb + other information
- preposition + other information
- sentence

If necessary, highlight the grammar on the board. For example:  
interested in + -ing  
would like + to do  
at one time + past simple  
nowadays + present simple

Monitor and give help where necessary while students are writing. Make a note of common errors. Give feedback on errors.

**Answers**
Answers depend on students.

**Methodology notes**

1. Exercise D reviews irregular verbs from throughout the course. Several of these verbs are also used in the dictation in Exercise F.

2. If you prefer, you could do the activity as a mini-test, instead of the method suggested below.

**Reviewing verbs**
Divide the class into pairs. Number each student, 1 or 2, in each pair. All the ‘1s’ complete the odd-numbered verbs, all the ‘2s’ complete the even-numbered verbs. Finally, students work in pairs to give each other their answers in order to complete the table. Give feedback, using an electronic projection of the answers.

**Optional activity**
Students write sentences for a few of the verbs.
Answers

<table>
<thead>
<tr>
<th>infinitive</th>
<th>past</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>hidden</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
</tbody>
</table>

Methodology note

The sentences containing the modified nouns (in Exercise E) are also part of the dictation in Exercise F.

E Modifying nouns and joining sentences

1. Check students understand the task. Check meaning of the vocabulary in the boxes. Ask students to add the extra information to the sentences on the left, preferably in writing. Elicit possible answers.
2. Check students understand the task. If necessary, give them the start of each sentence. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

Model answers
a. Early humans hunted animals and gathered fruit from trees for food.

b. They developed tools for digging and found roots under the ground like potatoes.

c. They planted crops like wheat and rice and kept animals like cows and sheep.

Optional activity

Write the words in the box below on the board. Write the sentences below underneath. Ask students to add the words from the box to the sentences in a logical way. Elicit the full sentences one at a time, and cross out the words and phrases used, to make the task gradually easier.

- during two million years
- five
- from early humans
- in food consumption (x2)
- in human history
- in your main meal today
- many
- of food
- probably
- significant
- the invention of
- the main
to the present day

Answers

Possible answers
1. This study investigates the development of food in human history.
2. It describes five stages from early humans to the present day.
3. It highlights the main changes in food consumption during two million years.
4. The invention of food preservation resulted in significant changes in food consumption.
5. The ingredients in your main meal today probably came from many countries.

Methodology note

Exercise F is a very student-centred and communicative activity, which also integrates all four skills. It could take up quite a lot of lesson time, so make sure you leave enough time to focus on the past simple and present simple verbs in the text at the end. Also make sure, if you are short of time, that every student has had a chance to dictate their
paragraph at least once. This may mean tactfully interrupting some preceding students during their dictation.

There are many different ways this activity could be adapted for dictation:

a. Use the text as a ‘running’ or ‘wall’ dictation.

b. Use as a ‘dictagloss’ dictation. In this method, the teacher reads the dictation aloud three or four times at normal speed. After each reading, the students (in small groups) help each other to write down as much as they can. Students can use various strategies to complete the task, for example, allocating different students to listen for specific items (e.g., dates and numbers, past tense verbs, articles, a particular paragraph, topic sentences, etc.).

c. For more able students, you could remove the pieces of paper after deciding the correct order, so that they have to remember as much as possible for the actual dictation.

d. Give less able students the easier/shorter paragraphs (C, E, F).

As an alternative to the dictation, you could simply give a gapped version of the text as a handout, with the verbs missing.

2. Students now dictate their paragraphs in order. If you wish, you can limit the number of readings to three times. The ‘listening’ students can ask for clarification, spelling and punctuation as necessary. Monitor and make a note of errors in metalanguage, pronunciation of past tense verbs in the text, etc.

Once students have finished – or reasonable amounts of the text have been completed – you can give out copies of the completed text for students to correct their own work. Alternatively, use an electronic projection of the completed text instead.

Now move on to grammar analysis of the verbs used in the text:

- Ask students to underline all the examples of present simple verbs in the text and to circle all past simple verbs. Discuss why these verbs have been used in each case.
- Ask students to find two examples of the present perfect tense (has passed, have invented). Write them on the board. Elicit why this tense has been used here.
- Ask students to find examples of past simple passive verbs (was invented, were planted, were farmed). Write them on the board. Spend a minute or two revising the forms: be + past participle.

