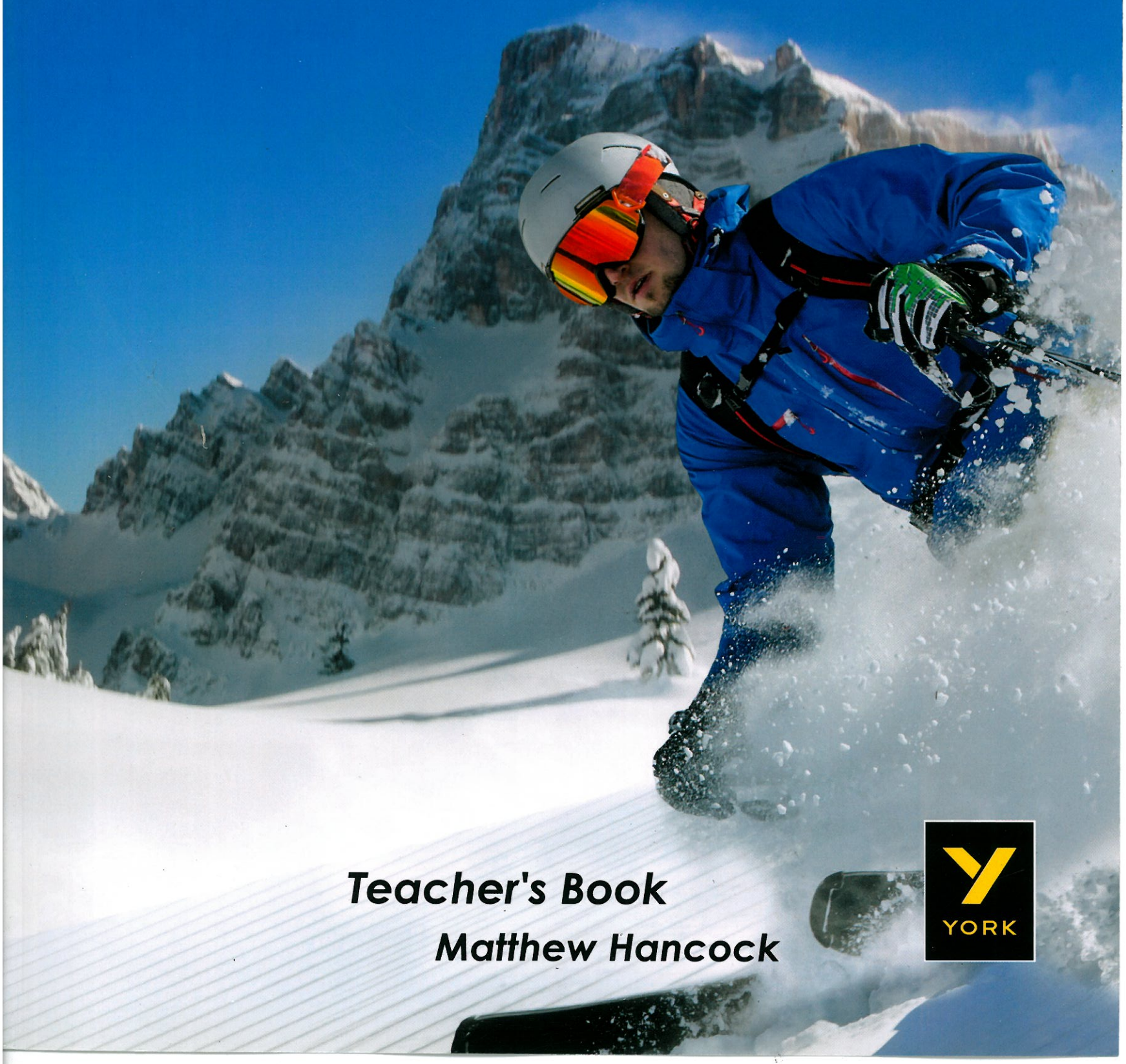
B2-C1

York MISSION POSSIBLE

Mastery 2



Teacher's Book

Matthew Hancock

YORK

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Student's Book scope and sequence

UNIT	LANGUAGE	SKILLS
Module 1 People ***page 5***		
1 Sleep and relaxation *page 6*	**Grammar:** present and past tenses **Vocabulary:** sleep; adjectives to describe feelings; verbs **Functions:** expressing routines; expressing feelings; giving advice	**Reading:** the importance of sleep; how four people relax or deal with stress; how to relax **Listening:** young people and sleep **Speaking:** talking about your and your family's daily routines; talking about sleep; talking about relaxing; expressing feelings; giving advice **Writing:** a description of a dream; a paragraph about how you and your family relax; a journal entry
2 Free time *page 12*	**Grammar:** *used to/would* **Vocabulary:** toys; free-time activities **Functions:** expressing past routines; expressing opinions; making preferences; expressing likes	**Reading:** free time in the past; what makes us happy **Listening:** a woman's childhood memories; three people's happy childhood memories **Speaking:** talking about your childhood; talking about life in your country in the past; talking about what makes you happy; talking about hobbies, interests, and sports **Writing:** a paragraph about your childhood; a paragraph about a happy memory
Project: Write about your free-time activities.		
Module 2 Celebrations ***page 19***		
3 Celebrations around the world *page 20*	**Grammar:** future forms **Vocabulary:** decoration and clothing; celebrations **Functions:** expressing future plans; expressing opinions; describing an event	**Reading:** three celebrations; Chinese New Year **Listening:** three special events **Speaking:** describing celebrations in your country; talking about your plans for the future; talking about festivals and events **Writing:** a paragraph about your plans for your next vacation; an account of a celebration you have attended
4 Customs and traditions *page 26*	**Grammar:** modal verbs of obligation **Vocabulary:** customs and traditions; celebrations for a newborn baby; celebrations; phrasal verbs **Functions:** expressing obligation; expressing routines; inviting to an event; describing an event	**Reading:** customs and traditions across the world; customs and traditions for newborn babies around the world; invitations and replies **Listening:** a typical party for the arrival of a new baby in India **Speaking:** comparing customs and traditions; talking about obligations at school and at home; talking about what makes an occasion special **Writing:** about the customs and traditions in your country; about traditions for newborn babies in your country; an invitation and a reply
Project: Plan a celebration.		**Review A** ***page 33***
Module 3 The world ***page 35***		
5 Wonders of the World *page 36*	**Grammar:** the simple present, simple past and simple future passives **Vocabulary:** materials; competitions **Functions:** recounting past events; making descriptions; expressing opinions; agreeing and disagreeing	**Reading:** the Seven Ancient Wonders of the World; old and new wonders; Abu Simbel temple **Listening:** the Great Wall of China **Speaking:** describing a trip; talking about what makes a wonder; describing four amazing places in your country **Writing:** an advertisement for a trip; a description of the Taj Mahal; short descriptions of four amazing places in your country
6 Travel and vacations *page 42*	**Grammar:** reported speech (simple present, present progressive) **Vocabulary:** means of transportation; descriptive adjectives; places to stay **Pronunciation:** /ʃ/ or /dʒ/ **Functions:** reporting events; expressing likes	**Reading:** four postcards; journal entries **Listening:** three great journeys **Speaking:** reporting information about your partner's typical day on vacation; talking about a journal entry; talking about your vacations **Writing:** a report about events in a postcard; a journal entry; an account of a journey
Project: Find a New Wonder of the World.		
Module 4 Sport ***page 49***		
7 The Olympic Games *page 50*	**Grammar:** subject/object questions **Vocabulary:** sports; sport venues **Functions:** inquiring about information; stating advantages; giving facts	**Reading:** the Paralympic Games; the Special Olympics **Listening:** the history of the Olympic Games **Speaking:** participating in a sports quiz; talking about sports; talking about sports facilities in your town or city **Writing:** three quiz questions; a paragraph about the benefits of taking part in sporting events; a quiz about the Olympics, the Paralympics, and the Special Olympics
8 Recreation *page 56*	**Grammar:** the present perfect progressive **Vocabulary:** swimming; sports equipment; sports **Functions:** describing past actions; expressing obligation and prohibition; stating advantages	**Reading:** Adam Peaty; the past, present, and future of soccer **Listening:** the history of three sports **Speaking:** talking about what people have been doing; talking about how sports improve fitness **Writing:** an essay about the benefits of playing sports
Project: Research a sport.		**Review B** ***page 63***

Module 5 Art *page 65*		
9 Types of art *page 66*	**Grammar:** defining and non-defining relative clauses **Vocabulary:** art; materials **Functions:** adding information; making descriptions; expressing likes and dislikes	**Reading:** art forms; the Sand Sculpting Championship; a painting **Listening:** three paintings **Speaking:** talking about art forms; talking about works of art **Writing:** four sentences about a painting; a description of a work of art
10 Exhibitions *page 72*	**Grammar:** reported speech (simple past, present perfect) **Vocabulary:** exhibitions; compound adjectives; word formation **Functions:** reporting an event; making descriptions; recounting a personal experience	**Reading:** galleries and museums; the Chinese Terracotta Army; accounts of museum or gallery visits **Listening:** a talk by an art gallery curator **Speaking:** reporting a 'to do' list; talking about your ideal job **Writing:** an e-mail in reported speech; an account of a museum or gallery visit

Project: Write about a work of art.

Module 6 The written word *page 79*		
11 Literature *page 80*	**Grammar:** verbs followed by gerunds or base forms **Vocabulary:** types of writers; types of books **Functions:** expressing preferences and intentions; expressing likes and dislikes; making recommendations	**Reading:** Charles Dickens; a blurb and a book review of *Great Expectations* **Listening:** four people talking about books **Speaking:** talking about types of books; talking about your favorite book **Writing:** about your reading habits; about your favorite book; a blurb and book review
12 Communication *page 86*	**Grammar:** narrative tenses **Vocabulary:** parts of a newspaper; means of communication **Pronunciation:** the /ʊ/ and /uː/ sounds **Functions:** recounting recent activities; recounting past experiences	**Reading:** the language of Braille; childhood activities; four articles; an extract from a novel **Listening:** a young journalist **Speaking:** talking about the past; talking about newspapers and magazines; talking about childhood experiences **Writing:** a paragraph about childhood experiences; a story about an unusual or exciting childhood event

Project: Write about an author.

Review C ***page 93***

Module 7 World cultures *page 95*		
13 Food *page 96*	**Grammar:** reported questions **Vocabulary:** food groups; cooking verbs **Functions:** reporting conversations; expressing habits; giving instructions	**Reading:** food in different cultures; the history of pizza; three writers' favorite foods **Listening:** a recipe **Speaking:** reporting an interview; talking about pizza; talking about a healthy diet; talking about a recipe **Writing:** a report about a memorable meal; a recipe
14 World treasures *page 102*	**Grammar:** modal verbs of possibility in the past: *must/could/would/might have* (+ past participle) **Vocabulary:** natural disasters; treasures **Functions:** making speculations; making suggestions; recounting a personal experience	**Reading:** three world treasures; the Minoan civilization **Listening:** Pompeii **Speaking:** speculating about events; talking about a person who had left a bag; talking about treasures **Writing:** a paragraph about your life in another country; a paragraph about a treasure

Project: Write about the culture of a country.

Module 8 Education *page 109*		
15 Schools and learning *page 110*	**Grammar:** the third conditional and mixed conditionals **Vocabulary:** types of tests; technology **Pronunciation:** silent letters **Functions:** expressing conditions; giving congratulations, wishes, and commiserations	**Reading:** three different schools; Schools of the Air **Listening:** education in different countries **Speaking:** comparing education systems in different countries; describing situations **Writing:** a paragraph about different outcomes in your life; a paragraph about technology in schools
16 Careers *page 116*	**Grammar:** *I wish .../If only ...* **Vocabulary:** study and qualifications; jobs **Functions:** expressing regrets; expressing opinions; applying for a job	**Reading:** four people's regrets; two inspirational people; job advertisements, and a letter of application **Listening:** an interview with an elderly woman **Speaking:** stating regrets about the past; talking about jobs **Writing:** a letter of application

Project: Write about schools in another country.

Review D ***page 123***

Extra reading ***page ER1*: *Around the World in Eighty Days* by Jules Verne; *Robinson Crusoe* by Daniel Defoe**

Introduction

York Mission Possible is an English course for teenage learners. It is a six-level course taking students from beginner through to advanced level. Each level of ***York Mission Possible*** includes a **Student's Book** that is split into two volumes, a **CD** with the listening material, a **Workbook** that is merged with each volume of the **Student's Book**, a **Teacher's Book,** and a **Test Book**.
York Mission Possible has been developed so that all four language skills are integrated, allowing students to practice the language in a meaningful way. They are encouraged to use their knowledge to help them establish grammar rules and figure out the meanings of unknown vocabulary. Students are asked to do this using material which has been especially written to appeal to their age group and interests.

The course

Each level of ***York Mission Possible*** consists of eight thematic modules, except for the Preliminary 1 level, which consists of six modules, based on a carefully graded language syllabus. This approach will make it possible for students to develop all four language skills: reading, listening, speaking, and writing. The themes vary from speaking about education and the arts to finding out about world cultures.
Each module in the **Student's Book** contains two units, which develop the theme in different ways. At the end of each module, there is a project.
The **Workbook** closely reflects the work covered in the **Student's Book**. The exercises can be completed in class or as homework. They are designed to provide extra practice for grammar and vocabulary, and for reading and writing.
The **Teacher's Book** provides a comprehensive step-by-step guide to using ***York Mission Possible***. There are also full answer keys for both the **Student's Book** and the **Workbook**, as well as complete audioscripts for the listening material which can be found at the back.
The **CD** includes all the opening reading and listening activities in the **Student's Book**.
The **Test Book** assesses students' performance in the four language skills. The tests follow the same style as international assessment programs in order to help students prepare for international examinations.

How to use the course

Module presentation

Every module starts with a list of outcomes, so the students always know what they are going to learn, and teachers what they are going to teach. Each opening page contains a selection of pictures from the module, together with some questions. The questions aim to awaken students' interest in the module theme and encourage class discussion. Students will be able to confirm the answers to these questions as they work their way through each module.

How the units work

Each module has two units. The first unit in each module covers eight lessons and the second unit covers nine lessons, including the project. After every four units, there is a tenth lesson. This comprises review exercises in the **Student's Book** and a progress test in the **Workbook**.

Lessons 1 and 2 Each unit begins with an opener called *Before you begin*. This will start by asking the students to look at the pictures on the page and do a short activity. The aim of this is to start them thinking about the topic of the unit and the vocabulary they might need. This is always followed by a list of useful vocabulary to work with. This list relates to the reading passage which follows and guides the students to the use of a dictionary. The reading passage is also on the **CD**.
Various activities help students fully understand the language in the reading passage, including comprehension, vocabulary, and grammar. These activities provide students with the tools they need in order to produce meaningful and communicative language in the speaking and writing tasks which follow.

Lessons 3 and 4 These pages continue the development of the unit theme, using reading or listening activities. The activities are followed by different comprehension exercises, for example, answering questions, completing charts, and doing matching tasks. Students are sometimes asked to complete a grammar exercise and then to listen to the **CD** to check if they have the correct answers.
Students will always be asked to give their own opinions, either by speaking to a partner or by writing. There are also pronunciation activities where appropriate.

Lessons 5 and 6 These pages often contain a reading passage, which is not recorded and so tests the students' reading skills. This reading passage extends what the students have learned in the unit so far and offers an opportunity for further communicative work through the other skills.

Lessons 7 and 8 These lessons will be used to prepare for the writing activity which appears on the final page of each **Workbook** unit. Writing is the most difficult skill for most students and so time taken in preparing students for the activity is vital.

Lesson 9 – Project The integration of the skills is further promoted in the project work, which comes at the end of each module. Before they do the projects, students have read material related to the topic, they have studied the vocabulary and the grammar required, and they have discussed their ideas in pairs, in groups, and as a class.

Each project has a *Your task* box, which explains the project to the students. There is also a box of questions or further guidelines to help the students organize their work. Sometimes, models are included. You should discuss the project with the class before the students start work on it, making sure they understand fully what they have to do. The projects may need extra materials, and involve research and other preparation, some of which may be done as homework. Access to reference books and the Internet is useful, either in class or at home.

The students should present their final projects to the class. They will spend time and effort creating their projects, so make a class display of their work and try to encourage other students in the school or teachers to come and see it.

Lesson 10 – Review and testing After every two modules (four units), there are two review pages. These check the grammar and vocabulary learned in the previous units through a variety of activities. During this time, monitor the students and check if they are unsure about a particular language point. If they are, use exercises in the **Student's Book** and **Workbook** to review the point before giving them the progress test.

The progress tests are in the **Workbook**. They contain exercises in grammar and vocabulary which should be completed individually by each student. These will give you and your students an indication of any language which needs to be reviewed before moving on to the next module. Each test should take between thirty and forty minutes.

There is an initial test at the beginning of the **Workbook** which you can use to assess your students. Note any areas they are weak in and pay special attention to them when they arise during the course. There is also a final test which covers language learned during the whole year.

Special features of *York Mission Possible*

Strategy boxes

Throughout the units, there are strategy boxes which give students advice on how to tackle the different skills. For example, in reading, the box might cover *reading for information*, *reading for main idea*, *multiple-choice questions*, etc. Each time these boxes appear, read them through with the students and encourage them to follow the advice. In this way, students will become more effective learners and will be able to deal competently with more difficult language when they come across it.

Research boxes

Throughout the units, there are research boxes, marked by a red circle with a question mark. These are fun questions related to the theme of the module. Give students time to find the answers before telling them. They can do this at home by using any books they have, by using the Internet, or by asking their family.

Quotation boxes

There are also quotations from famous people which are related to the different themes. You may have to help the students understand some of the quotations. Try to use the quotations as a discussion point (*Do the students agree with the quotation? Why / Why not?*) and as a thought for the students to take away with them.

Extra reading

Reading for enjoyment increases a student's vocabulary and improves the skill of reading and the understanding of grammar. To this end, ***York Mission Possible*** includes abridged stories by famous authors. There is a biography of the authors as well as follow-up activities. It is hoped that by introducing the students to such stories, they may be motivated to read for enjoyment and so improve their English.

York Mission Possible and the Common European Framework of Reference (CEFR)

York Mission Possible covers all the descriptors of the CEFR from A1 to C2, as follows:

York Mission Possible	CEFR
Preliminary 1	A1–A2
Preliminary 2	A2–B1
Preliminary 3	B1
Mastery 1	B2
Mastery 2	B2–C1
Mastery 3	C1–C2

Teaching tips

Teaching grammar

Grammar exercises and the grammar points are clearly indicated in the **Student's Book**. They are practiced further in the **Workbook**.

- ***York Mission Possible*** teaches grammar in context and uses a variety of text types to do this. Encourage students to figure out the grammar for themselves. This will lead to a better understanding of each point.
- The grammar and vocabulary are practiced together in the speaking and writing activities. In this way, the skills are integrated into each unit and students will see how the language they have learned can be used in a communicative way.
- Let students compare and discuss their answers to the grammar exercises. By doing this, students are taking more responsibility for their learning.
- Students can always refer to the *Student grammar review* pages to help them consolidate their knowledge.

Teaching vocabulary

Vocabulary is an important feature of ***York Mission Possible***. It is presented in lexical sets and practiced in the **Student's Book** and in the **Workbook**.

- Encourage students to record vocabulary in special notebooks. At the beginning of the year, discuss with students how they can record the vocabulary. Sometimes they might draw a picture to remind them of a meaning (e.g. *to sew*), or sometimes they can write a sentence using the word (e.g. *wedding – When a couple get married, they have a wedding.*)

Teaching reading

The passages in each module provide useful controlled reading practice. Help students read as effectively as possible:

- Explain that the reading texts might contain words that students are not familiar with. They should not turn to a dictionary immediately. Instead, teach them to read around the word, i.e. the complete sentence and, if necessary, the sentences before or after. Students should use their knowledge to establish the meaning of new words.
- The first reading passage is always recorded. Play it to the students so that they have a model for pronunciation and intonation. Students can practice reading the passages out loud.
- Use the strategy boxes to help the students do the reading activities.

Teaching listening

York Mission Possible provides plenty of opportunity for listening to native speakers. Remember, however, that you are your students' closest model and follow some simple rules:

- Speak slowly and clearly, and look at students when you speak.
- Do not speak while you are writing on the board – it is essential that students see your face when you speak.
- Do not allow students to speak while you are speaking.
- Encourage students to listen to one another when they are speaking and reading out loud.
- Use the strategy boxes to help the students do the listening activities.

Teaching speaking

York Mission Possible provides plenty of opportunity for practicing this skill.

- Encourage students to use English in their classroom exchanges to make them feel confident. Speak to them in English as much as possible and give instructions in English as much as possible.
- Encourage students to participate in class and group discussions. In group discussions, you can monitor how the students are performing, virtually unobserved. Note any students who are not taking part and encourage them in class discussions.
- There are numerous opportunities for pair work throughout the course. Try to vary the partners the students work with. When putting them in pairs, give instructions such as *Work with the person sitting next to you/behind you/in front of you*, etc.
- Use the strategy boxes to help the students do the speaking activities.

Teaching writing

- Encourage good spelling by encouraging students to read the vocabulary lists and learn the spelling. Remember, spelling in English is not easy, so it needs to be learned!
- When students are asked to create a paragraph of writing, make sure they understand what they have to do. Give models where possible and remind the students of the grammar and vocabulary they have to use. Discuss the task with the students and write any useful vocabulary on the board.
- Monitor as they are writing, pointing out any errors. Make sure you ask students to try to correct their work before you make any corrections to it.
- Take advantage of students' enthusiasm and artistic skills. Whenever possible, display their work on the classroom walls.
- Use the strategy boxes to help the students do the writing activities.

Establishing the right atmosphere in the classroom

Establishing a positive working atmosphere throughout the school year is essential. When students feel encouraged, they work better, they become more involved, more interested, and more responsible for their learning process. As a result, the class works better, and the better a class functions as a whole, the more the students will progress. Here are some classroom management suggestions:

- Have a positive attitude: students react more effectively to praise than to punishment.
- Encourage students to cooperate and work together, to listen, and to respect one another.
- Help students develop thinking skills and basic study skills.

Student's Book, page 5

OPENER

At the beginning of the lesson, tell the students that, in this book, they are going to be talking about people, celebrations, places around the world, sport, the written word, world cultures, education, and other interesting topics. Tell them what you expect them to do in class and as homework. Also, discuss with them the importance of keeping a vocabulary notebook.

Now look at page 5. Tell the students that this page tells them what they will be doing in the first module. Look at each picture with the class and choose students to try to answer the questions. The pictures on the left show the pattern of brainwaves during sleep and a person taking part in an experiment to monitor the brain during sleep. The picture top right depicts a toy called a rocking horse, which used to be popular among wealthier families in the nineteenth century.

When the students have answered the questions, ask them questions about themselves, for example, *Do you always sleep well? What makes you feel stressed? What makes you feel relaxed?*

Explain to the students that they will learn how to talk about sleep and relaxation in Unit 1.