Finally, ask students to cover their dictations and turn over to the text (if issued as a handout). Using the verbs on the board as prompts, elicit the full sentence from the text. For example:

T: have invented  
Ss: In the last 2,000 years, humans have invented methods of preserving food.

---

Group dictation

1. Divide the class into groups of six. Give each student from the group a number from 1–6. Make sure students understand the task, especially if they have not done this kind of activity before. Students can only look at their own piece of paper and must not show the text to anyone else. They must not write anything down during this phase. You might want to teach some possible metalanguage: Could you read that bit again, please? Did you say 20,000 or 30,000? I think your paragraph is the first/next/before …, etc.

Monitor while students are working to make sure they are, firstly, following the instructions and, secondly, using metalanguage correctly.

Once students have decided the order of the paragraphs, it is a practical idea for them to move their seating positions in their groups to match that of their paragraphs.
**Objectives**

By the end of the lesson, students should have:
- produced an analytic essay on the topic of obesity in Italy, using target language and vocabulary from the theme.

**Introduction**

Use Exercise A as the introduction OR use the questions about Italian food at the beginning of the notes for Exercise B.

---

**A. Reviewing vocabulary**

Check students understand the task and go over the example. Students discuss possible mistakes in pairs and then rewrite the sentences individually. Elicit the correct answers, using an electronic projection. Try to explain why each answer is correct and/or use these explanations to revise the grammar of the vocabulary. For example: sentence 1 – want + to do

**Answers**

1. Scientists say that societies must change their lifestyles if they want to reduce obesity.
2. This study examines attitudes to meals in different societies.
3. It also looks at the types of food which are consumed.
4. The attitude to meals in a society is very important for health.
5. Many people in the USA and Britain do not have meals at regular times.
6. In the past, there were fixed times for meals.
7. Nowadays, many people do not actually stop to eat.
8. At one time, people in the USA and Britain used fresh ingredients.
9. But nowadays, most people buy the processed foods.
10. Many people consume large amounts of sugary drinks, like/such as cola or lemonade.

---

**B. Thinking and organizing**

1. Exploit the visuals and find out what students already know about Italian food. Ask questions such as:
   - Do you like Italian food?
   - What’s your favourite Italian food?
   - What are the most famous Italian foods? (spaghetti bolognese, pizza, ‘gelato’ = ice-cream, tiramisu, salami, etc.)
   - Do you think Italian people eat many processed foods? Why (not)?

Divide the class into groups of three. Students discuss possible ways to complete the notes. Elicit ideas but do not confirm or correct them at this stage.

2. Still in their groups of three, give out one section of research notes to each student. Students explain their research to each other, without showing their piece of paper. Students complete the diagram. Elicit answers, preferably using an electronic projection.
3. Students stay in their groups to work out their thesis statements. Go through the Skills Check together first.

Answers
2. Model notes – see chart below.
3. See first sentence of model essay.

C Writing
Remind students of the TOWER of writing. Spend a few minutes comparing the traditional Italian attitudes to food with the British and American ones. Elicit an example sentence for each of the points in the Course Book. Then follow the usual procedure.

D Editing and rewriting
Follow the usual procedure.

Answers
Model essay:

Obesity in Italy
The rate of obesity in Italy is 10 per cent (OECD statistics 2013) and it is rising. This study looks at some of the social reasons for obesity in Italy. It examines attitudes to meals in the society. It also looks at the food which is consumed. Finally, it considers changes in the country.

The attitude to meals in a society is a significant factor in obesity. Meal times in Italy are very regular. Lunch is the main meal of the day at 1 p.m. It can take up to three hours. Lunch is a family meal because children do not go to school in the afternoon. Shops and small businesses are closed in the afternoon. Italians eat snacks but the main ones are home-made ice-cream and small squares of pizza. They walk to the shops to buy the snacks so they get exercise.

The type of food and drink in a society affects obesity. The quantity is also important. For most Italians, food must be fresh. Most food is from the local area. Italians eat a lot of vegetables and lean meat, like chicken. They do not eat fatty foods at any meal. Many Italians, even young people, drink water instead of sugary drinks. Italians eat a lot of food but it is mostly vegetables and pasta. They do not eat much meat. They eat fish more than meat.

The changes in food habits in Italy are very worrying. In the past, people bought fresh food every day. They ate home-cooked food. The Italian diet was healthy. Nowadays, some people, particularly teenagers, buy processed food. Teenagers eat a lot of fast food. Eating habits are changing, particularly the habits of young people.

In conclusion, people in Italy, particularly young people, must make some changes if they want to reduce obesity. Firstly, they must go back to the old attitude to food. Secondly, they must change the type of food and quantity of food. Finally, they must take regular exercise.

Closure
Give feedback on any errors you noted while monitoring during Exercises C and D.

Obesity in Italy
10% (OECD 2013)/rising

<table>
<thead>
<tr>
<th>attitude to meals</th>
<th>type and quantity</th>
<th>trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>times</td>
<td>food</td>
<td>past</td>
</tr>
<tr>
<td>length</td>
<td>drink</td>
<td>present</td>
</tr>
<tr>
<td>snacks</td>
<td>quantity</td>
<td></td>
</tr>
<tr>
<td>v. regular lunch</td>
<td>fresh; local</td>
<td>1. buy fresh food every day</td>
</tr>
<tr>
<td>1 p.m.</td>
<td>ice-cream; pizza squares</td>
<td></td>
</tr>
<tr>
<td>family meal – child. no school p.m. ; shops and small bus. closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lunch up to 3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>home-made ice-cream; pizza squares</td>
<td></td>
<td></td>
</tr>
<tr>
<td>walk to shops = exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lot of veg; lean meat, e.g., chicken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>no fatty foods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>water not sugary drinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lot of food but mostly veg and pasta; not much meat; more fish than meat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. eat home-cooked food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. eat fast food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. It. diet = healthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>closure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Obesity in Italy
Theme 5: Writing

Objectives

By the end of the lesson(s), students should be able to:
• analyze nutritional information about food and identify its hidden dangers;
• report on findings about fast food.

Introduction

Use Exercise A as the introduction.

Activating ideas

Students discuss the questions in pairs. Elicit answers.

Methodology note

As this is the last lesson for this level of the course, it is ‘lighter’ than previous Portfolio activities. However, there is no reason why you could not add further research and writing activities (for example, looking at real fast-food restaurant menus and examining the nutritional analysis of their food). Students could then write a report on what they have discovered, and explain how fast food contributes to poor eating habits and obesity, especially in children. Alternatively, students could write about how fast-food chains are trying to make their foods healthier, and how they provide the public with information about their food.

Methodology notes

1. You will need more than two groups if you have a large class. This means you will have two or three groups looking at each menu.
2. Exercise B2 is an optional fun activity. If you prefer, you can miss this out and just ask students to select a three-course meal from the menu.

Gathering information (1)

1. Monitor each group and check understanding of any new food items.
2. Revise/teach some language for students to use:
   - What would you like to eat/to start with/for dessert, etc.?
   - What can I get you?
   - I’d like ...
   - I think I’ll have ...
   - Monitor during the activity and make a note of common errors. Give feedback.
3. Check students understand the task. Elicit answers.

Answers

Answers depend on students.

Portfolio: Fast food

<table>
<thead>
<tr>
<th>Picture</th>
<th>Dish</th>
<th>Calories (average)</th>
<th>Rank order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cheeseburger</td>
<td>300 + 100 for chips</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Fried chicken</td>
<td>500</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Pot noodle</td>
<td>143</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Pizza</td>
<td>250</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Chocolate cheesecake</td>
<td>200</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Milkshakes</td>
<td>400</td>
<td>2</td>
</tr>
</tbody>
</table>

Answers

1./2.

1. You will need more than two groups if you have a large class. This means you will have two or three groups looking at each menu.
2. Exercise B2 is an optional fun activity. If you prefer, you can miss this out and just ask students to select a three-course meal from the menu.
Students may find some of the nutritional analysis surprising. For example, a chicken burger has far more fat than a beefburger. This is because, although chicken is a lean meat to start with, the way it is processed and cooked gives it more calories.