Outcomes

- To read about the importance of sleep, how four people relax or deal with stress, how three people should deal with stress, free time in the past, and what makes us happy
- To listen to a radio show about sleep, a lady describing her childhood, and three people talking about happy childhood memories
- To use vocabulary related to sleep, toys, and free-time activities
- To talk about daily routines, sleep, ways to relax, feelings, childhood activities sixty years ago, things that determine happiness, and happy childhood memories
- To use present and past tenses, and *used to/would*
- To write about a dream, a paragraph about what you and your family do to relax, a journal entry about what happened yesterday, a paragraph about when you were very young, and a paragraph about a happy childhood memory

Unit 1 Sleep and relaxation

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about sleep
- to talk about the daily routine of family members
- to talk about sleep
- to write a description of a dream

Functions
- expressing daily routines
- making descriptions

Language focus
- the present and past tenses

Vocabulary
- sleep and relaxation

Materials
- Student's Book pages 6–7, Workbook page W4, CD

Student's Book, pages 6 and 7

BEFORE YOU BEGIN

1 Ask the students if any of them has had a very good or very bad dream. Now ask them to say what they can see in the pictures on page 6 of the Student's Book.
Choose students to answer the question in Exercise 1. Ask them to explain their answers. They will find the answer later in the lesson.

Answers
Students' own answers

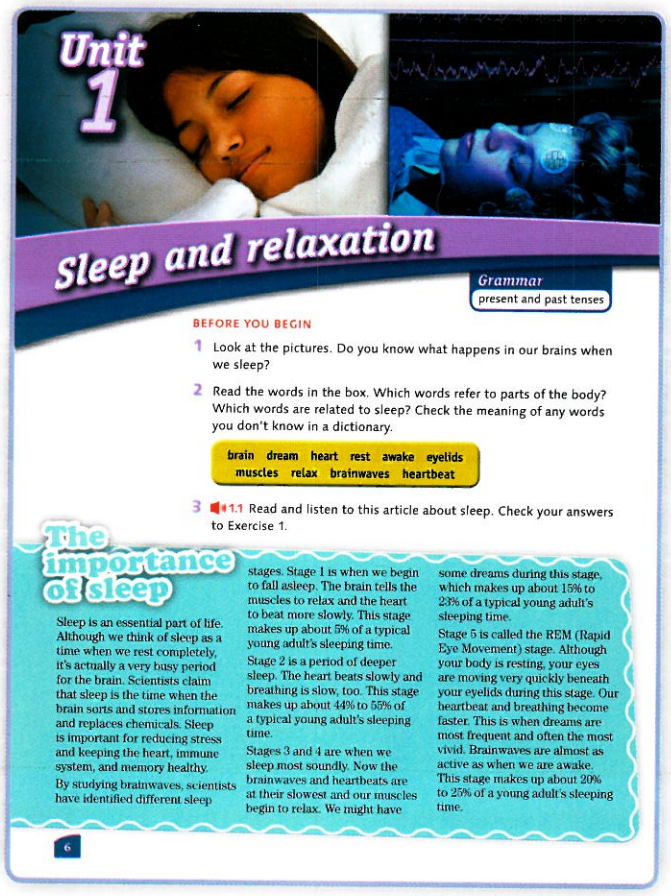
2 Choose students to read the words from the box out loud to check pronunciation. The students work in pairs to answer the questions. They can check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answers
parts of the body: brain, heart, eyelids, muscles
related to sleep: dream, rest, awake, relax, brainwaves, heartbeat

3 Tell the students that they are going to read an article about sleep. Tell them to read the text quickly and find the answer to the question in Exercise 1.
Play the CD. The students listen and read at the same time. They give you their answers to the question.

Audioscript 1.1 – see page 125

Answer
The brain sorts and stores information and replaces chemicals. It also tells the muscles to relax and the heart to beat more slowly.


Unit 1
Sleep and relaxation
Grammar
present and past tenses
BEFORE YOU BEGIN
1 Look at the pictures. Do you know what happens in our brains when we sleep?
2 Read the words in the box. Which words refer to parts of the body? Which words are related to sleep? Check the meaning of any words you don't know in a dictionary.
brain dream heart rest awake eyelids muscles relax brainwaves heartbeat
3 1.1 Read and listen to this article about sleep. Check your answers to Exercise 1.
The importance of sleep
Sleep is an essential part of life. Although we think of sleep as a time when we rest completely, it's actually a very busy period for the brain. Scientists claim that sleep is the time when the brain sorts and stores information and replaces chemicals. Sleep is important for reducing stress and keeping the heart, immune system, and memory healthy.
By studying brainwaves, scientists have identified different sleep stages. Stage 1 is when we begin to fall asleep. The brain tells the muscles to relax and the heart to beat more slowly. This stage makes up about 5% of a typical young adult's sleeping time.
Stage 2 is a period of deeper sleep. The heart beats slowly and breathing is slow, too. This stage makes up about 44% to 55% of a typical young adult's sleeping time.
Stages 3 and 4 are when we sleep most soundly. Now the brainwaves and heartbeats are at their slowest and our muscles begin to relax. We might have some dreams during this stage, which makes up about 15% to 23% of a typical young adult's sleeping time.
Stage 5 is called the REM (Rapid Eye Movement) stage. Although your body is resting, your eyes are moving very quickly beneath your eyelids during this stage. Our heartbeat and breathing become faster. This is when dreams are most frequent and often the most vivid. Brainwaves are almost as active as when we are awake. This stage makes up about 20% to 25% of a young adult's sleeping time.
6

COMPREHENSION

4 First, read the *Reading strategies* box. Students read and listen while you play the CD again. As they listen, they should match the correct parts. The students check their answers in pairs. Check answers as a class.

Audioscript 1.1 – see page 125

Answers
1 *b* **2** c **3** a **4** d

GRAMMAR: The present tense

5 The students work in pairs to complete the exercise. Point out that there is a *Student grammar review* on page W45 that the students can refer to if they need to. Check answers as a class.
As a review, ask them what tense the verbs are in (*simple present and present progressive*) and when we use these tenses (*simple present to talk about facts and regular actions; the present progressive to talk about actions happening at the moment of speaking*).

Answers
1 *is* **2** tells **3** is resting, are moving **4** become

SPEAKING

6 Tell the students what you do every day using the adverbs *usually*, *often*, or *always*. Then say what you are doing now.
The students work in pairs and discuss what they and their families do every day and what the people in their family are doing now.
Monitor as they are talking, helping where necessary.

Suggested answers
I usually get up at six o'clock. I go to school. I come home in the afternoon. My brother and I sometimes watch television. We always do our homework. My family usually eats at eight o'clock. I often go to bed at nine o'clock. / *Now, my father is working.* My mother is teaching. My sister is learning Spanish. My grandma is baking a cake.

GRAMMAR: Present and past tenses

7 Quickly review the irregular form of past tense verbs. Write the verbs *find* and *sleep* on the board. Ask students to say what the past forms of these verbs are (*found* and *slept*). Explain that these verbs are irregular verbs. Remind them that regular verbs end in *-ed*.
The students work in pairs to complete the exercise. Point out that there is more than one possible answer in some cases (e.g. using simple present or present progressive). Also point out that there is a *Student grammar review* on page W45 which the students can refer to if they need to.

Answers
1 *is* **2** have found **3** is not resting/does not rest **4** are sleeping/sleep **5** have believed **6** continues **7** asked **8** did not answer **9** gave **10** had had **11** had slept **12** worked out **13** continued

Workbook, page W4, Exercises 1, 2, and 3

SPEAKING

8 Ask the students to work in pairs to ask and answer the questions in Exercise 8. Choose a few pairs to ask and answer the questions.

Answers
Students' own answers

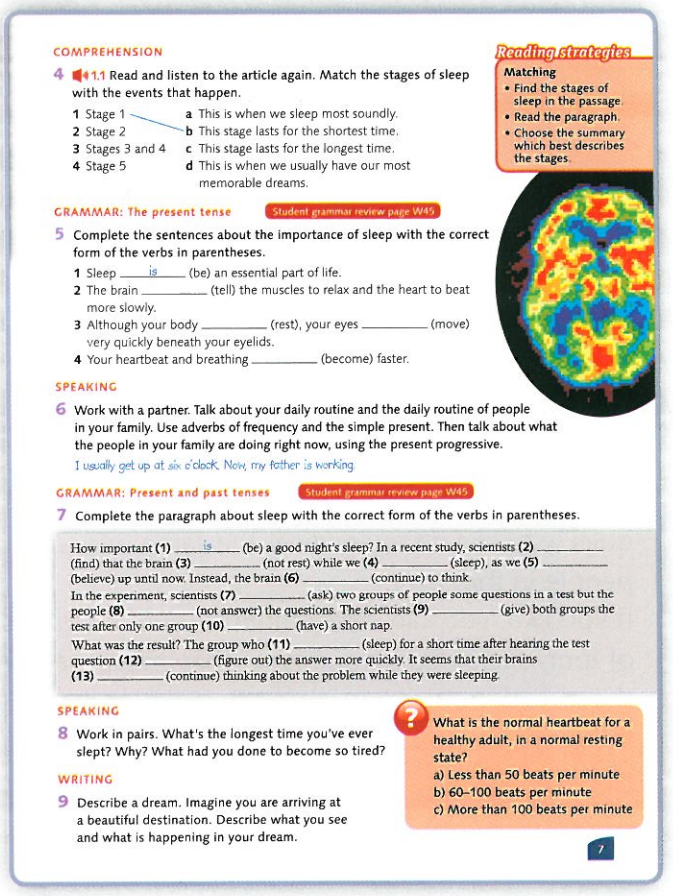
Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books. Before they decide on an answer, they could discuss their proposed answers in pairs.

Answer
For adults, 95% of normal people have a resting heart rate of between sixty and one hundred beats per minute.

WRITING

9 The students write about a dream. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their paragraphs.

Answers
Students' own answers



COMPREHENSION

4 1.1 Read and listen to the article again. Match the stages of sleep with the events that happen.

1 Stage 1 — a This is when we sleep most soundly.
2 Stage 2 — b This stage lasts for the shortest time.
3 Stages 3 and 4 — c This stage lasts for the longest time.
4 Stage 5 — d This is when we usually have our most memorable dreams.

Reading strategies
Matching
- Find the stages of sleep in the passage.
- Read the paragraph.
- Choose the summary which best describes the stages.

GRAMMAR: The present tense — Student grammar review page W45

5 Complete the sentences about the importance of sleep with the correct form of the verbs in parentheses.

1 Sleep ___is___ (be) an essential part of life.
2 The brain _____ (tell) the muscles to relax and the heart to beat more slowly.
3 Although your body _____ (rest), your eyes _____ (move) very quickly beneath your eyelids.
4 Your heartbeat and breathing _____ (become) faster.

SPEAKING

6 Work with a partner. Talk about your daily routine and the daily routine of people in your family. Use adverbs of frequency and the simple present. Then talk about what the people in your family are doing right now, using the present progressive.
I usually get up at six o'clock. Now, my father is working.

GRAMMAR: Present and past tenses — Student grammar review page W45

7 Complete the paragraph about sleep with the correct form of the verbs in parentheses.

How important (1) ___is___ (be) a good night's sleep? In a recent study, scientists (2) _____ (find) that the brain (3) _____ (not rest) while we (4) _____ (sleep), as we (5) _____ (believe) up until now. Instead, the brain (6) _____ (continue) to think.
In the experiment, scientists (7) _____ (ask) two groups of people some questions in a test but the people (8) _____ (not answer) the questions. The scientists (9) _____ (give) both groups the test after only one group (10) _____ (have) a short nap.
What was the result? The group who (11) _____ (sleep) for a short time after hearing the test question (12) _____ (figure out) the answer more quickly. It seems that their brains (13) _____ (continue) thinking about the problem while they were sleeping.

SPEAKING

8 Work in pairs. What's the longest time you've ever slept? Why? What had you done to become so tired?

WRITING

9 Describe a dream. Imagine you are arriving at a beautiful destination. Describe what you see and what is happening in your dream.

? What is the normal heartbeat for a healthy adult, in a normal resting state?
a) Less than 50 beats per minute
b) 60–100 beats per minute
c) More than 100 beats per minute

7

LESSONS 3 AND 4

Overview

Outcomes
- to read about how four people relax or deal with stress
- to talk about how one relaxes
- to talk about experiencing certain feelings
- to write a paragraph about how people relax

Functions
- expressing routines
- expressing feelings

Language focus
- the simple present

Vocabulary
- positive and negative adjectives

Materials
- Student's Book pages 8–9, Workbook pages W5–W6

Student's Book, pages 8 and 9

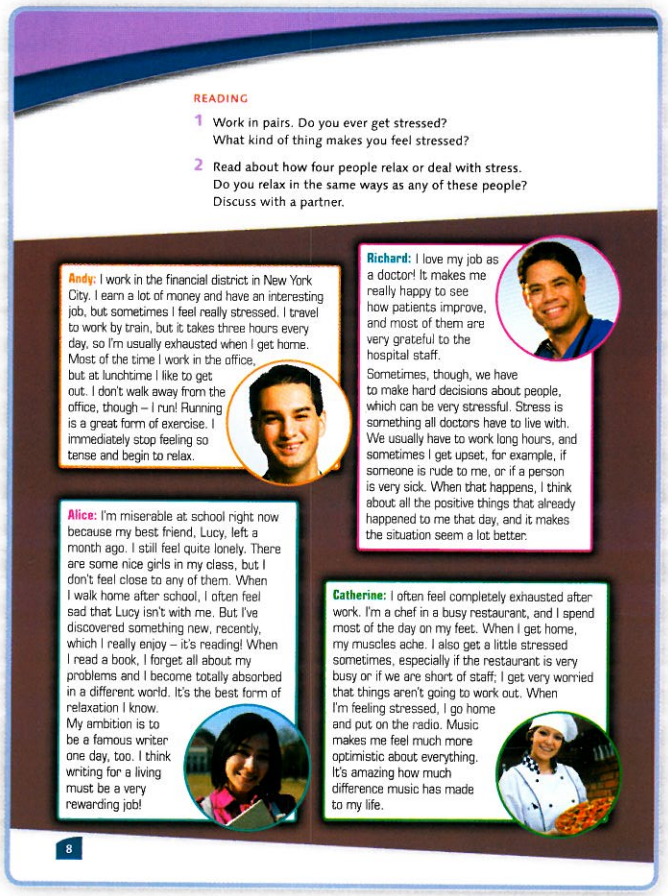
READING

1 Read the questions to the class, and check they know what *stressed* means. Ask the students to work in pairs to discuss when they get stressed and what causes it. Then ask them to change partners to discuss again. Check answers as a class. Ask students to say what makes their partner stressed, as well as themselves. Write ideas on the board.

Answers
Students' own answers

2 Read the question to the students. Check their understanding of the question. Check their understanding of the words *relax* and *deal with*. Have a few students give examples of how they relax, or any relaxing activity. Write these on the board. Tell the students they are going to read about how four people get stressed and what they do to relax. Ask them to read the four texts quickly to see if they relax in the same way as the people in the texts.
If you like, you can have students work in groups of four, each reading one text. They must then tell the rest of their groups about the text, and help the group answer the question. Share answers as a class.

Answers
Students' own answers


READING

1 Work in pairs. Do you ever get stressed? What kind of thing makes you feel stressed?

2 Read about how four people relax or deal with stress. Do you relax in the same ways as any of these people? Discuss with a partner.

Andy: I work in the financial district in New York City. I earn a lot of money and have an interesting job, but sometimes I feel really stressed. I travel to work by train, but it takes three hours every day, so I'm usually exhausted when I get home. Most of the time I work in the office, but at lunchtime I like to get out. I don't walk away from the office, though – I run! Running is a great form of exercise. I immediately stop feeling so tense and begin to relax.

Richard: I love my job as a doctor! It makes me really happy to see how patients improve, and most of them are very grateful to the hospital staff. Sometimes, though, we have to make hard decisions about people, which can be very stressful. Stress is something all doctors have to live with. We usually have to work long hours, and sometimes I get upset, for example, if someone is rude to me, or if a person is very sick. When that happens, I think about all the positive things that already happened to me that day, and it makes the situation seem a lot better.

Alice: I'm miserable at school right now because my best friend, Lucy, left a month ago. I still feel quite lonely. There are some nice girls in my class, but I don't feel close to any of them. When I walk home after school, I often feel sad that Lucy isn't with me. But I've discovered something new, recently, which I really enjoy – it's reading! When I read a book, I forget all about my problems and I become totally absorbed in a different world. It's the best form of relaxation I know. My ambition is to be a famous writer one day, too. I think writing for a living must be a very rewarding job!

Catherine: I often feel completely exhausted after work. I'm a chef in a busy restaurant, and I spend most of the day on my feet. When I get home, my muscles ache. I also get a little stressed sometimes, especially if the restaurant is very busy or if we are short of staff; I get very worried that things aren't going to work out. When I'm feeling stressed, I go home and put on the radio. Music makes me feel much more optimistic about everything. It's amazing how much difference music has made to my life.

8

COMPREHENSION

3 Tell the students that they are going to read the text again and find the best answers to the incomplete sentences.
The students check their answers in pairs. Then check answers as a class.
Ask the students if there is any vocabulary that they do not understand. If there is, encourage other students to try to explain, if they can, any of the words that are still hard for some of their classmates.

Answers
1 b **2** a **3** a **4** b

Talk together

4 Refer students back to Exercise 2 and the examples of how people relax. This exercise is an opportunity for more free speaking practice. Tell the students what you do to relax using the simple present. The students work in pairs and discuss what they do to relax.
Monitor as they are talking, helping where necessary. Encourage students to correct themselves, instead of correcting them directly. Write some whole sentences on the board as good examples of work produced at the end of the exercise, and ask for student feedback.

Suggested answers
A: *I play sports and spend time with my friends to relax.* ***B:*** *I play computer games and cook meals for my family.*

VOCABULARY: Adjectives

5 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. Students work in pairs to answer the questions. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answers
positive: *grateful*, optimistic, nice
negative: *strange*, exhausted, tense, miserable, upset, rude, worried, lonely, sad

Workbook, page W5, Exercises 4 and 5

SPEAKING

6 Read the instructions and the two examples with the class. Do one or two further examples, using adjectives from Exercise 5. The students then work in pairs and make sentences using each adjective. Monitor as they are working, helping where necessary. Choose some students to say their sentences to the class.

Suggested answers
A: *I feel tense when I have a test soon.*
B: *I feel worried when I am late.*

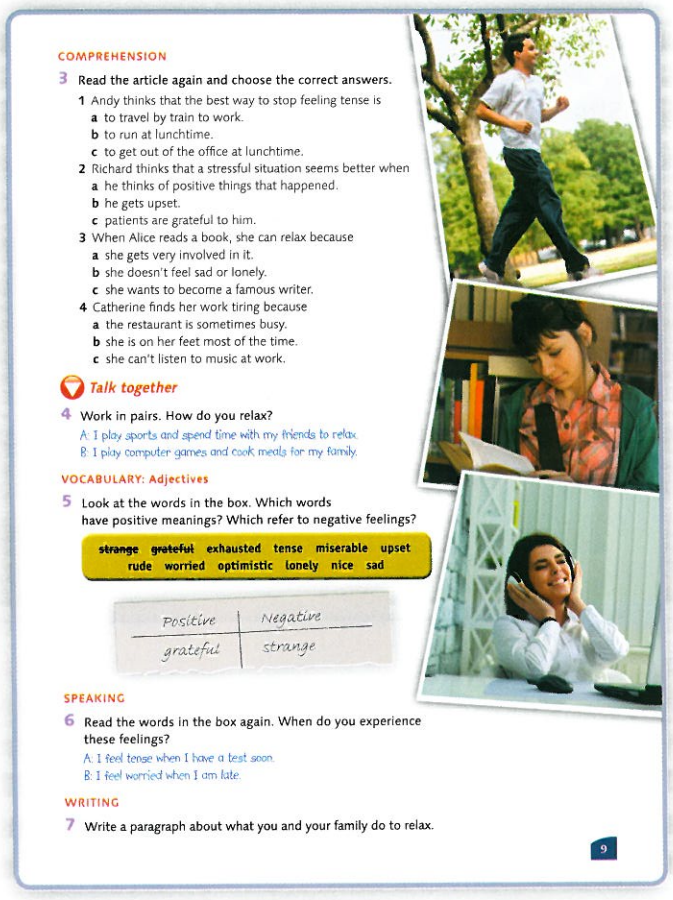
Workbook, page W5, Exercise 6

WRITING

7 Read the instruction with the class. The students write a short paragraph describing how they and their family relax.
Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their paragraphs.

Answers
Students' own answers

Workbook, pages W5 and W6, Exercises 7 and 8



COMPREHENSION

3 Read the article again and choose the correct answers.
1 Andy thinks that the best way to stop feeling tense is
a to travel by train to work.
b to run at lunchtime.
c to get out of the office at lunchtime.
2 Richard thinks that a stressful situation seems better when
a he thinks of positive things that happened.
b he gets upset.
c patients are grateful to him.
3 When Alice reads a book, she can relax because
a she gets very involved in it.
b she doesn't feel sad or lonely.
c she wants to become a famous writer.
4 Catherine finds her work tiring because
a the restaurant is sometimes busy.
b she is on her feet most of the time.
c she can't listen to music at work.

Talk together

4 Work in pairs. How do you relax?
A: I play sports and spend time with my friends to relax.
B: I play computer games and cook meals for my family.

VOCABULARY: Adjectives

5 Look at the words in the box. Which words have positive meanings? Which refer to negative feelings?

~~strange~~ ~~grateful~~ exhausted tense miserable upset rude worried optimistic lonely nice sad

Positive	Negative
grateful	strange

SPEAKING

6 Read the words in the box again. When do you experience these feelings?
A: I feel tense when I have a test soon.
B: I feel worried when I am late.

WRITING

7 Write a paragraph about what you and your family do to relax.

9

LESSONS 5 AND 6

Overview

Outcomes
- to listen to a radio show about sleep
- to read about people who have problems
- to tell someone about something that happened
- to write a journal entry

Functions
- making guesses
- giving advice
- recounting personal experience

Language focus
- the simple present

Vocabulary
- verbs

Materials
- Student's Book pages 10–11, Workbook pages W6–W7, CD

Student's Book, pages 10 and 11

LISTENING

1 Tell the students that they are going to listen to a radio show. Ask them to look at the pictures and discuss the question. They can check their answers later in the lesson.