In order to work out percentages for the answers for Exercise C3, students can either use a calculator (on their mobile phone, for example) to find the exact percentage or, if not available, a rough percentage is fine.

**Methodology note**

<table>
<thead>
<tr>
<th>Gathering information (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check students understand the task.</td>
</tr>
<tr>
<td>Students complete the table individually.</td>
</tr>
<tr>
<td>Monitor to check students are filling in the table correctly.</td>
</tr>
<tr>
<td>2. This could generate a great deal of discussion! The healthiest food may not be the meal with the fewest calories, if it provides protein and other benefits. After the discussion, elicit the students’ answers.</td>
</tr>
<tr>
<td>3. Check students understand the task.</td>
</tr>
<tr>
<td>Monitor while students are completing the table and give help where necessary. Ask some of the students to report back their findings to the class. Discuss with the class if they were surprised by their findings or not.</td>
</tr>
</tbody>
</table>

**Answers**

Answers depend on students.

**Doing research**

This activity could be done individually, in pairs, or in groups. Note that you can get calculators for the nutritional analysis of well-known fast-food chains on the internet. Just type in nutritional analysis fast food or similar.

Students can report back to the class and give a brief presentation, possibly using slides, or they can write a brief report instead.

**Answers**

Answers depend on students.

**Closure**

Give students some supplementary questions to discuss:

- What advice would you give to someone who eats fast food every day?
- Why is fast food so popular?
- How much do you pay for a fast-food meal, on average?
- Would you like to work in a fast-food restaurant? Why (not)?

This could also be done as a written activity (instead of – or as well as – the discussion).
Workbook answers

Writing

Exercise A

1./2. Answers depend on students.

Exercise B

1.  

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. consume</td>
<td>consumption</td>
</tr>
<tr>
<td>b. deliver</td>
<td>delivery</td>
</tr>
<tr>
<td>c. examine</td>
<td>examination</td>
</tr>
<tr>
<td>d. reduce</td>
<td>reduction</td>
</tr>
<tr>
<td>e. receive</td>
<td>receipt</td>
</tr>
<tr>
<td>f. solve</td>
<td>solution</td>
</tr>
<tr>
<td>g. die</td>
<td>death</td>
</tr>
<tr>
<td>h. measure</td>
<td>measurement</td>
</tr>
</tbody>
</table>

2.  

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. obesity</td>
<td>obese</td>
</tr>
<tr>
<td>b. sugar</td>
<td>sweet</td>
</tr>
<tr>
<td>c. health</td>
<td>healthy</td>
</tr>
<tr>
<td>d. hunger</td>
<td>hungry</td>
</tr>
<tr>
<td>e. energy</td>
<td>energetic</td>
</tr>
<tr>
<td>f. globe</td>
<td>global</td>
</tr>
<tr>
<td>g. diabetes</td>
<td>diabetic</td>
</tr>
<tr>
<td>h. medicine</td>
<td>medicinal</td>
</tr>
</tbody>
</table>

3.  

<table>
<thead>
<tr>
<th>a. significant</th>
<th>g. condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. obesity</td>
<td>e. disease</td>
</tr>
<tr>
<td>c. supermarket</td>
<td>d. exercise</td>
</tr>
<tr>
<td>d. regular</td>
<td>a. factor</td>
</tr>
<tr>
<td>e. heart</td>
<td>c. food</td>
</tr>
<tr>
<td>f. hunter</td>
<td>f. gatherer</td>
</tr>
<tr>
<td>g. medical</td>
<td>h. pressure</td>
</tr>
<tr>
<td>h. blood</td>
<td>b. rate</td>
</tr>
</tbody>
</table>

Exercise C

1–3. a. The rate of obesity in Britain is 24.9 per cent (OECD statistics 2013), and it is rising.
   b. The attitude in a society is a factor.
   c. The type of food and drink in a society affects obesity.
   d. The changes in food habits in Britain are worrying.
   e. In conclusion, people in Britain must make some changes if they want to reduce obesity.