Answers
Students' own answers

VOCABULARY: Verbs

2 Explain to the students that the verbs under A have a similar meaning to the words in B. Ask the students to match the words in A with the words that have a similar meaning in B. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answers
force – make someone do something;
produce – make, create; notice – observe;
continue – carry on; concentrate – focus, study;
discover – find out; perform – do, carry out;
achieve – get

3 Ask the students to read the question. Play the CD. Choose students to give their answers.

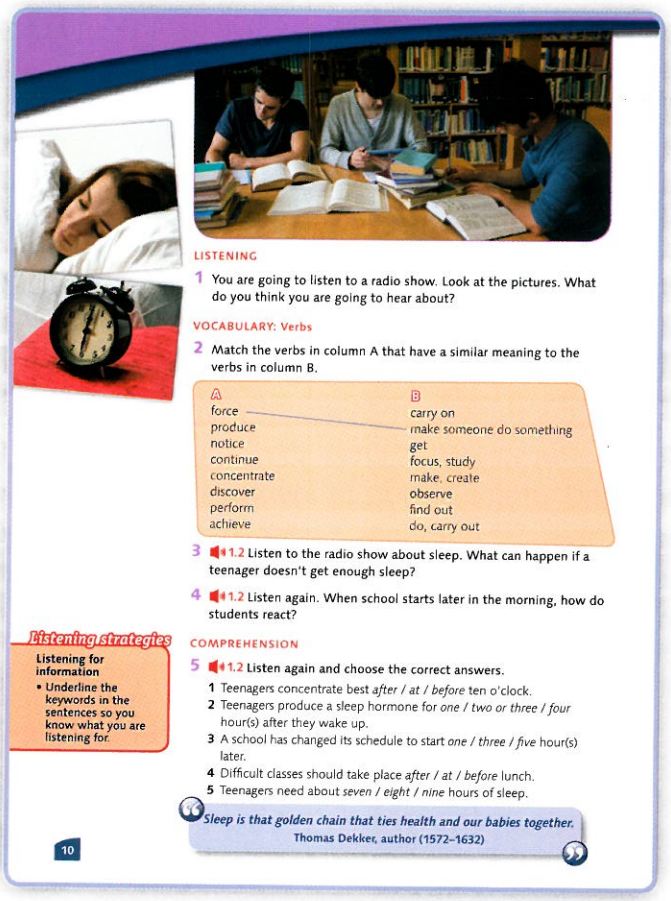
Audioscript 1.2 – see page 125

Answer
The teenager can suffer from stress.

4 Ask the students to read the question. Play the CD again. Choose different students to give their answers.

Audioscript 1.2 – see page 125

Answer
They are more active in classes. They also achieve better grades in their tests.



LISTENING

1 You are going to listen to a radio show. Look at the pictures. What do you think you are going to hear about?

VOCABULARY: Verbs

2 Match the verbs in column A that have a similar meaning to the verbs in column B.

A	B
force	carry on
produce	make someone do something
notice	get
continue	focus, study
concentrate	make, create
discover	observe
perform	find out
achieve	do, carry out

3 1.2 Listen to the radio show about sleep. What can happen if a teenager doesn't get enough sleep?

4 1.2 Listen again. When school starts later in the morning, how do students react?

Listening strategies
Listening for information
- Underline the keywords in the sentences so you know what you are listening for.

COMPREHENSION

5 1.2 Listen again and choose the correct answers.
1 Teenagers concentrate best *after / at / before* ten o'clock.
2 Teenagers produce a sleep hormone for *one / two or three / four* hour(s) after they wake up.
3 A school has changed its schedule to start *one / three / five* hour(s) later.
4 Difficult classes should take place *after / at / before* lunch.
5 Teenagers need about *seven / eight / nine* hours of sleep.

Sleep is that golden chain that ties health and our babies together.
Thomas Dekker, author (1572–1632)

10

COMPREHENSION

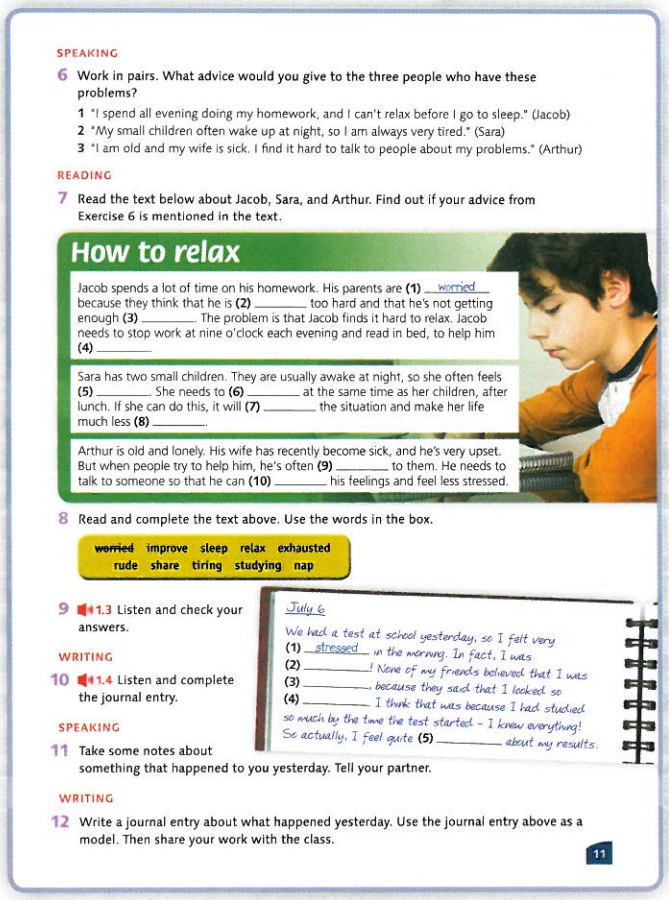
5 Read the *Listening strategies* box with the class. Tell the students to listen more closely and answer the questions. Play the CD again.

Audioscript 1.2 – see page 125

Answers
1 after **2** two or three **3** one **4** after **5** nine

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation. Ask the students if they agree with the quotation. How far do they agree with the information in the radio show they listened to? Have a brief class discussion.

Workbook, page W6, Exercises 9 and 10



SPEAKING

6 Work in pairs. What advice would you give to the three people who have these problems?

1 "I spend all evening doing my homework, and I can't relax before I go to sleep." (Jacob)
2 "My small children often wake up at night, so I am always very tired." (Sara)
3 "I am old and my wife is sick. I find it hard to talk to people about my problems." (Arthur)

READING

7 Read the text below about Jacob, Sara, and Arthur. Find out if your advice from Exercise 6 is mentioned in the text.

How to relax

Jacob spends a lot of time on his homework. His parents are **(1)** worried because they think that he is **(2)** _____ too hard and that he's not getting enough **(3)** _____. The problem is that Jacob finds it hard to relax. Jacob needs to stop work at nine o'clock each evening and read in bed, to help him **(4)** _____.

Sara has two small children. They are usually awake at night, so she often feels **(5)** _____. She needs to **(6)** _____ at the same time as her children, after lunch. If she can do this, it will **(7)** _____ the situation and make her life much less **(8)** _____.

Arthur is old and lonely. His wife has recently become sick, and he's very upset. But when people try to help him, he's often **(9)** _____ to them. He needs to talk to someone so that he can **(10)** _____ his feelings and feel less stressed.

8 Read and complete the text above. Use the words in the box.

~~worried~~ improve sleep relax exhausted rude share tiring studying nap

9 1.3 Listen and check your answers.

WRITING

10 1.4 Listen and complete the journal entry.

July 6

We had a test at school yesterday, so I felt very (1) stressed in the morning. In fact, I was (2) _____! None of my friends believed that I was (3) _____, because they said that I looked so (4) _____. I think that was because I had studied so much by the time the test started – I knew everything! So actually, I feel quite (5) _____ about my results.

SPEAKING

11 Take some notes about something that happened to you yesterday. Tell your partner.

WRITING

12 Write a journal entry about what happened yesterday. Use the journal entry above as a model. Then share your work with the class.

11

SPEAKING

6 Read the instructions with the class. Do the first sentence with the class as an example and elicit some advice. Then ask the students, in pairs, to do the same with the other problems.

Answers
Students' own answers

READING

7 Tell the students they are going to read some advice that other people have given to the people mentioned in Exercise 6. Ask them to read quickly to see if they give similar advice to their own – they do not have to complete the text yet; they just need to read quickly.

Answers
Students' own answers

8 Tell the students to read the text again and to fill in the blanks using the words in the box. They can compare answers with their partners, but do not check their answers as a class yet.

Answers
Students' own answers

9 Tell the students that they can listen to the completed text to check their answers. You can play the CD more than once if necessary.

Audioscript 1.3 – see page 125

Answers
1 *worried* **2** studying **3** sleep **4** relax
5 exhausted **6** nap **7** improve **8** tiring
9 rude **10** share

WRITING

10 Ask the students if any of them keeps a journal, or if they know anyone who keeps a journal. What kind of information do people usually include in a journal?
Explain that they are about to complete a student journal entry by listening to the CD. First, ask them to read the journal entry. Encourage them to predict the missing words for the blanks.
Then play the CD. The students complete the journal. They can compare answers with their partners. Play the CD again if necessary.

Audioscript 1.4 – see page 125

Answers
1 *stressed* **2** terrified **3** nervous **4** relaxed
5 confident

SPEAKING

11 Tell the students to read the instructions and give them a few minutes to take notes about something that happened to them yesterday. Pairs of students can compare their notes. Have one or two pairs share their ideas with the class.

Answers
Students' own answers

WRITING

12 Tell the students to use their notes to write their own journal entry about something that happened yesterday. Encourage them to use the journal entry on the page as a model.
Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their journal entries.

Answers
Students' own answers

LESSONS 7 AND 8

Workbook, page W7, Exercises 11, 12, and 13

Unit 2 Free time

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about free time in the past
- to talk about one's past routines
- to write a paragraph about routines in the past

Functions
- expressing past routines

Language focus
- *used to/would*

Vocabulary
- types of toys
- activities

Materials
- Student's Book pages 12–13, Workbook pages W8–W9, CD

Student's Book, pages 12 and 13

BEFORE YOU BEGIN

1 Ask the students to look at the three pictures. Ask them *What can you see in the pictures?* (*toys and games from the past – a toy theater, a doll's house, and a rocking horse*). Now ask the students to answer the questions in Exercise 1 in pairs.

Answers
Students' own answers

2 Choose students to read the words out loud to check pronunciation. The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answers
board game, jigsaw puzzle, doll, rocking horse, hoop, spinning top, marbles

3 Ask the students to read the question. Play the CD. The students listen and read at the same time. Check answers as a class.

Audioscript 2.1 – see page 126

Answers
They played, or played with, trains, rocking horses, dolls and doll's houses, tea sets, alphabet building blocks, sailboats, jigsaw puzzles, board games, marbles, balls, hoops, spinning tops, and hopscotch.


Unit 2
Free time
Grammar
used to/would

BEFORE YOU BEGIN

1 What toys did you use to play with when you were younger? How different were your toys from those in the pictures?

2 Read the words in the box. Which words refer to types of toys? Check the meaning of any words you don't know in a dictionary.

board game sew jigsaw puzzle doll
rocking horse hoop spinning top marbles vacation

3 2.1 Read and listen to the text about children in the U.S. in the nineteenth century. What did the children use to play or play with?

Free time in the past

Today, a free education is the right of every child living in the U.S. But things used to be very different in the nineteenth century. Back then, many poor children didn't use to go to school. Young children had to work to earn money for their families. They used to work for very long hours. As a result, they didn't have much free time for hobbies, sports, or toys.

During the nineteenth century, factory-made tin toys and clockwork toys began to appear. However, only wealthy children used to play with these toys. Other toys popular with wealthy children were trains, rocking horses, dolls and dolls' houses, and tea sets. They also used to enjoy alphabet building blocks, sailboats, and jigsaw puzzles. Only children from wealthier families used to have real pets, or go on vacation.

In their free time, poorer children used to play board games. They didn't use to buy toys – they had to make their own. Girls would sew or read, and boys would play with marbles or make balls out of old cloths. A favorite game was playing with a hoop or a spinning top. These toys were easy and cheap to make. Another favorite game was hopscotch. Children used to draw squares on a sidewalk, using a stone, and play a jumping game, jumping from square to square. Girls used to jump rope, using an old piece of string or rope. They used to make dolls out of the bottoms of old shoes.

You might ask, 'Didn't they use to get bored?' The answer is no. They didn't have enough free time!

12

COMPREHENSION

4 Before playing the CD, ask the students if they recognise the games shown in the pictures (marbles, hopscotch), both of which are mentioned in the text on page 12.
Play the CD again. The students decide if the sentences are true or false. Tell them to correct the false sentences. Check answers as a class.

Audioscript 2.1 – see page 126

Answers
1 False. Many poor children didn't go to school in the nineteenth century. **2** False. Young children had to work to earn money for their families. **3** True **4** False. Only children from wealthier families had pets at home. **5** True **6** False. Children didn't have enough free time to get bored. **7** Students' own answers

GRAMMAR: *used to/would*

5 Tell the students what you used to do when you were a child. Write a sentence on the board: *When I was a child, I used to play with a toy train.* Underline *used to play*. Ask *how often you played with the train when you were a child (many times/ regularly) and if you play with a train now (no).* Elicit that *used to* + base form without *to* refers to a repeated action in the past which does not take place now.
Point out that in question and negative forms, *used to* becomes *use to*, without the *d*.
The students complete the sentences. Point out that there is a *Student grammar review* on page W45 which they can refer to if needed. Check answers as a class.

Answers
1 *used to* **2** used to **3** used to **4** didn't use to
5 Didn't they use to

6 Tell the students that *would* has the same meaning as *used to* to refer to repeated actions in the past that do not take place now. However, you can't use *would* to talk about past states (for example, you can't say *I would have a toy car* or *I would be thinner when I was younger*): use *used to* instead.
The students now complete the sentences. Check answers as a class.

Answers
1 *used to have* **2** Did, use to travel
3 didn't use to like **4** would ask/used to ask
5 didn't use to have **6** used to live

Workbook, pages W8 and W9, Exercises 1 and 2

SPEAKING

7 Tell the students to read the example question and answer. Then look at number 2 and ask the students to tell you what question you can make using the prompts.
In pairs, the students do the same with the remaining sentences. They then ask and answer the questions. Check answers as a class.

Suggested answers
1 ***A:*** *What did you use to do in your free time?*
B: *I used to play with my brothers and sisters in the yard.* **2 A:** Where did you use to go with your family? **B:** I used to go to museums on the weekend. **3 A:** What did you use to enjoy most about being in elementary school?
B: I used to enjoy playing in the playground.
4 A: Did you use to go to the beach? **B:** Yes, I used to go to the beach with my family.
5 A: Did you use to read comic books? **B:** No, I didn't use to read comic books. **6 A:** Did you use to look different from now? How? **B:** Yes, I used to have darker hair.

WRITING

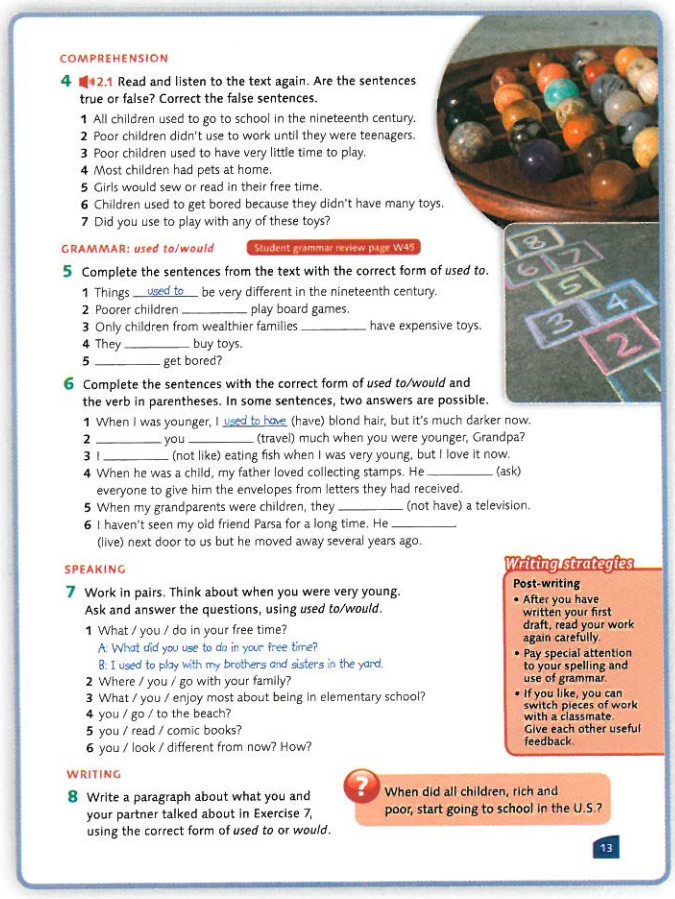
8 Tell the students that they are going to write about what they discussed with their partners in Exercise 7, using *used to* or *would*.
The students complete the exercise. Monitor as they are writing, pointing out any errors. Read the *Writing strategies* box with the class. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately. Choose students to read out their work.

Answers
Students' own answers

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books. Before they decide on an answer, they could discuss their proposed answers in pairs.

Answer
In 1852, a law was passed in the state of Massachusetts saying that all children aged five to ten must go to school.

Workbook, page W9, Exercises 3 and 4



COMPREHENSION

4 2.1 Read and listen to the text again. Are the sentences true or false? Correct the false sentences.
1 All children used to go to school in the nineteenth century.
2 Poor children didn't use to work until they were teenagers.
3 Poor children used to have very little time to play.
4 Most children had pets at home.
5 Girls would sew or read in their free time.
6 Children used to get bored because they didn't have many toys.
7 Did you use to play with any of these toys?

GRAMMAR: *used to/would* Student grammar review page W45

5 Complete the sentences from the text with the correct form of *used to*.
1 Things used to be very different in the nineteenth century.
2 Poorer children _____ play board games.
3 Only children from wealthier families _____ have expensive toys.
4 They _____ buy toys.
5 _____ get bored?

6 Complete the sentences with the correct form of *used to/would* and the verb in parentheses. In some sentences, two answers are possible.
1 When I was younger, I used to have (have) blond hair, but it's much darker now.
2 _____ you _____ (travel) much when you were younger, Grandpa?
3 I _____ (not like) eating fish when I was very young, but I love it now.
4 When he was a child, my father loved collecting stamps. He _____ (ask) everyone to give him the envelopes from letters they had received.
5 When my grandparents were children, they _____ (not have) a television.
6 I haven't seen my old friend Parsa for a long time. He _____ (live) next door to us but he moved away several years ago.

SPEAKING

7 Work in pairs. Think about when you were very young. Ask and answer the questions, using *used to/would*.
1 What / you / do in your free time?
A: What did you use to do in your free time?
B: I used to play with my brothers and sisters in the yard.
2 Where / you / go with your family?
3 What / you / enjoy most about being in elementary school?
4 you / go / to the beach?
5 you / read / comic books?
6 you / look / different from now? How?

Writing strategies
Post-writing
- After you have written your first draft, read your work again carefully.
- Pay special attention to your spelling and use of grammar.
- If you like, you can switch pieces of work with a classmate. Give each other useful feedback.

WRITING

8 Write a paragraph about what you and your partner talked about in Exercise 7, using the correct form of *used to* or *would*.

? When did all children, rich and poor, start going to school in the U.S.?

13

LESSONS 3 AND 4

Overview

Outcomes
- to talk about hobbies in the past
- to listen to someone talking about her childhood
- to read about happiness
- to talk about happiness

Functions
- making guesses
- expressing past routines
- expressing opinions

Language focus
- *used to/would*

Vocabulary
- activities of a child's life

Materials
- Student's Book pages 14–15, Workbook page W9, CD

Student's Book, pages 14 and 15

Talk together

1 Ask the students to describe the hobbies and activities shown in the pictures (for example, playing games such as hopscotch in the street, reading, listening to a story, doing needlework). Now read the questions in the book. The students work in pairs and discuss the questions.

Suggested answers
They used to collect things, for example stamps. They used to write letters to pen friends. They used to play in the street.

LISTENING

2 In pairs, students decide which phrases describe aspects of a child's life today.

Answers
send e-mails, have lots of toys, have a television, call friends

3 Students decide which phrases describe the way children used to live sixty years ago. Ask if they are the same as the ideas they suggested in Exercise 1.

Answers
Students' own answers

4 Ask students to listen and find which phrases from Exercise 3 she mentions. You may need to play the CD more than once.

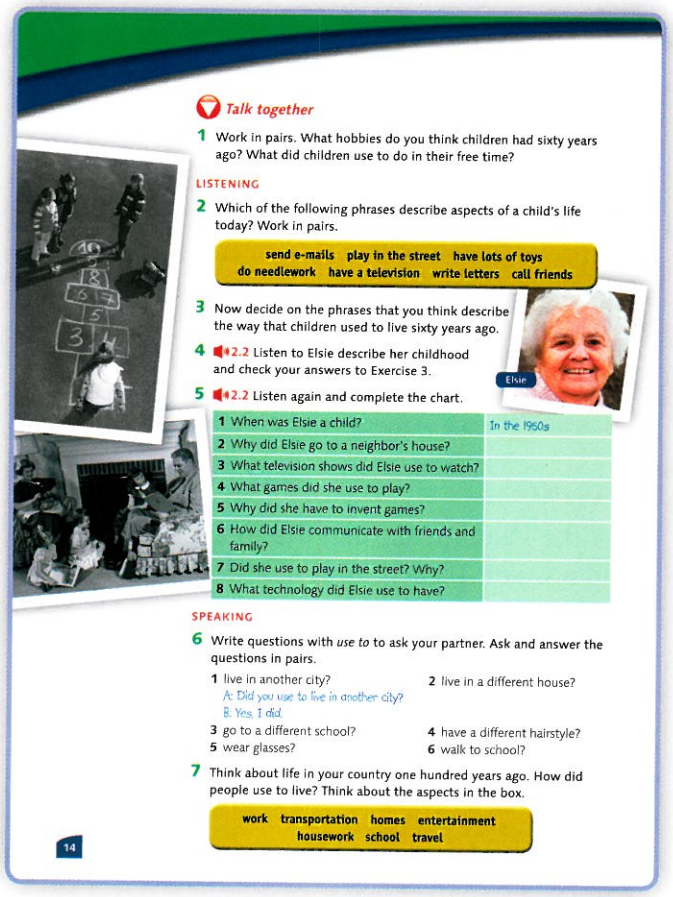
Audioscript 2.2 – see page 126

Answers
play in the street, write letters, call friends (she also mentions a neighbor having a television and her mother sewing or knitting)

5 Ask the students to look at the example and remind them that they do not have to write full sentences.
Play the CD again. Check answers as a class.

Audioscript 2.2 – see page 126

Answers
1 *In the 1950s* **2** to watch her favorite TV shows **3** cartoons **4** She used to invent games and play board games. **5** because she didn't have as many toys as children do nowadays **6** She wrote them letters. **7** Yes, because there wasn't so much traffic around then. **8** She didn't use to have any technology, apart from the shared family telephone.