Exercise D

Answers depend on students.
### Worksheet: Theme 5 Knowledge quiz

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is <em>gender equality</em>?</td>
<td>On 17th December, 1903.</td>
</tr>
<tr>
<td>2.</td>
<td>What is the <em>social distance</em> for colleagues in Britain?</td>
<td>To score more goals than the opponents.</td>
</tr>
<tr>
<td>3.</td>
<td>What is a <em>subject portal</em>?</td>
<td>A procession of people, usually at a festival.</td>
</tr>
<tr>
<td>4.</td>
<td>What do <em>sociologists</em> study?</td>
<td>Human behaviour in groups.</td>
</tr>
<tr>
<td>5.</td>
<td>What is <em>bullying</em>?</td>
<td>Working at one time of day in one week or month, and a different time of day at another.</td>
</tr>
<tr>
<td>6.</td>
<td>What are Jung’s <em>personality extremes</em>?</td>
<td>Someone in Ancient China.</td>
</tr>
<tr>
<td>7.</td>
<td>What are the points on Leary's <em>interpersonal circle</em>?</td>
<td>Making fun of something which a person cannot change, e.g., race, colour, height.</td>
</tr>
<tr>
<td>8.</td>
<td>How can you make a <em>good impression</em> at the start of an interview?</td>
<td>The idea that men and women should be treated the same, e.g., paid the same for the same job.</td>
</tr>
<tr>
<td>10.</td>
<td>Why should you draw up a <em>short list</em> of candidates for a job?</td>
<td>Dominant – submissive, hostile – friendly.</td>
</tr>
<tr>
<td>11.</td>
<td>What do they race in Bali?</td>
<td>When your opponent’s king cannot move.</td>
</tr>
<tr>
<td>12.</td>
<td>What is the <em>Palio</em>?</td>
<td>The first real magazine.</td>
</tr>
<tr>
<td>14.</td>
<td>What was <em>published</em> for the first time in Britain in 1881?</td>
<td>Sit up straight, put your hands in your lap or on the table, look at the interviewer and smile.</td>
</tr>
<tr>
<td>15.</td>
<td>What is an <em>e-zine</em>?</td>
<td>They design buildings.</td>
</tr>
<tr>
<td>16.</td>
<td>Where did the game of <em>chess</em> originate?</td>
<td>Because it takes a long time to interview all the applicants.</td>
</tr>
<tr>
<td>17.</td>
<td>What is the <em>objective</em> of football?</td>
<td>Bulls.</td>
</tr>
<tr>
<td>18.</td>
<td>What is a <em>parade</em>?</td>
<td>A horse race in Italy.</td>
</tr>
<tr>
<td>19.</td>
<td>What does working <em>shifts</em> mean?</td>
<td>The first artificial satellite.</td>
</tr>
<tr>
<td>20.</td>
<td>Who invented a <em>rocket</em> in 1934 which used liquid oxygen?</td>
<td>A collection of web resources which have been checked for accuracy.</td>
</tr>
<tr>
<td>21.</td>
<td>Who developed <em>gunpowder</em> in about 800 BCE?</td>
<td>In India.</td>
</tr>
<tr>
<td>22.</td>
<td>When did the Wright brothers make the first <em>powered</em> flight?</td>
<td>Over 2,000 years ago.</td>
</tr>
<tr>
<td>23.</td>
<td>When was the board game <em>chess</em> invented?</td>
<td>About one metre.</td>
</tr>
<tr>
<td>24.</td>
<td>When do you say <em>checkmate</em>?</td>
<td>Werner von Braun, a German scientist.</td>
</tr>
</tbody>
</table>
## Worksheet: Theme 5 Knowledge quiz – Answer Key