Talk together

1 Work in pairs. What hobbies do you think children had sixty years ago? What did children use to do in their free time?

LISTENING

2 Which of the following phrases describe aspects of a child's life today? Work in pairs.

send e-mails | play in the street | have lots of toys | do needlework | have a television | write letters | call friends

3 Now decide on the phrases that you think describe the way that children used to live sixty years ago.

4 2.2 Listen to Elsie describe her childhood and check your answers to Exercise 3.

5 2.2 Listen again and complete the chart.

1 When was Elsie a child?	In the 1950s
2 Why did Elsie go to a neighbor's house?	
3 What television shows did Elsie use to watch?	
4 What games did she use to play?	
5 Why did she have to invent games?	
6 How did Elsie communicate with friends and family?	
7 Did she use to play in the street? Why?	
8 What technology did Elsie use to have?	

Elsie

SPEAKING

6 Write questions with *use to* to ask your partner. Ask and answer the questions in pairs.

1 live in another city?
A: Did you use to live in another city?
B: Yes, I did.
2 live in a different house?
3 go to a different school?
4 have a different hairstyle?
5 wear glasses?
6 walk to school?

7 Think about life in your country one hundred years ago. How did people use to live? Think about the aspects in the box.

work | transportation | homes | entertainment | housework | school | travel

14

SPEAKING

6 Ask the students *What did Elsie use to do as a child?* The students answer. Then write the question on the board and remind them how to form questions with *use to*.
Ask the students to look at the example in the book. Point out that if they want to answer in more detail, they can use *used to*, for example *I used to live in Boston*.
Ask students to work in pairs. They take it in turns to ask and answer questions using *use to*, as in the example.

Suggested answers

1 A: *Did you use to live in another city?* **B:** *Yes, I did.* **2 A:** Did you use to live in a different house? **B:** Yes, I did. / No, I didn't. **3 A:** Did you use to go to a different school? **B:** Yes, I did. / No, I didn't. **4 A:** Did you use to have a different hairstyle? **B:** Yes, I did. / No, I didn't. **5 A:** Did you use to wear glasses? **B:** Yes, I did. / No, I didn't. **6 A:** Did you use to walk to school? **B:** Yes, I did. / No, I didn't.

7 Ask the students to work in pairs or small groups to discuss what their country was like one hundred years ago. Ask them to use some of the ideas in the box. Then ask pairs or groups to share their ideas with the class.

Suggested answers

Most people used to work in the country one hundred years ago. Many people used to work on farms. They didn't use to have cars and planes, but they would use horses and bikes for transportation. Homes didn't use to have central heating or any technology. People used to play musical instruments for entertainment. Housework used to be very hard. It used to be very hard to wash clothes, clean the home, and cook without modern machines and devices, such as washing machines, vacuum cleaners, microwave ovens, and food processors. People would spend a lot of time doing housework. Many children used to leave school at an earlier age than we do, because they had to go to work to earn money. Not all children used to go to school. People didn't use to travel as much as we do now, and when they did travel, it was usually for work rather than for a vacation.

Workbook, page W9, Exercises 5 and 6

READING

8 Ask the students to look at the pictures on the page and to say how they think the people feel. Tell the students they are going to read about happiness. Before that, have them read the question and write some ideas with their partners. Before they read to see if the text has the same answers, ask them to look at the *Reading strategies* box. Check answers as a class.

Answers

Students' own answers

COMPREHENSION

9 Look at the questions with the class. Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain, if they can, any words that some of the class finds hard.

The students answer the questions. They can do this in pairs if you wish. Check answers as a class.

Answers

1 Happiness can depend on our nationality. **2** According to the survey, Denmark is the happiest country in the world. **3** Japan is one of the world's richest countries, but its people are not the happiest in the world. Therefore, happiness does not depend on being rich. **4** Teenagers in poorer countries often feel less stressed than teenagers in richer countries and are twice as happy. Teenagers in richer countries have a lot of pressure to do well at school and get very stressed. They are often lonely, get less exercise, eat more unhealthily, and rely more on technology in their everyday and social lives than teenagers in poorer countries.

Quotation

Ask the students to read the quotation. Ask them *What do you think the quote means?* Discuss ideas as a class. Ask the students how they feel when they make other people happy.

SPEAKING

10 Read the question and the words in the box with the class. The students then work in pairs, telling their partner about which things determine their own happiness. Choose students to give their answers.

Answers

Students' own answers



READING

8 Work in pairs. Where does real happiness come from? Read the text to compare your answers.

Reading strategies

Reading for main idea

- Read the text quickly.
- Don't worry about the words you don't know. You want to have a general idea of what the text is about.

What makes us happy?

Did your parents use to tell you that money can't buy happiness or that happiness comes from within? Both of these wise sayings are probably true. One thing nobody used to realize, however, is that happiness depends on our nationality!

A psychologist has recently completed some research into happiness. As a result, he has produced an unusual world map which highlights the countries that know how to be happy!

According to the 'world map of happiness', Denmark is the best country to live in, in order to be happy.

Many Danes were surprised to hear this news, but psychologists around the world weren't. They believe that everyone can learn from the Danes, because in Denmark, there is a healthy balance between work and free time. Many Danes usually see their friends and families in the evenings and during weekends, and hobbies are important to them.

And the map proves that money isn't everything. Japan is one of the world's richest countries, but recent research has shown that its people are not the happiest in the world. Americans also aren't very happy. The U.S. is one of the most powerful nations in the world, but it isn't even in the top 10 happiest countries to live in.

Recent research has also shown that teenagers in poorer countries often feel less stressed generally than teenagers in richer countries, and twice as happy, even though their lives are sometimes very hard. Many teenagers in richer countries have a lot of pressure to perform well at school, and therefore get very stressed. They are often lonely, get less exercise, eat more unhealthily, and rely more on technology in their everyday and social lives.

So, what does this mean for teenagers worldwide? Well, psychologists have found that people feel happy when they are enjoying themselves, but that true happiness comes from good relationships with family and friends.

To be happy, make others happy.
Proverb

COMPREHENSION

9 Read the text again and answer the questions.

1 What surprising thing can happiness depend on?
2 Which country, according to the survey, is the happiest in the world?
3 Which country is one of the richest in the world, and how does this relate to how happy its people are?
4 What differences are there between teenagers in richer countries and teenagers in poorer countries?

SPEAKING

10 Work in pairs. How important are these things in determining happiness for you and your friends?

family and relationships | health | free-time activities | wealth

15

LESSONS 5 AND 6

Overview

Outcomes
- to talk about things that make one happy
- to talk about free-time activities
- to listen to people talking about happy childhood memories
- to talk about happy childhood memories
- to write a paragraph about a happy memory

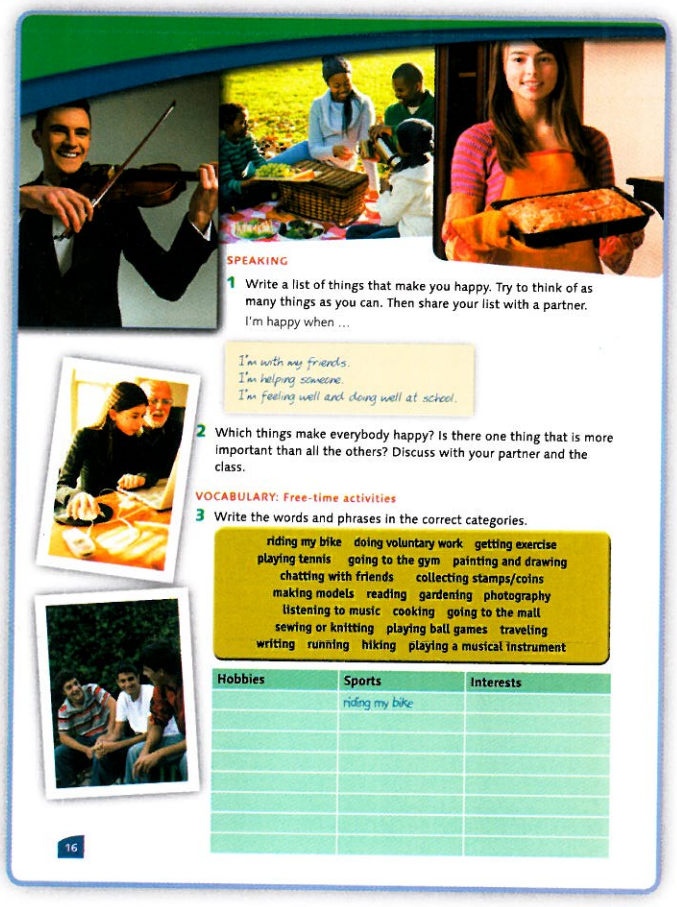
Functions
- making preferences
- expressing likes
- recounting personal experience

Language focus
- *used to/would*

Vocabulary
- free-time activities

Materials
- Student's Book pages 16–17, Workbook pages W10–W11, CD

Student's Book, pages 16 and 17



SPEAKING

1 Write a list of things that make you happy. Try to think of as many things as you can. Then share your list with a partner.

I'm happy when ...

I'm with my friends.
I'm helping someone.
I'm feeling well and doing well at school.

2 Which things make everybody happy? Is there one thing that is more important than all the others? Discuss with your partner and the class.

VOCABULARY: Free-time activities

3 Write the words and phrases in the correct categories.

riding my bike doing voluntary work getting exercise playing tennis going to the gym painting and drawing chatting with friends collecting stamps/coins making models reading gardening photography listening to music cooking going to the mall sewing or knitting playing ball games traveling writing running hiking playing a musical instrument

Hobbies	Sports	Interests
	riding my bike	

16

SPEAKING

1 Ask the students to tell you what kind of things make teenagers happy, according to the text on page 15 (*good relationships with family and friends*). Now ask the students to look at the question in the book. Ask them to write a list of things that make them happy, as in the examples. Give them a few minutes to do this, then ask them to compare their answers with a partner.

Suggested answers
I'm happy when I'm with my friends. I'm happy when I'm helping someone. I'm happy when I'm feeling well and doing well at school.

2 Now ask the students to read the questions and have them discuss in pairs, then as a whole class. See if the class can agree on one or two things that make everyone happy.

Answers
Students' own answers

VOCABULARY: Free-time activities

3 Ask the students to look at and name the activities in the pictures (*playing the violin, having a picnic, cooking/baking, using a computer/helping someone to use a computer, talking/being with friends*). Students work in pairs to put the words in the correct place in the chart. Check answers as a class. Students can check the meaning of any words they don't know in a dictionary. The distinction between hobbies, sports, and interests is not always clear-cut. For example, playing soccer is clearly a sport while watching soccer games is closer to an interest. Similarly, the distinction between an interest and a hobby is not always clear-cut, though hobbies often involve special equipment or particular locations, and might well involve membership of a club for like-minded enthusiasts. Hobbies also often involve either collecting or creating. However, it goes without saying that engaging actively in any sport or hobby presupposes an interest in that sport or hobby. Also, while active engagement in a sporting activity can be limited to the earlier part of life, when individuals are in good shape, the pursuit of hobbies and interests can be lifelong.

Answers

Hobbies	Sports	Interests
painting and drawing	*riding my bike*	doing voluntary work
collecting stamps/coins	getting exercise	chatting with friends
making models	playing tennis	reading
gardening	going to the gym	listening to music
photography	playing ball games	cooking
sewing or knitting	running	going to the mall
playing a musical instrument	hiking	traveling
		writing

Workbook, page W10, Exercises 7, 8, and 9

SPEAKING

4 Ask the students to discuss in pairs which of the hobbies, interests, or sports mentioned in Exercise 3 they enjoy. Ask a few students to share their ideas with the class.

Answers
Students' own answers

5 Ask students to work in pairs to talk about other hobbies and sports they would like to try. Tell them to give reasons for their choices.
When they have finished, ask the students if anyone suggested a sport or hobby that was not featured in Exercise 3.

Suggested answers
A: *I'd like to learn to ice skate.* ***B:*** *Why?*
A: *Because it looks exciting and fun.*

LISTENING

6 Ask the students to look at the three people at the top of the page. Tell them that they are going to hear these people talking about their childhood memories. As the students listen, ask them to complete the chart with the things the people remember most clearly. Check answers as a class.

Audioscript 2.3 – see page 126

Answers
Charlie: his dad teaching him how to ride a bike; the first time he rode a bike on his own
Lisa: her mom singing to her when she was about to go to sleep
Robert: going fishing with his grandpa

COMPREHENSION

7 See if the students can answer any of the questions before you play the CD again.
Play the CD again. The students complete the exercise. Check answers as a class.

Audioscript 2.3 – see page 126

Answers
1 in the yard **2** His dad held on to the back of the bike and ran behind him. When he became confident enough, his dad let go. **3** She used to forget the words of children's songs and would make up new ones, which were usually funnier and more memorable. **4** Her mother used to sit at the end of her bed. **5** He used to go to a lake near his grandpa's home. **6** They used to get up early before it got light and pack sandwiches and fruit and tea. **7** No, they didn't use to catch anything. **8** He remembers his grandpa's stories about his life as a boy.

Workbook, page W10, Exercise 10

SPEAKING

8 Read the questions with the class. Tell them to ask and answer the questions in pairs. Encourage them to answer using *used to* or *would* and some of the vocabulary from the unit. Go around and monitor their work, helping them where necessary.

Answers
Students' own answers

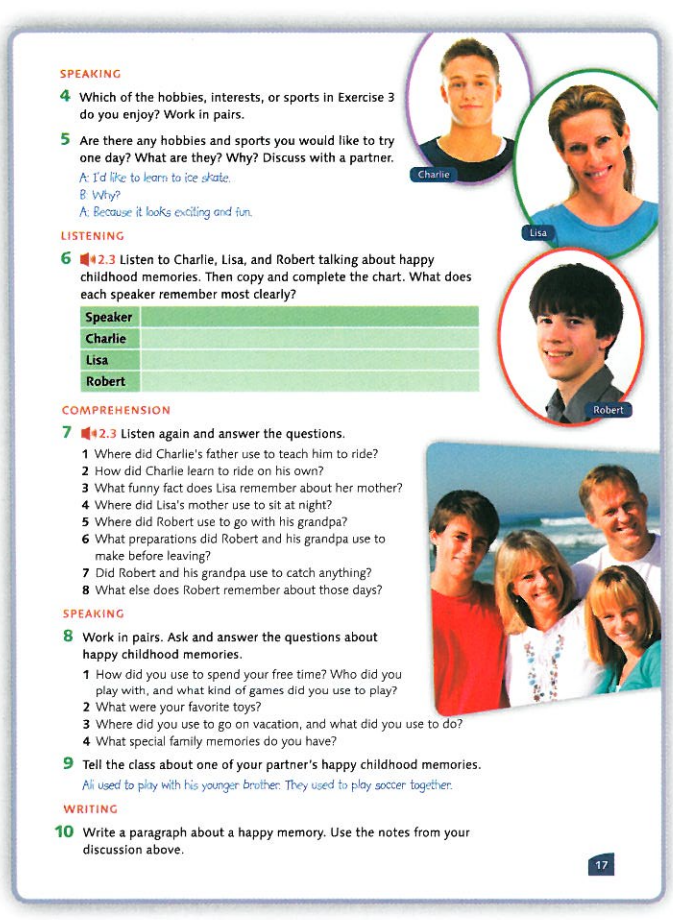
9 Read the example sentence, then ask students to tell the class about one of their partner's memories which they discussed in Exercise 8.

Suggested answers
Ali used to play with his younger brother. They used to play soccer together.

WRITING

10 The students write a short paragraph about a happy childhood memory. Encourage them to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their paragraphs.

Answers
Students' own answers



SPEAKING

4 Which of the hobbies, interests, or sports in Exercise 3 do you enjoy? Work in pairs.

5 Are there any hobbies and sports you would like to try one day? What are they? Why? Discuss with a partner.

A: I'd like to learn to ice skate.
B: Why?
A: Because it looks exciting and fun.

Charlie

Lisa

LISTENING

6 2.3 Listen to Charlie, Lisa, and Robert talking about happy childhood memories. Then copy and complete the chart. What does each speaker remember most clearly?

Speaker	
Charlie	
Lisa	
Robert	

Robert

COMPREHENSION

7 2.3 Listen again and answer the questions.

1 Where did Charlie's father use to teach him to ride?
2 How did Charlie learn to ride on his own?
3 What funny fact does Lisa remember about her mother?
4 Where did Lisa's mother use to sit at night?
5 Where did Robert use to go with his grandpa?
6 What preparations did Robert and his grandpa use to make before leaving?
7 Did Robert and his grandpa use to catch anything?
8 What else does Robert remember about those days?

SPEAKING

8 Work in pairs. Ask and answer the questions about happy childhood memories.

1 How did you use to spend your free time? Who did you play with, and what kind of games did you use to play?
2 What were your favorite toys?
3 Where did you use to go on vacation, and what did you use to do?
4 What special family memories do you have?

9 Tell the class about one of your partner's happy childhood memories.

Ali used to play with his younger brother. They used to play soccer together.

WRITING

10 Write a paragraph about a happy memory. Use the notes from your discussion above.

17

LESSONS 7 AND 8

Workbook, page W11, Exercises 11 and 12

LESSON 9

Project

Ask the students to look at page 18 in their Student's Book and to describe the free-time activities and hobbies in the pictures (horseback riding, model building, painting). Read the task with them. Explain that they will do this on a sheet of paper when they are ready. They should first plan in their notebooks.

Now go over the bullet points in the *Your task* box one by one with the class. Do the same with the questions, eliciting information and ideas from the students.

The students write their answers. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.

Give the students sheets of paper to write their final projects on. The completed projects could be displayed on the classroom wall.

OPENER

Write the word *celebrations* on the board. Ask the students when they go to celebrations and what they do at them.
Look at page 19. Tell the students that this page tells them what they will be doing in the second module. They are going to look at different celebrations and events around the world.
Ask the students to describe each picture as a class and then choose students to answer the questions. Point out that the details of each picture will be revealed as the students work through the module. The main picture depicts the Maskarra festival in the Philippines, when people wear smiling masks and colorful costumes and take part in fun competitions, the picture on the left shows a mother exposing her newborn baby to the cold (a Swedish tradition), and the picture at the top shows two people from different cultures greeting each other. Tell the students they will be planning their own celebration in the module project.



Outcomes

- To read about three celebrations, Chinese New Year, customs and traditions across the world, customs and traditions for newborn babies around the world, and invitations and replies
- To listen to three speakers describing celebrations, and a description of a typical party for the arrival of a new baby in India
- To use vocabulary related to celebrations, decoration, customs, and celebrations for newborn babies
- To talk about how people celebrate becoming an adult, plans for the future, festivals to visit, customs in your country, rules at home and at school, and what makes an occasion special
- To use future forms and modal verbs of obligation
- To write a paragraph about plans for the next vacation, a festival or celebration, customs and traditions in your country, traditions for newborn babies in your country, and an invitation and a reply to an event

Unit 3 Celebrations around the world

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about celebrations
- to talk about how people celebrate becoming an adult
- to talk about one's future at specific times

Functions
- describing pictures
- expressing future plans

Language focus
- future forms

Vocabulary
- celebrations – clothing, decoration

Materials
- Student's Book pages 20–21, Workbook pages W12–W13, CD

Student's Book, pages 20 and 21

BEFORE YOU BEGIN

1 Ask the students to tell you which dates are special for them, and why. Now ask them to say what they can see in the pictures on page 20 of the Student's Book. Tell them they can check their answers when they read the text in Exercise 3.

Answers
Students' own answers

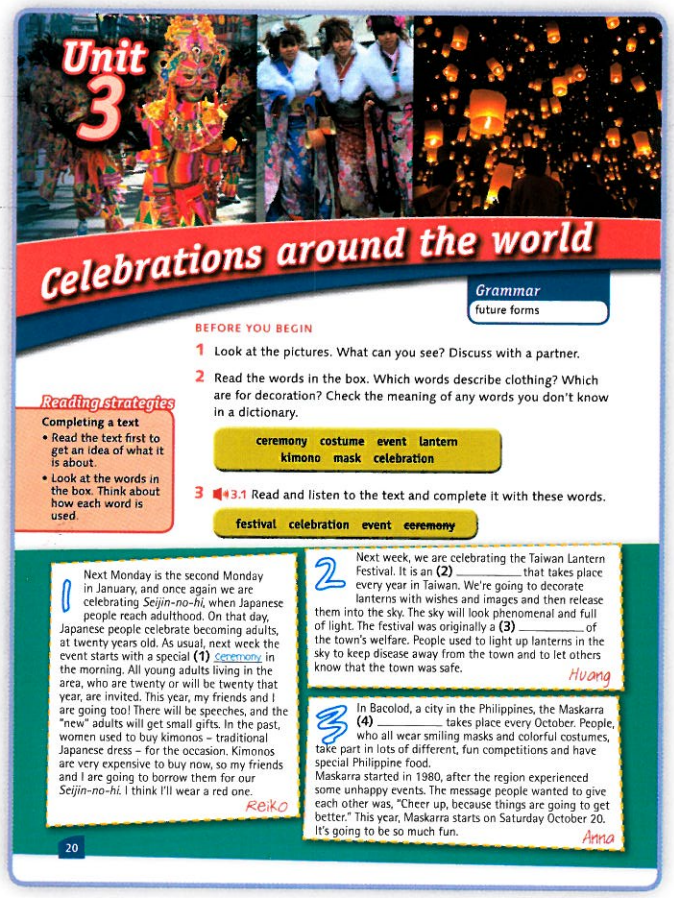
2 Choose students to read the words from the box out loud to check pronunciation. Students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answers
clothing: costume, kimono
decoration: lantern, mask

3 Tell the students that they are going to read a text about the celebrations shown in the pictures. Tell them they are going to fill in the blanks in the text. Before they begin, read the *Reading strategies* box. Give the students time to read the text and to think about the meaning of the missing words and how they can be used.
Play the CD. The students listen and read at the same time. They then fill in the blanks.
Ask the students if they can match the pictures to the events described (*Text 1 – middle picture; Text 2 – picture on right; Text 3 – picture on left*).

Audioscript 3.1 – see page 127

Answers
1 *ceremony* **2** event **3** celebration **4** festival



COMPREHENSION

4 Tell the students that they are going to read and listen to the article again and choose the best answers to the questions. Read the questions first. The students read and listen while you play the CD again. As they listen, they should choose the correct answers.
The students check their answers in pairs. Then check answers as a class.

Audioscript 3.1 – see page 127

Answers
1 *c* **2** c **3** b

SPEAKING

5 Read the question as a class. The students work in pairs. Monitor as they are talking, helping where necessary. Ask a few pairs of students to share their ideas with the class.

Answers
Students' own answers

GRAMMAR: Future forms

6 Ask *What are you doing after this class?* Give an example of your own and then choose students to answer the question. Now ask them *What time does the next class start?* Again, give an example of your own and ask the students to answer.
Write the two questions on the board and point out that these are two ways of asking about the future. Ask the students to say what is different about them (*the first one asks about an event that is already planned, the second asks about something that has a set time in the future*).
Explain that students are going to look at these and other ways of talking about the future.
Read the instructions and ask the students to match the sentences from the text with the functions. The students can work in pairs if you wish. Point out that there is a *Student grammar review* on pages W45 and W46 which they can refer to if needed. Check answers as a class.

Answers
1 a **2** f **3** e **4** c **5** b **6** d

7 Look at the instructions and, as a class, make a question using the word prompts in 1A. Then elicit the answer. Now ask the students to complete the task. They can do this in pairs if you wish. Remind students of the *Student grammar review* on pages W45 and W46 if they need further help. Check answers as a class.

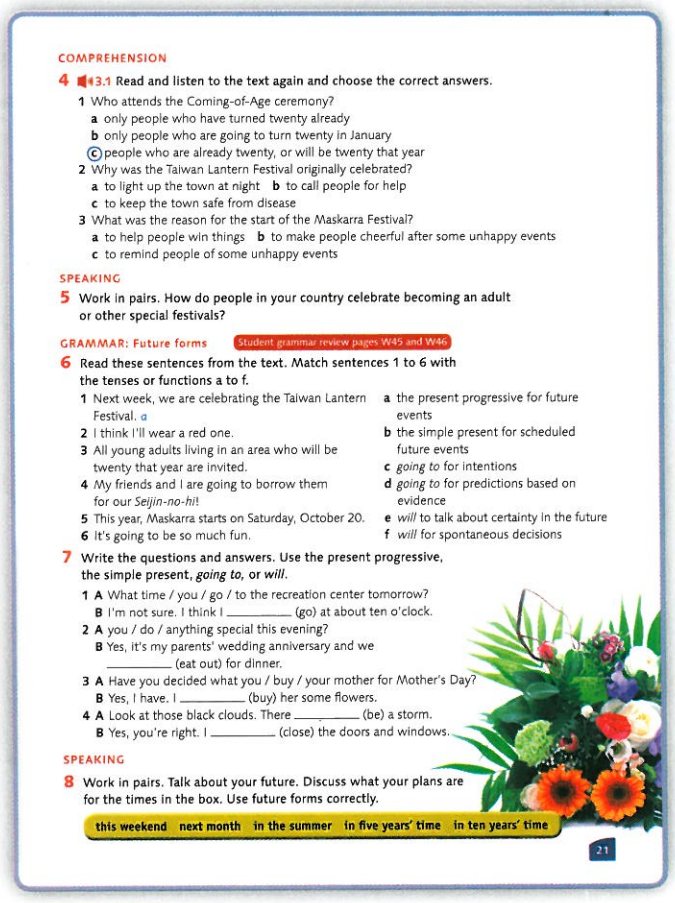
Answers
1 A What time are you going to the recreation center tomorrow? **B** 'll go **2 A** Are you doing anything special this evening? **B** are eating out **3 A** Have you decided what you are going to buy your mother for Mother's Day? **B** am going to buy **4 A** is going to be **B** 'll close

SPEAKING

8 Read the instructions as a class and go over the time expressions in the box. Give some examples by talking about your own plans for the future. The students work in pairs. Monitor as they are talking, helping where necessary. Ask a few pairs of students to share their ideas with the class.

Answers
Students' own answers

Workbook, pages W12 and W13, Exercises 1, 2, 3, and 4



COMPREHENSION

4 3.1 **Read and listen to the text again and choose the correct answers.**

1 Who attends the Coming-of-Age ceremony?
a only people who have turned twenty already
b only people who are going to turn twenty in January
c people who are already twenty, or will be twenty that year

2 Why was the Taiwan Lantern Festival originally celebrated?
a to light up the town at night **b** to call people for help
c to keep the town safe from disease

3 What was the reason for the start of the Maskarra Festival?
a to help people win things **b** to make people cheerful after some unhappy events
c to remind people of some unhappy events

SPEAKING

5 **Work in pairs. How do people in your country celebrate becoming an adult or other special festivals?**

GRAMMAR: Future forms — Student grammar review pages W45 and W46

6 **Read these sentences from the text. Match sentences 1 to 6 with the tenses or functions a to f.**

1 Next week, we are celebrating the Taiwan Lantern Festival. *a*
2 I think I'll wear a red one.
3 All young adults living in an area who will be twenty that year are invited.
4 My friends and I are going to borrow them for our *Seijin-no-hi*!
5 This year, Maskarra starts on Saturday, October 20.
6 It's going to be so much fun.

a the present progressive for future events
b the simple present for scheduled future events
c *going to* for intentions
d *going to* for predictions based on evidence
e *will* to talk about certainty in the future
f *will* for spontaneous decisions

7 **Write the questions and answers. Use the present progressive, the simple present, *going to*, or *will*.**

1 A What time / you / go / to the recreation center tomorrow?
B I'm not sure. I think I _____ (go) at about ten o'clock.
2 A you / do / anything special this evening?
B Yes, it's my parents' wedding anniversary and we _____ (eat out) for dinner.
3 A Have you decided what you / buy / your mother for Mother's Day?
B Yes, I have. I _____ (buy) her some flowers.
4 A Look at those black clouds. There _____ (be) a storm.
B Yes, you're right. I _____ (close) the doors and windows.

SPEAKING

8 **Work in pairs. Talk about your future. Discuss what your plans are for the times in the box. Use future forms correctly.**

this weekend **next month** **in the summer** **in five years' time** **in ten years' time**

21

LESSONS 3 AND 4

Overview

Outcomes
- to listen to descriptions of three celebrations
- to talk about one's favorite festival
- to read about the Winter Carnival
- to listen to a dialogue about the arrival of someone's brother
- to write a paragraph about plans for the next vacation

Functions
- describing pictures
- expressing opinions
- expressing future plans

Language focus
- future forms

Vocabulary
- celebrations

Materials
- Student's Book pages 22–23, Workbook page W13, CD

Student's Book, pages 22 and 23

SPEAKING

1 Ask the students to tell you what festivals and events are shown in the pictures on page 20 (*the Maskarra festival; Seijin-no-hi; Taiwan Lantern Festival*). Tell the students they are going to hear about three more celebrations.
The students look at the pictures and discuss the question in pairs. Help them with vocabulary if necessary. Check answers as a class.

Answers
(from left to right) Winter Carnival, Children's Day, Camel Fair

VOCABULARY: Celebrations

2 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. The students work in pairs to answer the questions. They can check their answers after Exercise 3. The students can also check the meaning of any words they don't know in a dictionary.

Answers
Students' own answers

LISTENING

3 Tell the students they are going to hear information about the three celebrations shown in the pictures. Ask the students to listen and check their answers to Exercise 2. They can then complete the chart by putting the words under the correct celebration. Point out that some words may be used by more than one speaker.

Audioscript 3.2 – see page 127

Answers
All of the words are used.

Camel Fair	Winter Carnival	Children's Day
procession, costumes, competitions, music, fireworks	procession, floats, bands, ice sculptures	costumes, decorations


SPEAKING
1 Look at the pictures. Which celebrations do you think they show?
Camel Fair Winter Carnival Children's Day
VOCABULARY: Celebrations
2 You are going to listen to speakers describing these celebrations. Which words will the speakers use?
bands competitions costumes decorations fireworks floats ice sculptures music procession
LISTENING
3 3.2 Listen and check. Write the words under the correct heading.
Camel Fair | Winter Carnival | Children's Day
4 3.2 Listen again and answer the questions. Which festival(s) ...
1 has/have processions?
2 include(s) people wearing special clothes?
3 has/have ice sculptures?
4 take(s) place in January?
5 has/have participants from all over the world?
6 involve(s) animals?
7 has/have music?
8 end(s) with a fireworks display?
Talk together
5 Which festival would you most like to visit, and why?
Life is what you celebrate. All of it. Even its end.
Joanne Harris, author (1964–)
22

4 Ask the students to read the questions. See if they can answer any of the questions before you play the CD again. Students listen a second time. They can compare answers with their partners. Check answers as a class.

Audioscript 3.2 – see page 127

Answers
1 Camel Fair and Winter Carnival **2** Winter Carnival and Children's Day (in Camel Fair only the camels, not the people, are dressed up) **3** Winter Carnival **4** Camel Fair and Winter Carnival **5** Winter Carnival and Children's Day **6** Camel Fair **7** Camel Fair, Winter Carnival and Children's Day **8** Camel Fair

Talk together

5 Tell the students which festival you would most like to visit and give a reason. The students work in pairs and give their opinions.
Monitor as they are talking, helping where necessary.

Answers
Students' own answers

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation. Ask the students if they agree with the quotation.

Workbook, page W13, Exercise 5

GRAMMAR: Future forms

6 Remind the students that you use different future forms depending on the meaning of the sentence. Ask the students to look at the picture and to describe what they can see. Tell them to read about the Winter Carnival Tour and to circle the correct future forms. They can do this in pairs if you wish. Go around and monitor, helping students if necessary.
Check answers as a class. If any students have found this task hard, refer them back to Exercise 6 on page 21 and to the *Student grammar review* on pages W45 and W46.

Answers
1 *arrive* **2** will **3** will assist **4** starts **5** will **6** will visit **7** will

7 Tell the students they now have another opportunity to practice the future forms, this time by looking at a conversation. The students circle the correct future form. They can check their answers with their partners, but tell them they will hear the answers in Exercise 8.

Answers
Students' own answers

8 Ask the students to listen carefully to the dialogue to check their answers to Exercise 7. Play the CD a second time, if necessary.

Audioscript 3.3 – see page 127

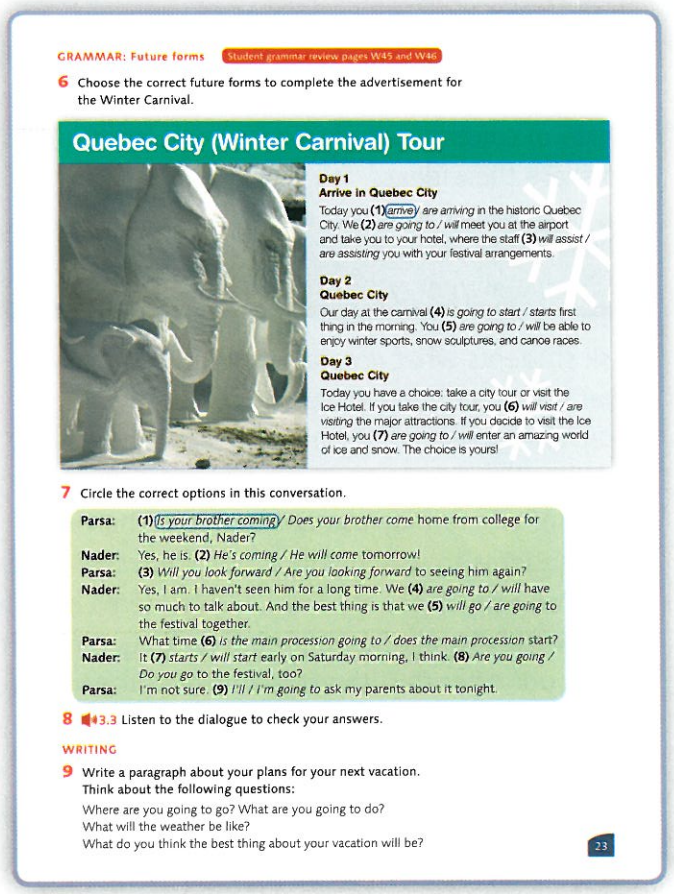
Answers
1 *Is your brother coming* **2** He's coming
3 Are you looking forward **4** are going to
5 are going **6** does the main procession
7 starts **8** Are you going **9** I'll

Workbook, page W13, Exercises 6 and 7

WRITING

9 Tell the students to read the instructions and to take notes for their paragraph before they begin writing the final text.
Monitor as they are writing, pointing out any errors, especially if they are using the wrong future forms. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their texts.

Answers
Students' own answers



GRAMMAR: Future forms Student grammar review pages W45 and W46

6 Choose the correct future forms to complete the advertisement for the Winter Carnival.

Quebec City (Winter Carnival) Tour

Day 1
Arrive in Quebec City
Today you **(1)** *arrive / are arriving* in the historic Quebec City. We **(2)** *are going to / will* meet you at the airport and take you to your hotel, where the staff **(3)** *will assist / are assisting* you with your festival arrangements.

Day 2
Quebec City
Our day at the carnival **(4)** *is going to start / starts* first thing in the morning. You **(5)** *are going to / will* be able to enjoy winter sports, snow sculptures, and canoe races.

Day 3
Quebec City
Today you have a choice: take a city tour or visit the Ice Hotel. If you take the city tour, you **(6)** *will visit / are visiting* the major attractions. If you decide to visit the Ice Hotel, you **(7)** *are going to / will* enter an amazing world of ice and snow. The choice is yours!

7 Circle the correct options in this conversation.

Parsa: **(1)** *Is your brother coming / Does your brother come* home from college for the weekend, Nader?
Nader: Yes, he is. **(2)** *He's coming / He will come* tomorrow!
Parsa: **(3)** *Will you look forward / Are you looking forward* to seeing him again?
Nader: Yes, I am. I haven't seen him for a long time. We **(4)** *are going to / will* have so much to talk about. And the best thing is that we **(5)** *will go / are going* to the festival together.
Parsa: What time **(6)** *is the main procession going to / does the main procession* start?
Nader: It **(7)** *starts / will start* early on Saturday morning, I think. **(8)** *Are you going / Do you go* to the festival, too?
Parsa: I'm not sure. **(9)** *I'll / I'm going to* ask my parents about it tonight.

8 3.3 Listen to the dialogue to check your answers.

WRITING

9 Write a paragraph about your plans for your next vacation.
Think about the following questions:
Where are you going to go? What are you going to do?
What will the weather be like?
What do you think the best thing about your vacation will be?

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LESSONS 5 AND 6

Overview

Outcomes
- to talk about one's favorite celebration
- to read a text about Chinese New Year
- to read a 'To do' list
- to listen to a 'To do' list
- to write about a festival or celebration one has been to

Functions
- expressing likes
- describing an event

Language focus
- future forms

Vocabulary
- celebrations – decoration

Materials
- Student's Book pages 24–25, Workbook pages W14–W15, CD

Student's Book, pages 24 and 25

READING

1 Briefly review the celebrations and festivals you have been looking at in the last two lessons. Ask the students which one they found the most interesting.
Now read the questions in the book. Ask the students to work in pairs to discuss their favorite kinds of celebrations. Ask a few pairs of students to share their ideas.

Answers
Students' own answers

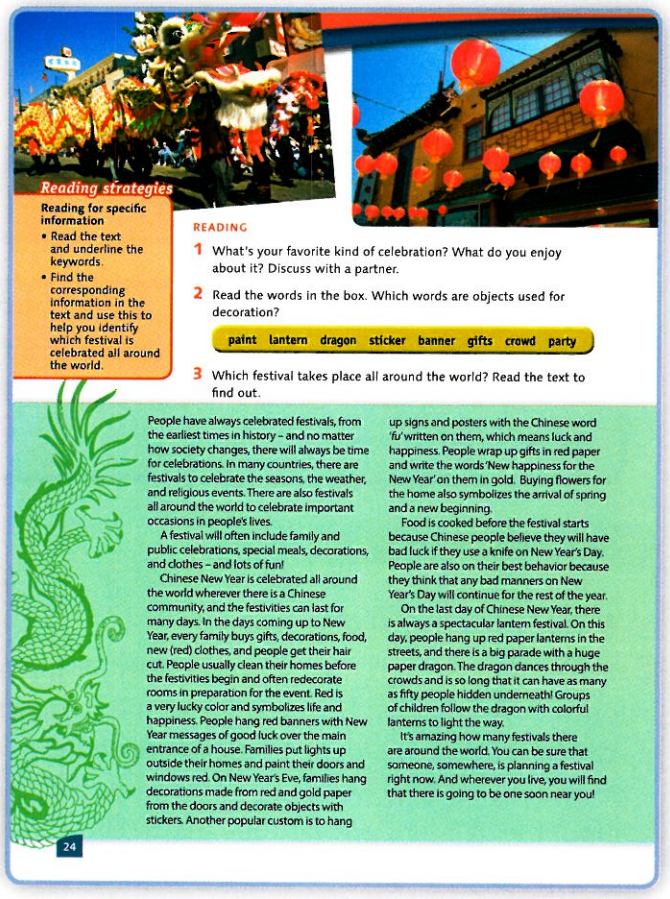
2 Ask students what *decoration* means (*something that makes a room or space more beautiful; it is used during ceremonies and festivals*), and have them tell the class about any occasions they can think of where they use decorations. Then, tell the students to watch you as you form the words but don't say them out loud; the students have to follow the shape of your mouth and say the words out loud. After this, the students read the words in the box and decide which ones are used for decoration. Check answers as a class.

Answers
paint, lantern, sticker, banner

3 Ask students to look at the pictures on the page and to read the question. See if they can guess which festival the text is about. Ask the students to read the *Reading strategies* box first. Then they can read the text to answer the question.

Answer
Chinese New Year

Workbook, page W14, Exercises 8, 9, 10, and 11



Reading strategies

Reading for specific information
- Read the text and underline the keywords.
- Find the corresponding information in the text and use this to help you identify which festival is celebrated all around the world.

READING

1 What's your favorite kind of celebration? What do you enjoy about it? Discuss with a partner.

2 Read the words in the box. Which words are objects used for decoration?

paint lantern dragon sticker banner gifts crowd party

3 Which festival takes place all around the world? Read the text to find out.

People have always celebrated festivals, from the earliest times in history – and no matter how society changes, there will always be time for celebrations. In many countries, there are festivals to celebrate the seasons, the weather, and religious events. There are also festivals all around the world to celebrate important occasions in people's lives.

A festival will often include family and public celebrations, special meals, decorations, and clothes – and lots of fun!

Chinese New Year is celebrated all around the world wherever there is a Chinese community, and the festivities can last for many days. In the days coming up to New Year, every family buys gifts, decorations, food, new (red) clothes, and people get their hair cut. People usually clean their homes before the festivities begin and often redecorate rooms in preparation for the event. Red is a very lucky color and symbolizes life and happiness. People hang red banners with New Year messages of good luck over the main entrance of a house. Families put lights up outside their homes and paint their doors and windows red. On New Year's Eve, families hang decorations made from red and gold paper from the doors and decorate objects with stickers. Another popular custom is to hang up signs and posters with the Chinese word 'fu' written on them, which means luck and happiness. People wrap up gifts in red paper and write the words 'New happiness for the New Year' on them in gold. Buying flowers for the home also symbolizes the arrival of spring and a new beginning.

Food is cooked before the festival starts because Chinese people believe they will have bad luck if they use a knife on New Year's Day. People are also on their best behavior because they think that any bad manners on New Year's Day will continue for the rest of the year.

On the last day of Chinese New Year, there is always a spectacular lantern festival. On this day, people hang up red paper lanterns in the streets, and there is a big parade with a huge paper dragon. The dragon dances through the crowds and is so long that it can have as many as fifty people hidden underneath! Groups of children follow the dragon with colorful lanterns to light the way.

It's amazing how many festivals there are around the world. You can be sure that someone, somewhere, is planning a festival right now. And wherever you live, you will find that there is going to be one soon near you!

24

COMPREHENSION

4 Tell the students that they are going to read the text again. First, read the five sentences so they know what they are reading for. Then ask the students to read the text again to answer.
The students check their answers in pairs. Then check answers as a class.

Answers
1 *the seasons, the weather, and religious events*
2 Red is a very lucky color and symbolizes life and happiness. **3** Suggested answers: They clean their homes. They redecorate rooms. They hang red banners with New Year messages of good luck over the main entrance. They put lights up outside. They paint their doors and windows red. They hang red and gold decorations. They decorate objects with stickers. They hang up signs and posters with the Chinese word *fu* written on them. They buy flowers for their homes.
4 They believe they will have bad luck.
5 Chinese people think that any bad manners on New Year's Day will continue for the rest of the year.

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
2025 will be the year of the snake.

VOCABULARY

5 Tell the students that they are going to read about Han, the girl in the picture, and her plans for Chinese New Year celebrations. First, go over the words in the box and check that they understand each one.
Ask students to read the text and to complete each of the blanks with the correct word. Remind them that they need to spell the missing word with a capital for the first letter where the missing word begins a sentence, as in the completed answer for (1). The students check their answers in pairs. Tell them that they can check the answers in Exercise 6.

Answers
Students' own answers

6 Before having students check their answers, tell them to close their books and talk to their partners about what they can remember. They should then open their books again, and check answers with their partner. Tell them that instead of changing their answers, they should discuss them and explain why they wrote the answer that they did. Remind the students that they can check their answers to Exercise 5 by listening to the completed text. Play the CD. Check answers as a class.

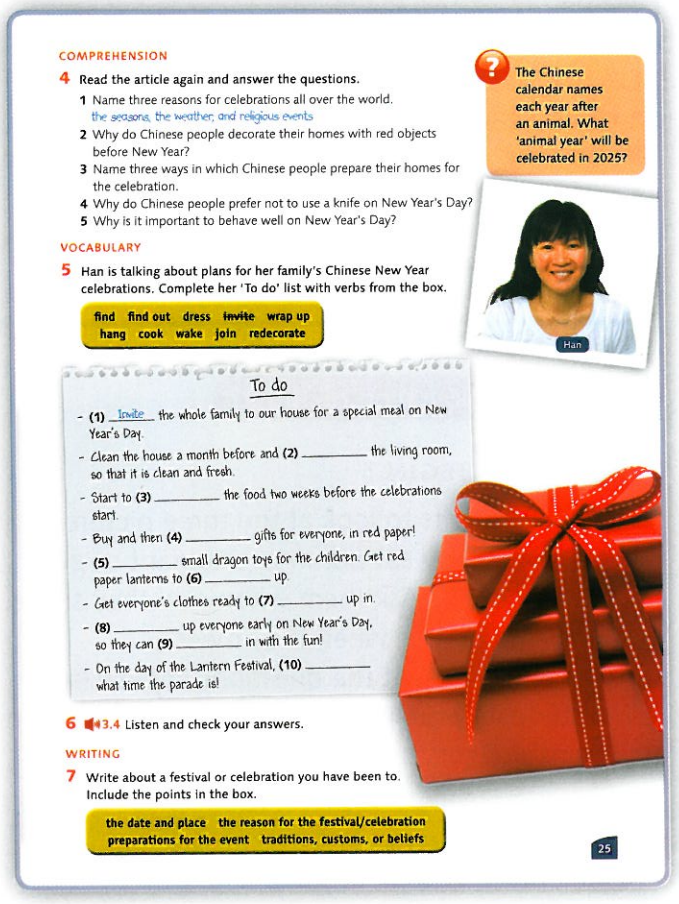
Audioscript 3.4 – see page 128

Answers
1 *Invite* **2** redecorate **3** cook **4** wrap up **5** Find **6** hang **7** dress **8** Wake **9** join **10** find out

WRITING

7 Tell the students to read the instructions and to be sure that they include all the points in the box when they write.
Monitor as they are writing, pointing out any errors. Encourage the students to use some of the vocabulary and language from the unit.
Choose students to read out their texts.