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is gender equality?</td>
<td>On 17th December, 1903.</td>
</tr>
<tr>
<td>2. What is the social distance for colleagues in Britain?</td>
<td>To score more goals than the opponents.</td>
</tr>
<tr>
<td>3. What is a subject portal?</td>
<td>A procession of people, usually at a festival.</td>
</tr>
<tr>
<td>4. What do sociologists study?</td>
<td>Human behaviour in groups.</td>
</tr>
<tr>
<td>5. What is bullying?</td>
<td>Working at one time of day in one week or month, and a different time of day at another.</td>
</tr>
<tr>
<td>7. What are the points on Leary's interpersonal circle?</td>
<td>Making fun of something which a person cannot change, e.g., race, colour, height.</td>
</tr>
<tr>
<td>8. How can you make a good impression at the start of an interview?</td>
<td>The idea that men and women should be treated the same, e.g., paid the same for the same job.</td>
</tr>
<tr>
<td>12. What is the Palio?</td>
<td>The first real magazine.</td>
</tr>
<tr>
<td>14. What was published for the first time in Britain in 1881?</td>
<td>Sit up straight, put your hands in your lap or on the table, look at the interviewer and smile.</td>
</tr>
<tr>
<td>15. What is an e-zine?</td>
<td>They design buildings.</td>
</tr>
<tr>
<td>16. Where did the game of chess originate?</td>
<td>Because it takes a long time to interview all the applicants.</td>
</tr>
<tr>
<td>17. What is the objective of football?</td>
<td>Bulls.</td>
</tr>
<tr>
<td>18. What is a parade?</td>
<td>A horse race in Italy.</td>
</tr>
<tr>
<td>19. What does working shifts mean?</td>
<td>The first artificial satellite.</td>
</tr>
<tr>
<td>20. Who invented a rocket in 1934 which used liquid oxygen?</td>
<td>A collection of web resources which have been checked for accuracy.</td>
</tr>
<tr>
<td>21. Who developed gunpowder in about 800 BCE?</td>
<td>In India.</td>
</tr>
<tr>
<td>22. When did the Wright brothers make the first powered flight?</td>
<td>Over 2,000 years ago.</td>
</tr>
<tr>
<td>23. When was the board game chess invented?</td>
<td>About one metre.</td>
</tr>
<tr>
<td>24. When do you say checkmate?</td>
<td>Werner von Braun, a German scientist.</td>
</tr>
</tbody>
</table>
**Theme 1**

- actually (adv)
- adult (n)
- all (pron)
- ancestor (n)
- anthropologist (n)
- anthropology (n)
- attach (v)
- attend (v)
- attract (v)
- attraction (n)
- balloon (n)
- battle (n)
- belong to (v)
- bonfire (n)
- brave (adj)
- break (v) [= stop, end]
- bull (n)
- cake (n)
- candle (n)
- card (n)
- celebrate (v)
- ceremony (n)
- change (v)
- chariot (n)
- clean (v)
- coconut (n)
- colourful (adj)
- coming of age
- compete (v)
- competition (n)
- completely (adv)
- congratulate (v)
- congratulations (n)
- connect (v)
- connection (n)
- costume (n)
- cousin (n)
- cultural (adj)
- death (n)
- decorate (v)
- decoration (n)
- delicious (adj)
- die out (v)
- display (n)
- doll (n)
- dress (v)
- event (n)