Answers
Students' own answers



COMPREHENSION

4 Read the article again and answer the questions.
1 Name three reasons for celebrations all over the world.
the seasons, the weather, and religious events
2 Why do Chinese people decorate their homes with red objects before New Year?
3 Name three ways in which Chinese people prepare their homes for the celebration.
4 Why do Chinese people prefer not to use a knife on New Year's Day?
5 Why is it important to behave well on New Year's Day?

The Chinese calendar names each year after an animal. What 'animal year' will be celebrated in 2025?

VOCABULARY

5 Han is talking about plans for her family's Chinese New Year celebrations. Complete her 'To do' list with verbs from the box.

find | find out | dress | ~~invite~~ | wrap up | hang | cook | wake | join | redecorate

Han

To do
- (1) Invite the whole family to our house for a special meal on New Year's Day.
- Clean the house a month before and (2) _____ the living room, so that it is clean and fresh.
- Start to (3) _____ the food two weeks before the celebrations start.
- Buy and then (4) _____ gifts for everyone, in red paper!
- (5) _____ small dragon toys for the children. Get red paper lanterns to (6) _____ up.
- Get everyone's clothes ready to (7) _____ up in.
- (8) _____ up everyone early on New Year's Day, so they can (9) _____ in with the fun!
- On the day of the Lantern Festival, (10) _____ what time the parade is!

6 3.4 Listen and check your answers.

WRITING

7 Write about a festival or celebration you have been to. Include the points in the box.

the date and place | the reason for the festival/celebration | preparations for the event | traditions, customs, or beliefs

25

LESSONS 7 AND 8

Workbook, page W15, Exercises 12 and 13

Unit 4 Customs and traditions

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about customs and traditions across the world
- to talk about customs and traditions in certain countries
- to talk about rules at home and at school
- to write about customs and traditions in one's country

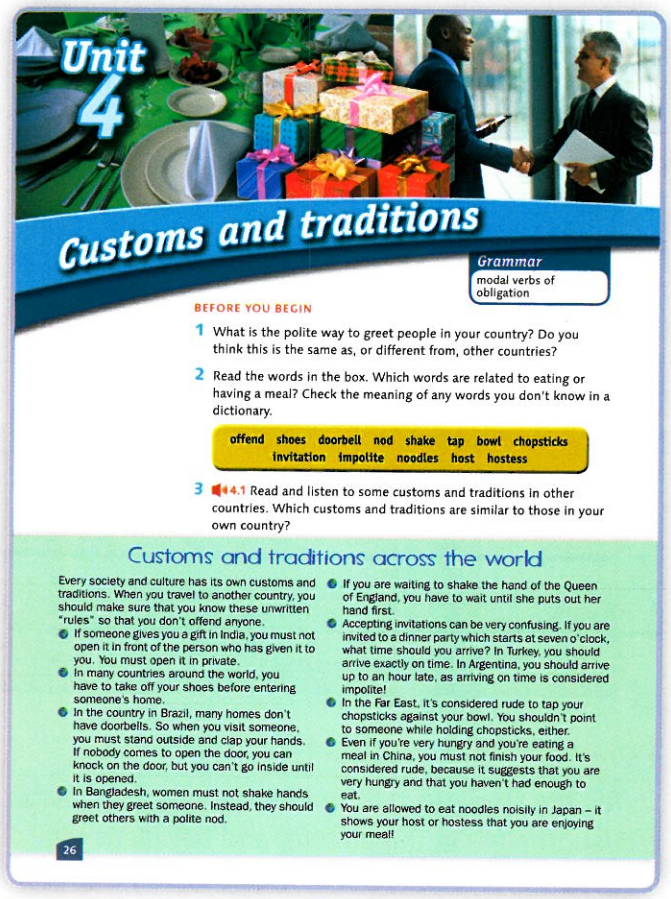
Functions
- making comparisons
- expressing obligation

Language focus
- modal verbs of obligation

Vocabulary
- customs and traditions

Materials
- Student's Book pages 26–27, Workbook page W16, CD

Answers
Students' own answers



Student's Book, pages 26 and 27

BEFORE YOU BEGIN

1 Ask the students to look at the three pictures. Ask them when they eat out in a restaurant or give each other gifts. Ask them when or if they shake hands with people when they meet.
Ask them to look at the questions in Exercise 1. The students work in pairs to answer the questions. Choose students to give their answers.

Answers
Students' own answers

2 The students work in pairs to answer the question. They can check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answers
bowl, chopsticks, noodles, host, hostess

3 Ask the students to read the question. They read the text quickly to find the answers.

Audioscript 4.1 – see page 128

COMPREHENSION AND GRAMMAR: Modal verbs of obligation

4 Before the students read again, quickly review modal verbs of obligation. First, ask the students what they have to do and what they must not do at school. Remind them that *have to* and *must not* are used to talk about rules.
Now ask students what they must do and what they don't have to do at home. Remind the students that *must* and *don't have to* are used to talk about what is or is not necessary.
Finally, ask the students what they can/can't or are allowed to do on the weekend. Remind the students that *can/can't* and *are allowed to* are used to talk about what is allowed or acceptable to do.
Ask the students to read the text again and to circle the best answer in the sentences. They can compare answers with their partners. Point out that there is a *Student grammar review* on page W46. They can refer to this if they need to.
Check answers as a class.

Answers
1 *must* **2** must not **3** must not, are allowed to **4** must

Talk together

5 Read out the question and the example answer. In pairs, the students do the same with the remaining sentences in Exercise 4. Go around and monitor. Check answers as a class.

Suggested answer
If someone gives us a gift, we don't have to open it in private. We can open it in front of them.

GRAMMAR: Modal verbs of obligation

6 Ask the students to read the sentences and to circle the correct modal verb. They can do this in pairs. Remind the students that *shouldn't* can also be used to give strong advice.
Check answers as a class.

Answers
1 *must not* **2** must not **3** don't have to **4** must not **5** have to **6** shouldn't

Workbook, page W16, Exercises 1 and 2

SPEAKING

7 Tell the students that you want them to continue the dialogue by making more sentences using the modal verbs of obligation.
In pairs, the students make more sentences.
Ask one or two pairs of students to repeat their dialogues to the class.

Suggested answers
A: *In my house, we must take our shoes off before we go into the house.* ***B:*** *In my house, my brother and I must help our mother in the kitchen.* ***A:*** *At school, we must do our homework on time.* ***B:*** *At school, we are allowed to talk in the playground.* **A:** In my house, we are allowed to watch television on the weekend. **B:** In my house, my sister and I have to go to bed at nine o'clock. **A:** At school, we can play soccer in P.E. **B:** At school, we should work very hard.

8 Put the class into small groups. The students can then either choose a country, or you can nominate a country for each group to research. If the students choose a country, make sure that each group chooses a different one. Ask the students to use the Internet or a library to find their information.
When they have finished, ask them to report their findings to the class.

Suggested answer
In the U.S., people have to start work about nine o'clock. They can't go home for lunch, they must wear formal clothes to work. They have to work from Monday to Friday.

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

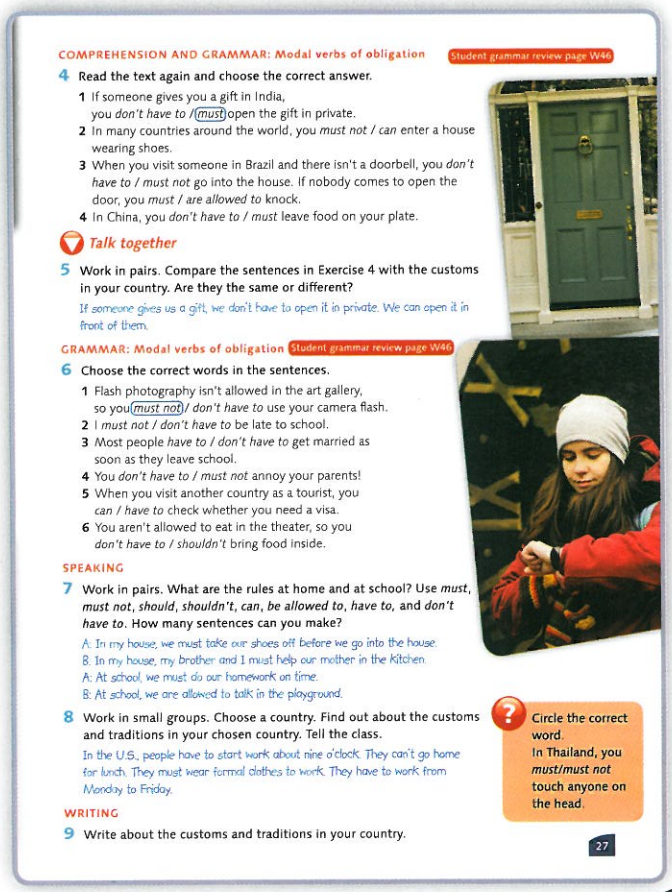
Answer
In Thailand, you must not touch anyone on the head.

Workbook, page W16, Exercises 3 and 4

WRITING

9 Tell the students that they are going to write about customs and traditions in their own country, using the language from the lesson.
The students complete the exercise. Monitor as they are writing, pointing out any errors. Make sure that they use the modal verbs of obligation correctly. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their work.

Answers
Students' own answers



COMPREHENSION AND GRAMMAR: Modal verbs of obligation — Student grammar review page W46

4 Read the text again and choose the correct answer.

1 If someone gives you a gift in India, you *don't have to* / (*must*) open the gift in private.
2 In many countries around the world, you *must not* / *can* enter a house wearing shoes.
3 When you visit someone in Brazil and there isn't a doorbell, you *don't have to* / *must not* go into the house. If nobody comes to open the door, you *must* / *are allowed to* knock.
4 In China, you *don't have to* / *must* leave food on your plate.

Talk together

5 Work in pairs. Compare the sentences in Exercise 4 with the customs in your country. Are they the same or different?

If someone gives us a gift, we don't have to open it in private. We can open it in front of them.

GRAMMAR: Modal verbs of obligation — Student grammar review page W46

6 Choose the correct words in the sentences.

1 Flash photography isn't allowed in the art gallery, so you (*must not*) / *don't have to* use your camera flash.
2 I *must not* / *don't have to* be late to school.
3 Most people *have to* / *don't have to* get married as soon as they leave school.
4 You *don't have to* / *must not* annoy your parents!
5 When you visit another country as a tourist, you *can* / *have to* check whether you need a visa.
6 You aren't allowed to eat in the theater, so you *don't have to* / *shouldn't* bring food inside.

SPEAKING

7 Work in pairs. What are the rules at home and at school? Use *must*, *must not*, *should*, *shouldn't*, *can*, *be allowed to*, *have to*, and *don't have to*. How many sentences can you make?

A: In my house, we must take our shoes off before we go into the house.
B: In my house, my brother and I must help our mother in the kitchen.
A: At school, we must do our homework on time.
B: At school, we are allowed to talk in the playground.

8 Work in small groups. Choose a country. Find out about the customs and traditions in your chosen country. Tell the class.

In the U.S., people have to start work about nine o'clock. They can't go home for lunch. They must wear formal clothes to work. They have to work from Monday to Friday.

WRITING

9 Write about the customs and traditions in your country.

? Circle the correct word.
In Thailand, you *must*/*must not* touch anyone on the head.

27

LESSONS 3 AND 4

Overview

Outcomes
- to talk about celebrations of newborn babies
- to read a text about traditions for newborn babies around the world
- to listen to someone describing a typical celebration of the arrival of a new baby in India
- to write about traditions for newborn babies in one's country

Functions
- giving personal information
- expressing routines

Language focus
- modal verbs of obligation
- language describing celebrations

Vocabulary
- celebrations for a newborn baby

Materials
- Student's Book pages 28–29, Workbook pages W17–W18, CD

Student's Book, pages 28 and 29

SPEAKING

1 Tell the students to describe the pictures and to say which country they think the second picture is taking place in. (*The pictures show a newborn baby and a mother in Sweden exposing her newborn to the cold.*)
Now read the question in the book. The students work in pairs and discuss the question.

Answers
Students' own answers

VOCABULARY: Celebrations for a newborn baby

2 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. The students work in pairs to complete the exercise. They can check the meaning of any words they don't know in a dictionary. Check answers as a class.

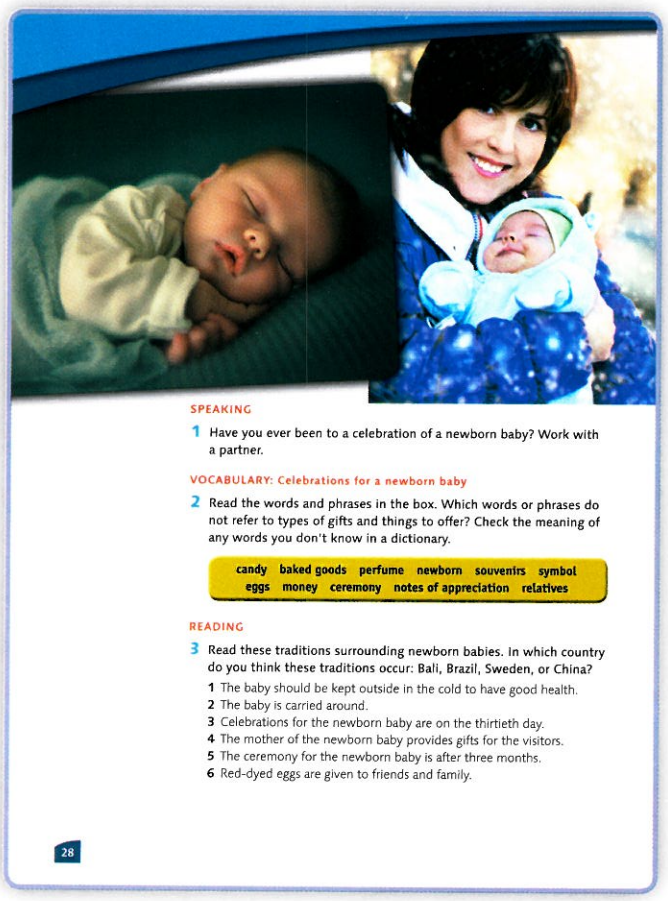
Answers
newborn, symbol, ceremony, relatives

Workbook, page W17, Exercise 5

READING

3 Read the instructions as a class. Ask the students to read sentences 1 to 6 and to guess which country these traditions take place in. Help them with any vocabulary. They can check their answers in Exercise 4.

Answers
Students' own answers



SPEAKING

1 Have you ever been to a celebration of a newborn baby? Work with a partner.

VOCABULARY: Celebrations for a newborn baby

2 Read the words and phrases in the box. Which words or phrases do not refer to types of gifts and things to offer? Check the meaning of any words you don't know in a dictionary.

candy baked goods perfume newborn souvenirs symbol eggs money ceremony notes of appreciation relatives

READING

3 Read these traditions surrounding newborn babies. In which country do you think these traditions occur: Bali, Brazil, Sweden, or China?

1 The baby should be kept outside in the cold to have good health.
2 The baby is carried around.
3 Celebrations for the newborn baby are on the thirtieth day.
4 The mother of the newborn baby provides gifts for the visitors.
5 The ceremony for the newborn baby is after three months.
6 Red-dyed eggs are given to friends and family.

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4 Students should close their books. Tell students to discuss their choices in Exercise 3 with a partner. Have them give reasons for each choice, and explain these to each other. Encourage them to disagree with their partner by saying things like *I'm not sure I agree with you, because …, I think we see this from different points of view*, etc. Finally, have students open their books again, and ask the students to read the text quickly to check their answers to Exercise 3. Check answers as a class.

Answers
1 Sweden **2** Bali **3** China **4** Brazil
5 Bali **6** China

COMPREHENSION

5 Before the students read the text again, ask them to read sentences 1 to 6 and explain that they need to decide whether the sentences are true or false.
Ask the students to read the text in more detail and to correct any false sentences. They can compare their answers with their partners.
Check answers as a class.

Answers
1 *True* **2** False. The baby has to be carried around for three months in Bali. **3** True **4** True **5** True **6** False. In Bali, any contact with the ground for the first three months of the newborn's life is thought to bring bad luck.

LISTENING

6 Tell the students that they are going to listen to a description of a typical celebration of a new baby in India. Before they listen, ask the students to read the questions. The students can compare their answers with their partners. Check answers as a class.

Audioscript 4.2 – see page 128

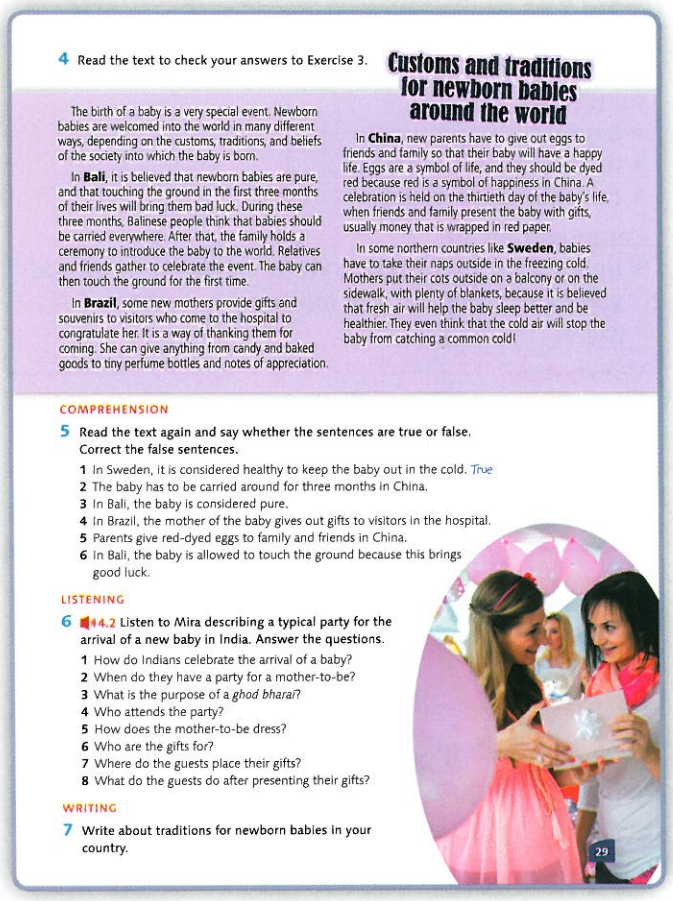
Answers
1 The family holds a ceremony, known as *ghod bharai*. **2** in the seventh month of pregnancy **3** to bless the mother-to-be and shower her with many gifts **4** female friends and relatives **5** like a bride **6** They are for the mother-to-be. **7** on the lap of the mother-to-be **8** They play games and try to guess the baby's gender.

Workbook, pages W17 and W18, Exercises 6, 7, and 8

WRITING

7 The students write about traditions for newborn babies in their own country. Monitor as they are writing, pointing out any errors. Encourage students to use vocabulary from the lesson and to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their paragraphs.

Answers
Students' own answers



4 Read the text to check your answers to Exercise 3.

Customs and traditions for newborn babies around the world

The birth of a baby is a very special event. Newborn babies are welcomed into the world in many different ways, depending on the customs, traditions, and beliefs of the society into which the baby is born.

In **Bali**, it is believed that newborn babies are pure, and that touching the ground in the first three months of their lives will bring them bad luck. During these three months, Balinese people think that babies should be carried everywhere. After that, the family holds a ceremony to introduce the baby to the world. Relatives and friends gather to celebrate the event. The baby can then touch the ground for the first time.

In **Brazil**, some new mothers provide gifts and souvenirs to visitors who come to the hospital to congratulate her. It is a way of thanking them for coming. She can give anything from candy and baked goods to tiny perfume bottles and notes of appreciation.

In **China**, new parents have to give out eggs to friends and family so that their baby will have a happy life. Eggs are a symbol of life, and they should be dyed red because red is a symbol of happiness in China. A celebration is held on the thirtieth day of the baby's life, when friends and family present the baby with gifts, usually money that is wrapped in red paper.

In some northern countries like **Sweden**, babies have to take their naps outside in the freezing cold. Mothers put their cots outside on a balcony or on the sidewalk, with plenty of blankets, because it is believed that fresh air will help the baby sleep better and be healthier. They even think that the cold air will stop the baby from catching a common cold!

COMPREHENSION

5 Read the text again and say whether the sentences are true or false. Correct the false sentences.
1 In Sweden, it is considered healthy to keep the baby out in the cold. *True*
2 The baby has to be carried around for three months in China.
3 In Bali, the baby is considered pure.
4 In Brazil, the mother of the baby gives out gifts to visitors in the hospital.
5 Parents give red-dyed eggs to family and friends in China.
6 In Bali, the baby is allowed to touch the ground because this brings good luck.

LISTENING

6 4.2 Listen to Mira describing a typical party for the arrival of a new baby in India. Answer the questions.
1 How do Indians celebrate the arrival of a baby?
2 When do they have a party for a mother-to-be?
3 What is the purpose of a *ghod bharai*?
4 Who attends the party?
5 How does the mother-to-be dress?
6 Who are the gifts for?
7 Where do the guests place their gifts?
8 What do the guests do after presenting their gifts?

WRITING

7 Write about traditions for newborn babies in your country.

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LESSONS 5 AND 6

Overview

Outcomes
- to talk about invitations
- to read invitations and replies
- to talk about special occasions
- to write an invitation to an event and a reply
- to write two paragraphs about a recent celebration

Functions
- expressing opinions
- inviting to an event
- describing an event

Language focus
- invitations and replies (*We're having a … Would you like to come … I'm looking forward to … I regret …*)

Vocabulary
- celebrations – invitations and replies
- phrasal verbs

Materials
- Student's Book pages 30–31, Workbook page W18

Student's Book, pages 30 and 31

SPEAKING

1 Ask the students to work in pairs to ask and answer the questions. Choose a few pairs to share their answers with the class.

Answers
Students' own answers

VOCABULARY: Celebrations

2 Ask the students to match the words 1 to 6 with the definitions a to f. They can do this in pairs if you wish. Check answers as a class.