...and many more words listed.
<table>
<thead>
<tr>
<th>Theme 2</th>
<th></th>
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<tbody>
<tr>
<td>accept (v)</td>
<td>fire (v) [= shoot]</td>
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<tr>
<td>across (prep)</td>
<td>flight (n)</td>
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<tr>
<td>aeronautics (n pl)</td>
<td>fly/flew (v)</td>
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<tr>
<td>air (n)</td>
<td>fuel (n)</td>
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<tr>
<td>apparently (adv)</td>
<td>(the) furthest (adj)</td>
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<td>apprentice (n)</td>
<td>get into (v)</td>
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<td>arrival (n)</td>
<td>glider (n)</td>
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<td>artificial (adj)</td>
<td>go on to [= do later]</td>
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<td>astronaut (n)</td>
<td>grow/grew (v)</td>
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<td>gunpowder (n)</td>
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<td>at all</td>
<td>hear about (v)</td>
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<td>attack (v)</td>
<td>helicopter (n)</td>
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<td>award (n)</td>
<td>historic (adj)</td>
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<tr>
<td>balloon (n)</td>
<td>horse (n)</td>
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<tr>
<td>battle (n)</td>
<td>hot-air balloon</td>
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<td>bicycle (n)</td>
<td>huge (adj)</td>
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<td>billion (n)</td>
<td>human (n)</td>
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<td>biography (n)</td>
<td>in common</td>
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<tr>
<td>build/built (v)</td>
<td>inhabit (v)</td>
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<td>buy/bought (v)</td>
<td>injure (v)</td>
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<td>invent (v)</td>
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<td>castle (n)</td>
<td>invention (n)</td>
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<td>conquer (v)</td>
<td>island (n)</td>
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<td>considerably (adv)</td>
<td>jet (n)</td>
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<td>contract (n)</td>
<td>keep + ing [= do again and again]</td>
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<tr>
<td>control (n and v)</td>
<td>kill (v)</td>
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<td>crash (n and v)</td>
<td>kite (n)</td>
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<td>crater (n)</td>
<td>land (n and v)</td>
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<td>damage (v)</td>
<td>launch (v)</td>
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<td>demonstrate (v)</td>
<td>lead/led (v)</td>
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<td>design (n and v)</td>
<td>leather (n)</td>
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<td>direct (v) [= movie]</td>
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<td>discover (v)</td>
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<td>draw/drew (v)</td>
<td>mainly (adv)</td>
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<td>drive/drove (v)</td>
<td>manage (v) [= do with difficulty]</td>
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<td>fast (adv)</td>
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<td>programme (n) [= set of activities]</td>
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<td>put in (v) [= install]</td>
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<td>win\won (v)</td>
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<td>wind (n)</td>
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Word list 255
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<th>Concept</th>
<th>Examples</th>
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<td>Wind tunnel</td>
<td>elderly (adj and n)</td>
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<td>Wound</td>
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<td>exactly (adv)</td>
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<td>fall/fell/fallen (v)</td>
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<td>Agree</td>
<td>feel (v) [= think]</td>
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<td>Analyze</td>
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<td>Answer</td>
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<td>funny (adj)</td>
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<td>government (n)</td>
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<td>Believe</td>
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<td>Choose/Chose</td>
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<td>link (n and v)</td>
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<td>Conduct [= do]</td>
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<td>Convert</td>
<td>majority (n)</td>
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<td>Copy</td>
<td>make money</td>
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<tr>
<td>Copy [= one, e.g., magazine]</td>
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<td>Cosmetic</td>
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<td>Define</td>
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<td>method (n)</td>
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<td>Disagree</td>
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<td>E-zine</td>
<td>opinion (n)</td>
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<td>Effect</td>
<td>over (adv) [= more than]</td>
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<td>Participant</td>
<td>participant (n)</td>
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<td>Participate</td>
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<td>sample (n and v)</td>
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<td>secret (n)</td>
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<td>Select</td>
<td>select (v)</td>
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<td>Self-image</td>
<td>self-image (n)</td>
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<td>Sell/sold</td>
<td>sell/sold (v)</td>
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<tr>
<td>Set</td>
<td>set (v) [= fix at a level]</td>
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<td>Specialist</td>
<td>specialist (adj)</td>
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<td>Stay the same</td>
<td>stay the same</td>
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</table>
stereotype (n)
survey (n)
take part in (v)
tally chart
target (v)
target audience
teen (n)
the Western World
title (n) [= kind of magazine]
transmission (n)
transmit (v)
tutorial (n)
under (adv) [= less than]
usage (n)
value (n)

**Theme 4**
achievement (n)
active (adj)
advance (v)
against (prep)
allow (v)
alone (adj)
appear (v)
attacker (n)
backwards (adj)
behaviour (n)
billion (n)
board (n)
branch (n) [= part of a diagram]
button (n) [= control on a device]
character (n) [= person in a book, game, etc.]
classification (n)
classify (v)
compete (v)
complete (v)
complicated (adj)
compulsory (adj)
concentrate (v)
concentration (n)
conduct (v) [= manage]
confidence (n)
cooperate (v)
cooperation (n)
coordination (n)
copy (v) [= do the same as]
date (v) [= put a date on]
deal with (v)
defender (n)
develop (v)
development (n)
diagonally (adv)
dice (n)
disk (n)
educational (adj)
empty (adj)
egayed (adj)
enjoyable (adj)
estimate (v)
even (adv)
exercise (n)
explain (v)
extra time
finger (n)
focus (v)
foot/feet (n)
forwards (adj)
game (n)
goal (n)
hand (n)
home (n) [= objective in a game]
horizontally (adv)
improve (v)
in support of
individual (n)
jump over (v)
land on (v)
life style (n)
lower (v)
manage (v)
mental (adj)
motor skills (v)
mountain (n)
mov e (v)
movement (n)
must/mustn’t (modal v)
normal (adj)
nowadays (adv)
objective (n)
on your own
opponent (n)
oppose (v)
opposite (prep)
out of school
participate (v)

pastime (n)
penalty area
physical education (PE)
piece (n) [= part of a game]
plan (v)
player (n)
point (n) [= opinion, idea]
popular (adj)
press (v)
problem-solving (n)
pull (v)
push (v)
quantity (n)
quiz (n)
racing (n)
raise (v)
reach for (v)
react (v)
real (adj)
recorded (adj) [= written down]
rely on (v)
rename (v)
result (n)
score (n and v)
screen (n)
simple (adj)
social (adj)
soldier (n)
spatial awareness
sporty (adj)
square (n)
substitution (n)
support (v)
target (n)
task (n)
team (n)
team game
throw (v)
title (n) [top position in a sport]
touch (v)
turn (n) [= go in a game]
turn (v)
version (n)
vertically (adv)
violence (n)
violent (adj)
win (v)
Theme 5
According to …
actually (adv)
addictive (adj)
affect (v)
analytic (adj)
Apparently, … (adv)
apply (v)
attitude (n)
baked (adj)
balance (v)
balanced (adj)
behaviour (n)
blood pressure
burger bar [= fast-food restaurant]
calorie (n)
carbohydrate (n)
carry on (v)
chemical (n)
complicated (adj)
condition (n) [= medical problem]
conduct (v)
consume (v)
convert (v)
dairy product
damage (v)
damaged (adj)
danger (n)
develop (v)
Did you know that …?
die (v)
diet (n)
difference (n)
dig (v)
dissolve (v)
drink (v)
eat/ate (v)
energy (n)
estimate (v)
examine (v)
explorer (n)
factor (n)
fat (n)
fatty (adj)
find/found (v)
first of all
forget (v)
frozen (adj)
full (adj) [= with food]
give up (v) [= stop eating/drinking]
heal (v)
heart attack
home-cooked (adj)
hungry (adj)
hunt (v)
impression (n)
improve (v)
increase (v)
increasing (adj)
influence (n)
ingredient (n)
intake (n)
juice (n)
junk (n)
lean (adj) [= of meat]
lifestyle (n)
liquid (n)
look forward to doing
low-fat (adj)
medicine (n)
mineral (n)
molecule (n)
nowadays (adv)
nutrient (n)
nutritionist (n)
obese (adj)
obesity (n)
order (v) [= ask for food]
particularly (adv)
persuade (v)
pie chart
piece (n)
plan (n and v)
plant (n)
predict (v)
prepare (v)
preservation (n)
preserve (v)
processed (adj)
protein (n)
put on (v)
quantity (n)
rise (n)
reaction (n)
ready-meal (n)
recipe (n)
recommend (v)
recommendation (n)
recommended (adj)
record (v)
recover (v) [= get better]
reduce (v)
reduction (n)
repair (v)
sailor (n)
salt (n)
sandwich (n)
significant (adj)
snack (n and v)
solution (n)
solve (v)
solvent (n)
speed up (v)
start (v)
starvation (n)
starve (v)
starving (adj)
statistic (n)
storage (n)
store (v)
stroke (n) [= medical condition]
study (n) [= research]
suffer from (v)
sugars (n pl)
support (v)
swallow (v)
take exercise
take-away (n)
thesis statement (n)
thirsty (adj)
unhealthy (adj)
variation (n)
vary (v)
water (n)
wound (n)
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IELTS Level Common European Framework Level Flesch-Kincaid Level for Listening and Reading Texts
4.0–4.5 B1 Listening: 4–5 (max. 400 words) Reading: 4–5 (max. 250 words)
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