Answers
1 *d* **2** a **3** e **4** f **5** b **6** c

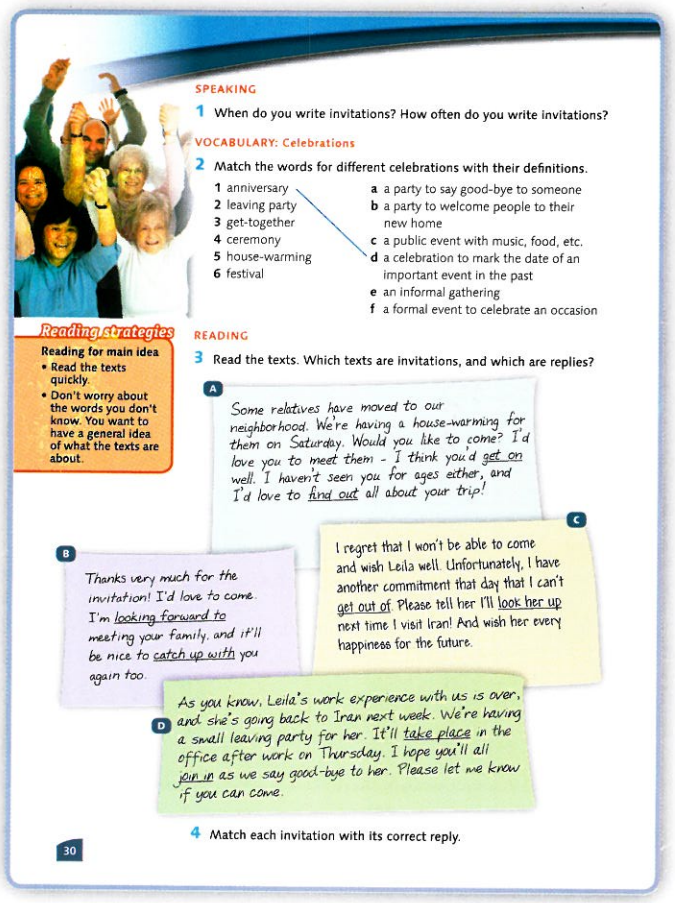
READING

3 Tell the students to read the *Reading strategies* box before they answer the questions. The students can check their answers with their partners. Check answers as a class. Point out to the students that they will look at the underlined words in more detail in Exercise 5.

Answers
invitations: A, D
replies: B, C

4 Ask the students to read the texts again and to match the invitations with the correct replies. Check answers as a class.

Answers
A – B; D – C



SPEAKING

1 When do you write invitations? How often do you write invitations?

VOCABULARY: Celebrations

2 Match the words for different celebrations with their definitions.

1 anniversary
2 leaving party
3 get-together
4 ceremony
5 house-warming
6 festival

a a party to say good-bye to someone
b a party to welcome people to their new home
c a public event with music, food, etc.
d a celebration to mark the date of an important event in the past
e an informal gathering
f a formal event to celebrate an occasion

Reading strategies
Reading for main idea
- Read the texts quickly.
- Don't worry about the words you don't know. You want to have a general idea of what the texts are about.

READING

3 Read the texts. Which texts are invitations, and which are replies?

A
Some relatives have moved to our neighborhood. We're having a house-warming for them on Saturday. Would you like to come? I'd love you to meet them - I think you'd get on well. I haven't seen you for ages either, and I'd love to find out all about your trip!

B
Thanks very much for the invitation! I'd love to come. I'm looking forward to meeting your family, and it'll be nice to catch up with you again too.

C
I regret that I won't be able to come and wish Leila well. Unfortunately, I have another commitment that day that I can't get out of. Please tell her I'll look her up next time I visit Iran! And wish her every happiness for the future.

D
As you know, Leila's work experience with us is over, and she's going back to Iran next week. We're having a small leaving party for her. It'll take place in the office after work on Thursday. I hope you'll all join in as we say good-bye to her. Please let me know if you can come.

4 Match each invitation with its correct reply.

30

VOCABULARY: Phrasal verbs

5 Tell the students that phrasal verbs are very common and are used especially in informal or spoken English. They can be used instead of other words, as in the example. Ask students to work in pairs and to match the phrasal verbs 1 to 8 with the correct underlined words in the texts in Exercise 3.
Check answers as a class.

Answers
1 *join in* **2** catch up with **3** look (someone) up
4 get on **5** looking forward to **6** take place
7 get out of **8** find out

Workbook, page W18, Exercises 9 and 10

SPEAKING

6 Tell the students to look at the pictures on the page (*which depict, clockwise from the left, a wedding anniversary, a birthday, and a new baby*) and to say what is special about the events shown. Look at the question and the example in the book.

Ask the students to work in pairs to ask and answer the question in Exercise 6. Go around, monitor, and encourage the students to discuss all the things in the box.

Ask a few pairs to share their ideas with the class.

Suggested answers

I think that memories are the most important. An occasion will always be special if you have happy memories of it.

Quotation

Ask the students to read the quotation. Discuss the meaning of the quotation (*You are not always welcome at a rich person's home, but you are at a poor person's home*). Ask the students if they agree with this.

Workbook, page W18, Exercise 11

WRITING

7 Tell the students that they can use the invitations on page 30 as a model for their invitations to one of the celebrations in Exercise 2. Make sure that pairs use all of the events listed. You can tell them which ones to use if you wish.

Answers

Students' own answers

8 When the students have completed the task, ask them to switch invitations with another pair and to write a suitable reply, either accepting or declining the offer. Make sure they answer politely, as in the examples.

Answers

Students' own answers

9 Read the instructions with the class. The students write two short paragraphs describing a recent celebration, which could either be real or imaginary. Encourage the students to answer the questions and to use the vocabulary from the lesson. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.

Choose students to read out their paragraphs.

Answers

Students' own answers



VOCABULARY: Phrasal verbs

5 Match the underlined phrasal verbs in Exercise 3 with the correct definitions below.

1 take part join in
2 exchange news and information
3 make contact
4 have a good relationship
5 excited about
6 happen
7 avoid
8 discover

Go to your rich friend's house when invited; to your poor friend's without invitation. Proverb

SPEAKING

6 What makes a special occasion 'special'? With a partner, discuss how important the following things are to you.

good food entertainment music friends and family pictures the location the occasion new experiences new people special clothes dancing happy memories

I think that memories are the most important. An occasion will always be special if you have happy memories of it.

WRITING

7 Choose one of the celebrations in Exercise 2. Write an invitation to the event. Work in pairs.

8 Switch your invitation with another pair's. Write a reply to the invitation.

9 Write about a recent celebration. What were you celebrating? How did you celebrate? Write two paragraphs.

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LESSONS 7 AND 8

Workbook, page W19, Exercises 12 and 13

LESSON 9

Project

Ask the students to look at page 32 in their Student's Book and to describe what they can see in the pictures. Read the task with them. Explain that they are going to plan a type of celebration and that they then have to write an invitation. They should first plan in their notebooks.

Read the questions, eliciting information and ideas from the students. The students work in pairs and write their answers. Monitor as they are writing, pointing out any errors. Encourage students to use the language from the unit and to correct any mistakes themselves, instead of giving them the answer immediately.

Give the students sheets of paper to write their final invitations on. These could be displayed on the classroom wall.

LESSON 10

REVIEW A

Student's Book, pages 33 and 34

The students work on their own to complete the vocabulary exercises and then in pairs to complete the grammar exercises. Tell them that for multiple-choice questions, there is only one answer for each question.

VOCABULARY

Answers
1 c **2** d **3** e **4** b **5** a **6** d **7** b
8 1c 2e 3f 4b 5a 6d
9 1f 2a 3d 4e 5b 6c

GRAMMAR

Suggested answers
10 *I usually have lunch with my family on Fridays. But this Friday, we are going to visit my grandparents.*
11 ***A:*** *Have you ever been to a fireworks display?*
B: *Yes, I have.* ***A:*** *When did you go?*
B: *Last year. It was the end of a festival.*
12 ***A:*** *I used to have curly hair, but now it's straight.* ***B:*** *I used to want to be a pilot! I used to play with toy planes all the time.*
13 ***a*** *The couple had gotten married. / The couple had had a wedding ceremony.* ***b*** *The children's mother and grandpa had arrived at the airport.* ***c*** *The woman had made/baked a cake.* ***d*** *The woman had given birth to a baby.*

Workbook, pages W20 and W21, Progress test 1

Student's Book, page 35

OPENER

Ask the students which countries they have visited, and which countries they would like to visit.

Look at page 35. Tell the students that this page tells them what they will be doing in the third module. They are going to look at different places around the world and at some of the remarkable structures that can be found in them.

Ask the students to describe each picture and try to answer the questions. You could also ask supplementary questions such as *How old do you think this structure is?* and *Why do you think it was built?* about the main picture; it shows the Great Wall of China. The picture bottom right shows a view of Istanbul with a boat crossing the Bosphorus in the foreground, while the picture top left shows a representation of the Hanging Gardens of Babylon.

Then ask the students about themselves, for example, *Which historic buildings have you seen? What do you think is the most useful invention? Have you ever invented anything?*

Explain to the students that in the following lessons, they are going to look at different places around the world.

MODULE 3

The world

Outcomes

- To read about the Seven Ancient Wonders of the World, old and new wonders, Abu Simbel temple, four postcards, and journal entries
- To listen to a radio show about the Great Wall of China, and three people talking about journeys
- To use vocabulary related to materials, competitions, means of transportation, and places to stay
- To talk about a trip, what makes a wonder, four amazing places in your country, a typical day on vacation, a journal entry, and what country to visit
- To use the simple present, simple past, and simple future passives, and reported speech (simple present, present progressive)
- To write an advertisement describing a trip, a description of the Taj Mahal, short descriptions of four amazing places in your country, a postcard, a journal entry, and an account of a journey



Unit 5 Wonders of the World

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about the ancient Wonders of the World
- to talk about a trip
- to write an advertisement for a trip

Functions
- recounting past events
- describing a trip

Language focus
- the simple present, simple past, and simple future passives

Vocabulary
- buildings – materials

Materials
- Student's Book pages 36–37, Workbook page W22, CD

Student's Book, pages 36 and 37

BEFORE YOU BEGIN

1 The students may have already identified the Hanging Gardens of Babylon in the picture on page 35. In pairs, ask the students to name the places shown in the other pictures on pages 36 and 37.
Tell the students that they will be reading about these and the other Wonders of the Ancient World shortly. If you wish, ask them if they can name any of the other four, before they learn the answer from the text in Exercise 3.

Answers
(from left to right) the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Pharos Lighthouse at Alexandria

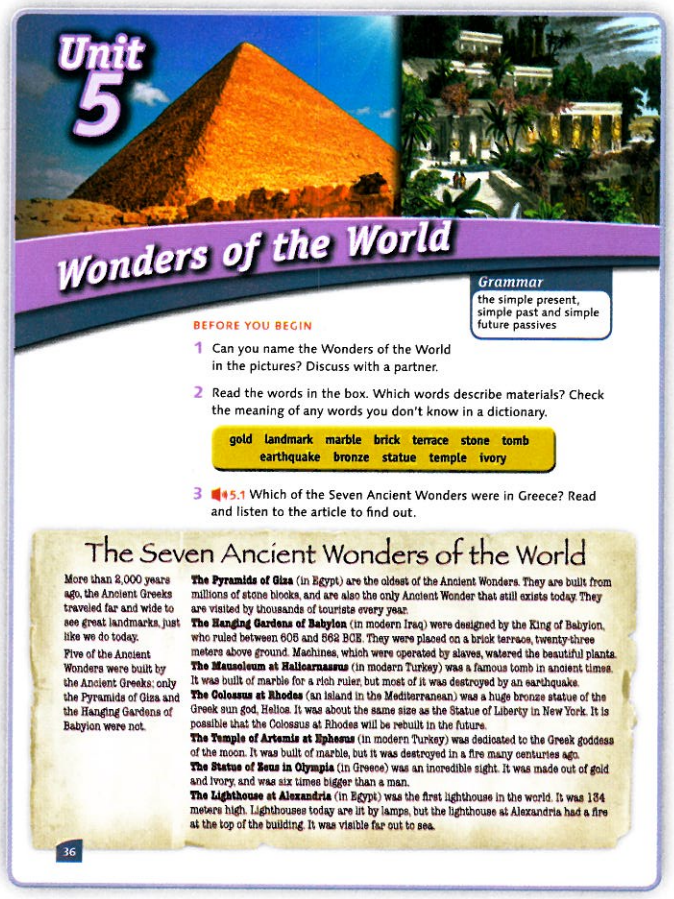
2 Choose students to read the words from the box out loud to check pronunciation. The students work in pairs to answer the question. They can check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answers
gold, marble, brick, stone, bronze, ivory

3 Now ask the students to read the question. See if they can guess the answer before they read the text. Tell them they are going to read the text quickly and find the answer to the question. Play the CD. The students listen and read at the same time. They give you their answers to the question.

Audioscript 5.1 – see pages 128 and 129

Answer
the Colossus at Rhodes and the Statue of Zeus in Olympia


Unit 5
Wonders of the World
Grammar
the simple present, simple past and simple future passives
BEFORE YOU BEGIN
1 Can you name the Wonders of the World in the pictures? Discuss with a partner.
2 Read the words in the box. Which words describe materials? Check the meaning of any words you don't know in a dictionary.
gold landmark marble brick terrace stone tomb earthquake bronze statue temple ivory
3 5.1 Which of the Seven Ancient Wonders were in Greece? Read and listen to the article to find out.
The Seven Ancient Wonders of the World
More than 2,000 years ago, the Ancient Greeks traveled far and wide to see great landmarks, just like we do today.
Five of the Ancient Wonders were built by the Ancient Greeks; only the Pyramids of Giza and the Hanging Gardens of Babylon were not.
The Pyramids of Giza (in Egypt) are the oldest of the Ancient Wonders. They are built from millions of stone blocks, and are also the only Ancient Wonder that still exists today. They are visited by thousands of tourists every year.
The Hanging Gardens of Babylon (in modern Iraq) were designed by the King of Babylon, who ruled between 605 and 562 BCE. They were placed on a brick terrace, twenty-three meters above ground. Machines, which were operated by slaves, watered the beautiful plants.
The Mausoleum at Halicarnassus (in modern Turkey) was a famous tomb in ancient times. It was built of marble for a rich ruler, but most of it was destroyed by an earthquake.
The Colossus at Rhodes (an island in the Mediterranean) was a huge bronze statue of the Greek sun god, Helios. It was about the same size as the Statue of Liberty in New York. It is possible that the Colossus at Rhodes will be rebuilt in the future.
The Temple of Artemis at Ephesus (in modern Turkey) was dedicated to the Greek goddess of the moon. It was built of marble, but it was destroyed in a fire many centuries ago.
The Statue of Zeus in Olympia (in Greece) was an incredible sight. It was made out of gold and ivory, and was six times bigger than a man.
The Lighthouse at Alexandria (in Egypt) was the first lighthouse in the world. It was 134 meters high. Lighthouses today are lit by lamps, but the lighthouse at Alexandria had a fire at the top of the building. It was visible far out to sea.
36

COMPREHENSION

4 Read the sentences first. The students read and listen while you play the CD again. As they listen, they should correct any false sentences.
The students check their answers in pairs. Then check answers as a class.

Audioscript 5.1 – see pages 128 and 129

COMPREHENSION

4 Tell the students that they are going to read the text again and find the best answers to the questions.
The students check their answers in pairs. Then check answers as a class.

Answers
1 *People voted on July 7, 2007.* **2** More than one hundred million votes were recorded. **3** It was launched in 2001. **4** Presidents, royalty, and celebrities promoted the competition worldwide. **5** More than 200 national treasures were nominated. **6** because they are too famous to be included and judged alongside the other nominated treasures **7** Seven cities will be awarded a prize for a new "wonder".

5 The students work in pairs to discuss the question. When they have finished, put the pairs' lists on the board and have a class vote on the seven top cities. Encourage students to give reasons for their choices.

Answers
Students' own answers

Workbook, page W23, Exercises 6, 7, and 8

VOCABULARY: Competitions

6 Ask the class to look at the words in the box. Choose students to read the words out loud to check pronunciation. Students work in pairs to complete the text. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answers
1 *contest* **2** promoted **3** entries **4** judges **5** nominated **6** vote **7** winners

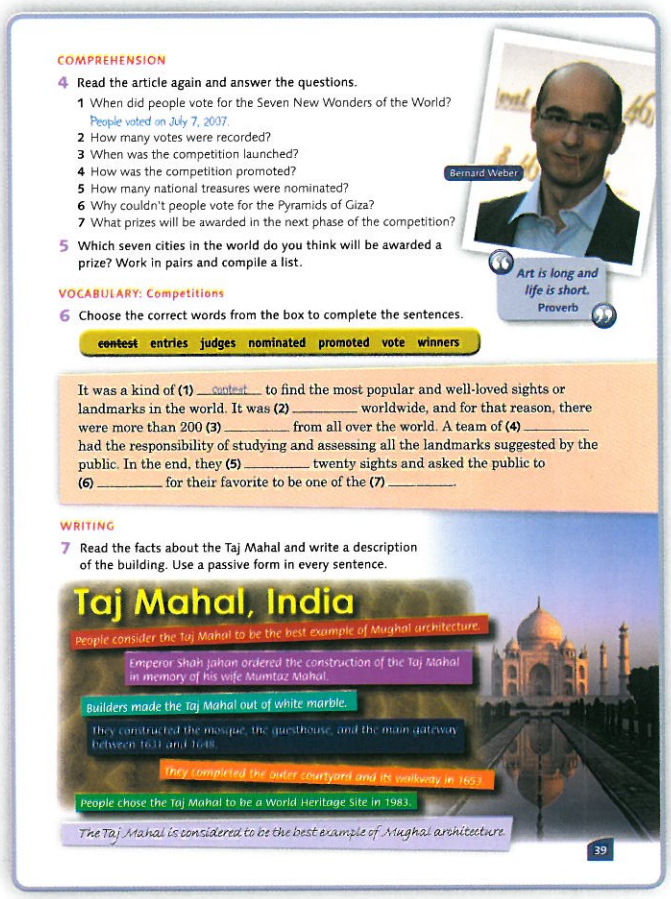
Workbook, page W23, Exercises 9 and 10

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation (*Art lives on for a long time, but people don't*). Ask the students if they agree or disagree with the quotation.

WRITING

7 Ask the students if they have heard of the Taj Mahal and if they know where it is. Tell the students that they are going to read some facts about it.
The students read the sentences about the Taj Mahal and use the information to make passive sentences. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately. They can compare answers with their partners.
Choose students to read out their answers.

Suggested answers
The Taj Mahal is considered to be the best example of Mughal architecture. The construction of the Taj Mahal was ordered by Emperor Shah Jahan in memory of his wife Mumtaz Mahal. The Taj Mahal was made out of white marble. The mosque, the guesthouse, and the main gateway were constructed between 1631 and 1648. The outer courtyard and its walkway were completed in 1653. The Taj Mahal was chosen to be a World Heritage Site in 1983.



COMPREHENSION

4 Read the article again and answer the questions.
1 When did people vote for the Seven New Wonders of the World?
People voted on July 7, 2007.
2 How many votes were recorded?
3 When was the competition launched?
4 How was the competition promoted?
5 How many national treasures were nominated?
6 Why couldn't people vote for the Pyramids of Giza?
7 What prizes will be awarded in the next phase of the competition?

5 Which seven cities in the world do you think will be awarded a prize? Work in pairs and compile a list.

Bernard Weber

Art is long and life is short. Proverb

VOCABULARY: Competitions

6 Choose the correct words from the box to complete the sentences.

~~contest~~ entries judges nominated promoted vote winners

It was a kind of (1) contest to find the most popular and well-loved sights or landmarks in the world. It was (2) _____ worldwide, and for that reason, there were more than 200 (3) _____ from all over the world. A team of (4) _____ had the responsibility of studying and assessing all the landmarks suggested by the public. In the end, they (5) _____ twenty sights and asked the public to (6) _____ for their favorite to be one of the (7) _____.

WRITING

7 Read the facts about the Taj Mahal and write a description of the building. Use a passive form in every sentence.

Taj Mahal, India

People consider the Taj Mahal to be the best example of Mughal architecture.
Emperor Shah Jahan ordered the construction of the Taj Mahal in memory of his wife Mumtaz Mahal.
Builders made the Taj Mahal out of white marble.
They constructed the mosque, the guesthouse, and the main gateway between 1631 and 1648.
They completed the outer courtyard and its walkway in 1653.
People chose the Taj Mahal to be a World Heritage Site in 1983.
The Taj Mahal is considered to be the best example of Mughal architecture.

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LESSONS 5 AND 6

Overview

Outcomes
- to listen to a radio show about the Great Wall of China
- to talk about what makes a "wonder"
- to read about Abu Simbel temple in Egypt
- to talk and write about amazing places in one's country

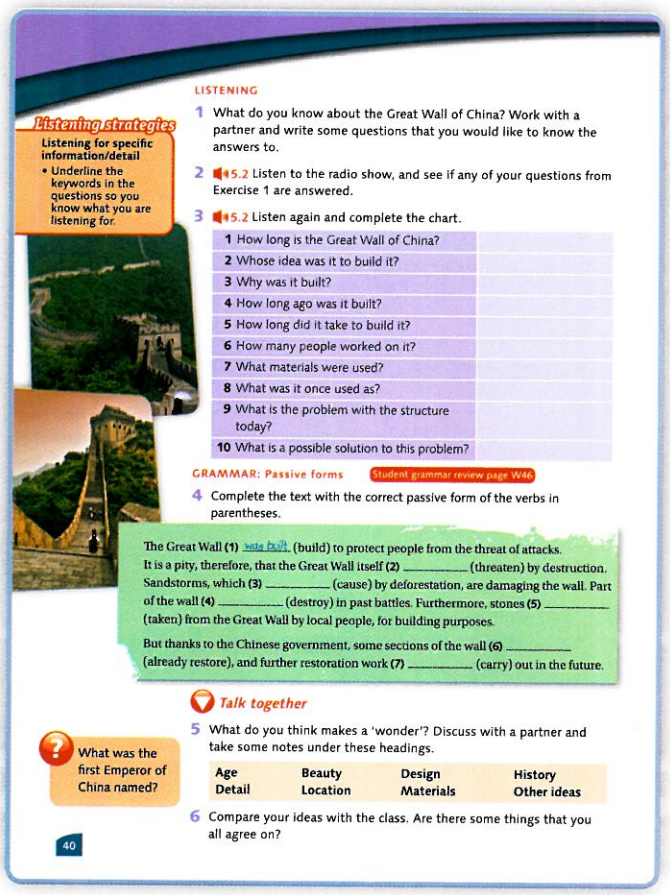
Functions
- expressing opinions
- agreeing and disagreeing
- describing places
- giving reasons

Language focus
- passive forms

Vocabulary
- places

Materials
- Student's Book pages 40–41, Workbook pages W24–W25, CD

Student's Book, pages 40 and 41



LISTENING

1 What do you know about the Great Wall of China? Work with a partner and write some questions that you would like to know the answers to.

2 5.2 Listen to the radio show, and see if any of your questions from Exercise 1 are answered.

3 5.2 Listen again and complete the chart.

1 How long is the Great Wall of China?	
2 Whose idea was it to build it?	
3 Why was it built?	
4 How long ago was it built?	
5 How long did it take to build it?	
6 How many people worked on it?	
7 What materials were used?	
8 What was it once used as?	
9 What is the problem with the structure today?	
10 What is a possible solution to this problem?	

Listening strategies
Listening for specific information/detail
- Underline the keywords in the questions so you know what you are listening for.

GRAMMAR: Passive forms Student grammar review page W46

4 Complete the text with the correct passive form of the verbs in parentheses.

The Great Wall (1) was built (build) to protect people from the threat of attacks. It is a pity, therefore, that the Great Wall itself (2) _____ (threaten) by destruction. Sandstorms, which (3) _____ (cause) by deforestation, are damaging the wall. Part of the wall (4) _____ (destroy) in past battles. Furthermore, stones (5) _____ (taken) from the Great Wall by local people, for building purposes.

But thanks to the Chinese government, some sections of the wall (6) _____ (already restore), and further restoration work (7) _____ (carry) out in the future.

Talk together

5 What do you think makes a 'wonder'? Discuss with a partner and take some notes under these headings.

Age	Beauty	Design	History
Detail	Location	Materials	Other ideas

6 Compare your ideas with the class. Are there some things that you all agree on?

What was the first Emperor of China named?

40

LISTENING

1 Ask the students to look at the pictures on page 40 and to say if they know where this is. Tell the students they are going to listen to some information about the Great Wall of China. Ask them to discuss in pairs what they know about the Great Wall and what they would like to know.

Answers
Students' own answers

2 Ask the students to listen to a radio show about the Great Wall to see if any of their questions have been answered.

Audioscript 5.2 – see page 129

Answers
Students' own answers

3 Tell the students they will listen to the show again. Before they do, ask them to read the questions in the chart and to look at the *Listening strategies* box.
Then play the CD. The students answer the questions. They can compare answers with their partners. Check answers as a class.

Audioscript 5.2 – see page 129

Answers
1 8,850 kilometers **2** the First Emperor of China **3** to protect the northern part of the kingdom **4** 2,500 years ago **5** ten years **6** 300,000 people **7** stone and bricks **8** a road **9** Some parts are falling down. **10** The Great Wall is one of the Seven New Wonders of the World, so its preservation will be ensured in the future.

GRAMMAR: Passive forms

4 Remind the students that the passive is formed from the verb *be* plus the past participle. The students work in pairs to complete the exercise. Point out that there is a *Student grammar review* on page W46. The students can refer to this if they need to.
Check answers as a class.

Answers
1 *was built* **2** is threatened **3** are caused **4** was destroyed **5** were taken **6** have already been restored **7** will be carried out

Talk together

5 Ask the students to read the question and read the words in the box. Make sure that the students understand all the words. In pairs, the students take notes about what makes a wonder. Go around and monitor, helping if necessary.

Answers
Students' own answers

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
Shi Huangdi

6 Tell pairs to compare their notes. See if they can add to or improve them.

Answers
Students' own answers

Workbook, page W24, Exercises 11 and 12

7 Ask the students to look at the pictures and the captions. Ask them if they know anything about any of these places. Then ask them to discuss the question in pairs. Check answers as a class.

Suggested answers
They are all very old. They are all made of stone. Some parts are damaged or broken off. They are all amazing places.

READING

8 Tell the students that they are going to read a description of one of the places in the pictures. Ask them to read the text quickly and to compare answers with their partners. Check answers as a class. Ask them what information helped them answer.

Answer
Abu Simbel, Egypt

SPEAKING

9 Ask the students to look at the text in Exercise 8 and to underline the adjectives (*solid, remote, unknown, huge, various, remarkable, breathtaking*).

The students read the task and think of four amazing places and list adjectives to describe them. If you wish, you could ask the pairs to pool the adjectives they can think of and you can write them on the board.

Answers
Students' own answers

10 Ask the students to discuss the question in pairs, giving their reasons. Then have pairs share their ideas with the class. You can have a class vote on the most amazing places if you wish.

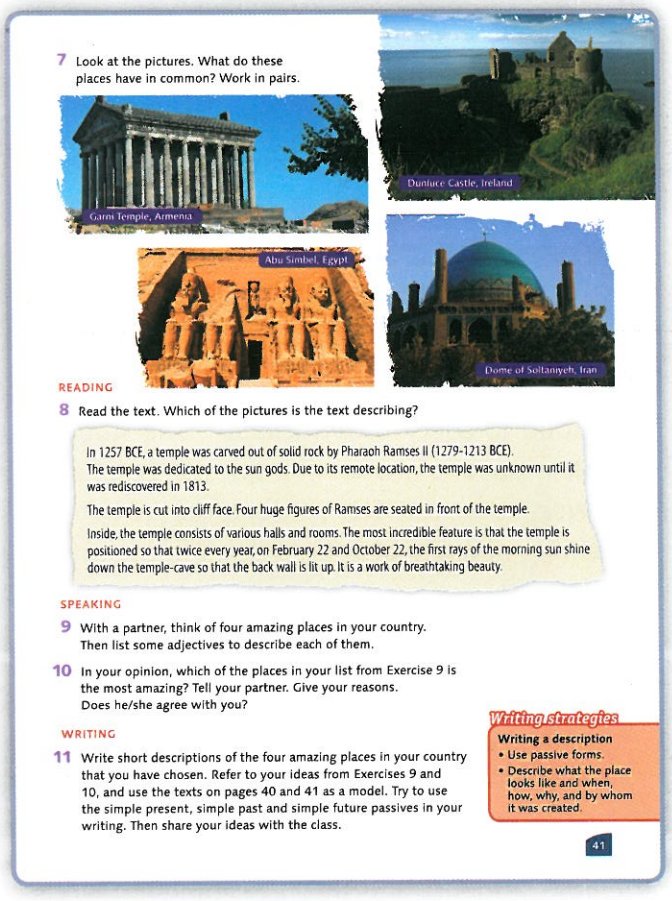
Answers
Students' own answers

Workbook, page W24, Exercises 13, 14, and 15

WRITING

11 The students read the instructions and the *Writing strategies* box. Monitor as they are writing, pointing out any errors. Encourage the students to use the language from the unit and to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their paragraphs.

Answers
Students' own answers


7 Look at the pictures. What do these places have in common? Work in pairs.

Garni Temple, Armenia

Dunluce Castle, Ireland

Abu Simbel, Egypt

Dome of Soltaniyeh, Iran

READING

8 Read the text. Which of the pictures is the text describing?

In 1257 BCE, a temple was carved out of solid rock by Pharaoh Ramses II (1279–1213 BCE). The temple was dedicated to the sun gods. Due to its remote location, the temple was unknown until it was rediscovered in 1813.

The temple is cut into cliff face. Four huge figures of Ramses are seated in front of the temple.

Inside, the temple consists of various halls and rooms. The most incredible feature is that the temple is positioned so that twice every year, on February 22 and October 22, the first rays of the morning sun shine down the temple-cave so that the back wall is lit up. It is a work of breathtaking beauty.

SPEAKING

9 With a partner, think of four amazing places in your country. Then list some adjectives to describe each of them.

10 In your opinion, which of the places in your list from Exercise 9 is the most amazing? Tell your partner. Give your reasons. Does he/she agree with you?

WRITING

11 Write short descriptions of the four amazing places in your country that you have chosen. Refer to your ideas from Exercises 9 and 10, and use the texts on pages 40 and 41 as a model. Try to use the simple present, simple past and simple future passives in your writing. Then share your ideas with the class.

Writing strategies
Writing a description
- Use passive forms.
- Describe what the place looks like and when, how, why, and by whom it was created.

41

LESSONS 7 AND 8

Workbook, page W25, Exercises 16, 17, and 18

Unit 6 Travel and vacations

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read postcards
- to talk about a partner's typical day on vacation
- to write a postcard

Functions
- describing pictures
- describing a typical vacation
- reporting events

Language focus
- reported speech (simple present, present progressive)

Vocabulary
- vacations – means of transportation

Materials
- Student's Book pages 42–43, Workbook page W26, CD

Student's Book, pages 42 and 43

BEFORE YOU BEGIN

1 Ask the students to say what they can see in the pictures on page 42 of the Student's Book. Tell them that they can check their answers when they read the postcards in Exercise 3.

Answers
Students' own answers

2 Choose students to read the words from the box out loud to check pronunciation. The students work in pairs to answer the questions. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

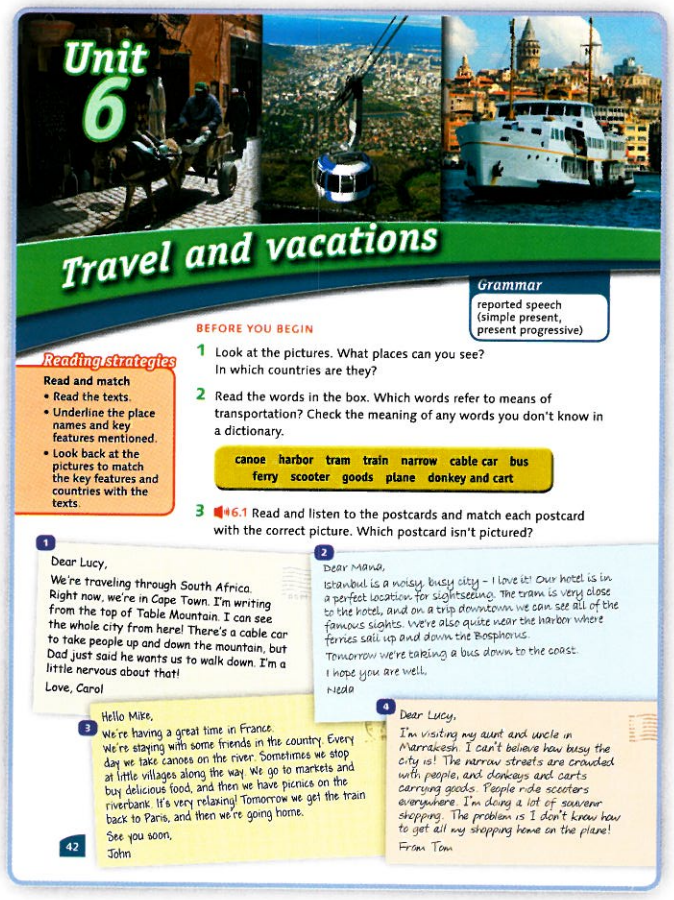
Answers
canoe, tram, train, cable car, bus, ferry, scooter, plane, donkey, and cart

Workbook, page W26, Exercise 1

3 Tell the students that they are going to read four different postcards and find out which one describes a place that is not in the pictures at the top of the page. Before they begin, read the *Reading strategies* box. Play the CD. The students listen and read at the same time.
Ask the students if they can match the pictures to the postcards.

Audioscript 6.1 – see page 129

Answers
Text 1: Table Mountain, Cape Town, South Africa, picture 2 **Text 2:** the Bosphorus, Istanbul, Turkey, picture 3 **Text 3:** France, is not pictured **Text 4:** Marrakesh, Morocco, picture 1



COMPREHENSION

4 Tell the students that they are going to read and listen to the postcards again and they should match the information in the questions to the person who wrote the cards. Read the questions first. The students read and listen while you play the CD again. As they listen, they should write the correct names.
The students check their answers in pairs.

Audioscript 6.1 – see page 129

Answers
1 *Tom* **2** Carol **3** Neda **4** Tom **5** John
6 Neda **7** Carol **8** Tom

GRAMMAR: Reported speech (simple present, present progressive)

5 Write on the board *Tom said that he couldn't believe how busy the city was. Tom said that he was doing a lot of souvenir shopping.*
Ask the students to find out what Tom actually wrote (*I can't believe how busy the city is/I'm doing a lot of souvenir shopping*). Write these sentences on the board too and ask students to tell you what has happened to the verbs when you report what people say (*they have moved one tense back into the past: can't becomes couldn't, is becomes was, am doing becomes was doing*). Also, point out that *here* becomes *there*, as the students will need to know this to understand the change in sentence 2. Similarly, time indicators are changed in reported speech, as in sentence 3, where *tomorrow* becomes *the next day*. Likewise, in reported speech *today* becomes *that day*, *this month/year* becomes *that month/year* and *yesterday* becomes *the previous day/the day before*, etc. Personal pronouns also change in reported speech, for example *I* becomes *he* or *she*, *my* becomes *his* or *her*, *we* and *our* become *they* and *their*, etc.
Tell the students to look at the example sentence in Exercise 5 and tell them to do the same with the remaining sentences. Point out that there is a *Student grammar review* on pages W46 and W47 that the students can refer to if needed.

Answers
1 *She said that she was writing from the top of Table Mountain.* **2** she could see **3** they were taking **4** they were having **5** they took **6** he couldn't believe, was

SPEAKING

6 Read out the instruction. Explain that when the students listen to their partner talking, they must remember or note down what they say so they can report it to another partner. Give the students a few minutes to plan what they are going to say first, before they begin their phone conversations.

Suggested answer
Every day I get up late and have breakfast in the hotel. Right now, I'm sitting on the balcony.

7 The students work with new partners and report what their first partner said.
Then ask a few pairs of students to report the conversations to the class.

Suggested answer
Faranak said that she got up late every day and had breakfast in the hotel. She said that she was sitting on the balcony ...

Workbook, page W26, Exercises 2, 3, and 4

WRITING

8 Explain to the students that they are going to rewrite the postcard from Jenny in reported speech. Read the example and then do the first sentence together to check they understand. Tell them to do the same with the remaining sentences.

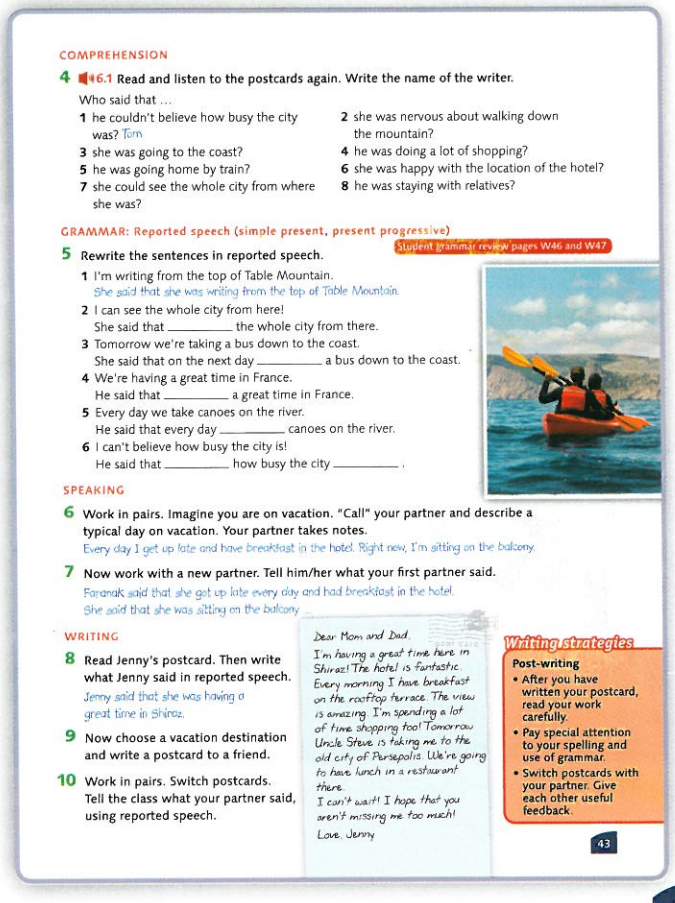
Answer
Jenny said that she was having a great time in Shiraz. She said that the hotel was fantastic and that she had breakfast on the rooftop terrace every morning. She said that the view was amazing and that she was spending a lot of time shopping too. She said that her uncle Steve was taking her to Persepolis the next day. She said that they were going to have lunch in a restaurant there. She said that she couldn't wait. She said that she hoped that her mom and dad weren't missing her too much.

9 Tell the students they are now going to write their own postcards. It can be about a real or an imaginary trip. Give them time to plan this and to read the *Writing strategies* box together.

Answers
Students' own answers

10 Read the instructions. Before they report what their partners said, see if the students can give any positive feedback on the postcards. Then, in pairs, they report the postcards to the class.

Answers
Students' own answers



COMPREHENSION

4 6.1 **Read and listen to the postcards again. Write the name of the writer.**
Who said that ...
1 he couldn't believe how busy the city was? Tom
2 she was nervous about walking down the mountain?
3 she was going to the coast?
4 he was doing a lot of shopping?
5 he was going home by train?
6 she was happy with the location of the hotel?
7 she could see the whole city from where she was?
8 he was staying with relatives?

GRAMMAR: Reported speech (simple present, present progressive)

Student grammar review pages W46 and W47

5 **Rewrite the sentences in reported speech.**
1 I'm writing from the top of Table Mountain.
She said that she was writing from the top of Table Mountain.
2 I can see the whole city from here!
She said that _____ the whole city from there.
3 Tomorrow we're taking a bus down to the coast.
She said that on the next day _____ a bus down to the coast.
4 We're having a great time in France.
He said that _____ a great time in France.
5 Every day we take canoes on the river.
He said that every day _____ canoes on the river.
6 I can't believe how busy the city is!
He said that _____ how busy the city _____.

SPEAKING

6 **Work in pairs. Imagine you are on vacation. "Call" your partner and describe a typical day on vacation. Your partner takes notes.**
Every day I get up late and have breakfast in the hotel. Right now, I'm sitting on the balcony.

7 **Now work with a new partner. Tell him/her what your first partner said.**
Faranak said that she got up late every day and had breakfast in the hotel. She said that she was sitting on the balcony ...

WRITING

8 **Read Jenny's postcard. Then write what Jenny said in reported speech.**
Jenny said that she was having a great time in Shiraz.

9 **Now choose a vacation destination and write a postcard to a friend.**

10 **Work in pairs. Switch postcards. Tell the class what your partner said, using reported speech.**

Dear Mom and Dad,
I'm having a great time here in Shiraz! The hotel is fantastic. Every morning I have breakfast on the rooftop terrace. The view is amazing. I'm spending a lot of time shopping too! Tomorrow Uncle Steve is taking me to the old city of Persepolis. We're going to have lunch in a restaurant there.
I can't wait! I hope that you aren't missing me too much!
Love, Jenny

Writing strategies
Post-writing
- After you have written your postcard, read your work carefully.
- Pay special attention to your spelling and use of grammar.
- Switch postcards with your partner. Give each other useful feedback.

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LESSONS 3 AND 4

Overview

Outcomes
- to read journal entries of a trip
- to talk about journal entries
- to write a journal entry of a trip

Functions
- reporting events

Language focus
- reported speech (simple present, present progressive)

Vocabulary
- places
- descriptive adjectives

Materials
- Student's Book pages 44–45, Workbook pages W27–W28

Answers
1 *An efficient metro system makes exploring Tashkent very easy.* **2** Uzbekistan is famous for silks, gold embroidery, wood carving, and ceramics. **3** The writer likes the bread very much, describing it as "the best". **4** because the city is filled with fine architecture **5** He says that he is very knowledgeable about the region and keeps them entertained along the journey with his amazing stories. **6** The writer agrees with Marco Polo that Samarkand is "one of the most perfectly beautiful cities in the world." **7** They are preparing for their trek up into the Fann Mountains. **8** so that the Tajik herders' donkeys can carry some of their luggage **9** because they have a long way to walk that day **10** The writer can't believe that the trek is almost over and that they have followed in the footsteps of Marco Polo, discovering the beauty of Uzbekistan, Tajikistan, and the Fann Mountains.

Student's Book, pages 44 and 45

READING

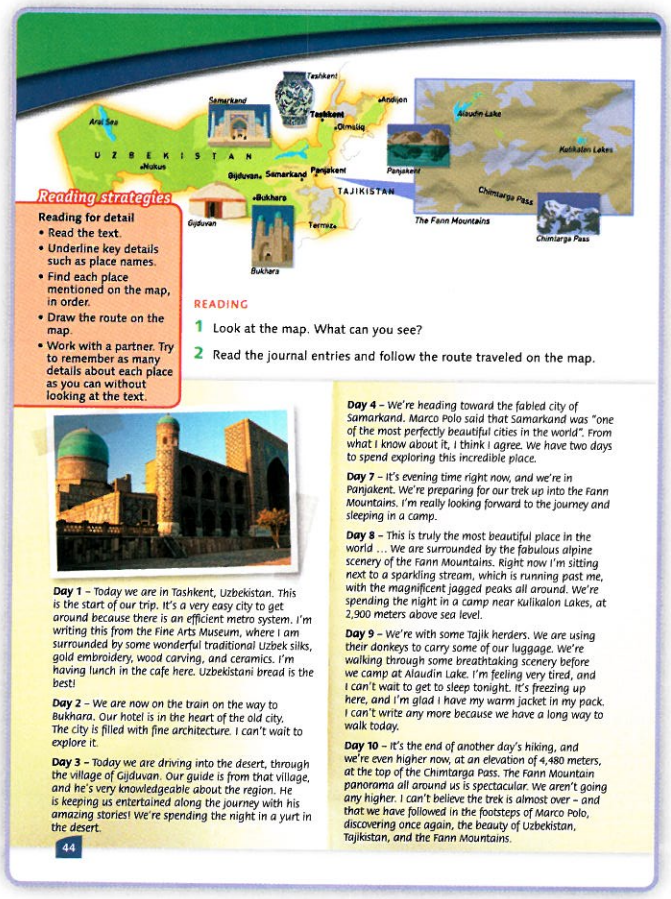
1 Show the students a map of your country and ask them what kind of information a map usually shows (*roads, railroads, airports, the position of seas and lakes, rivers, forests, towns and cities, deserts, mountain ranges, heights of mountain peaks, etc.*). Ask the students to look at the map in the book and to answer the question. Check answers as a class.

Answer
a map of Uzbekistan with some of the things you can see or buy in the country

2 Ask the students what they can tell you about Uzbekistan. Tell them they are going to read journal entries about a ten-day journey through the country. Before they read, go over the *Reading strategies* box. They then trace the route on the map.
The students complete the task. Check answers as a class.

COMPREHENSION

3 Tell the students that they are going to read the text again. First, read the questions so they know what they are reading for. Then ask the students to read the text again to find the answers.
The students check their answers in pairs. Then check answers as a class.



VOCABULARY: Descriptive adjectives

4 Read the instructions and the example. The students work in pairs to find all the descriptive adjectives in the text on page 44. Check answers as a class.

Answers
beautiful, sparkling, easy, efficient, wonderful, traditional, best, Uzbekistani, gold, old, fine, knowledgeable, amazing, fabled, incredible, fabulous, alpine, magnificent, jagged, breathtaking, tired, freezing, warm, long, spectacular

5 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. Students work in pairs to answer the questions. They can also check the meaning of any words they don't know in a dictionary.

Answers
1 scenery **2** desert **3** peak **4** herder **5** stream **6** yurt **7** alpine **8** trek

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
Marco Polo's journey along the Silk Road began in 1271.

Workbook, page W27, Exercises 5, 6, and 7

SPEAKING

6 Read the instructions and the example. The students work in pairs and take it in turns to report one of the journal entries on page 44.

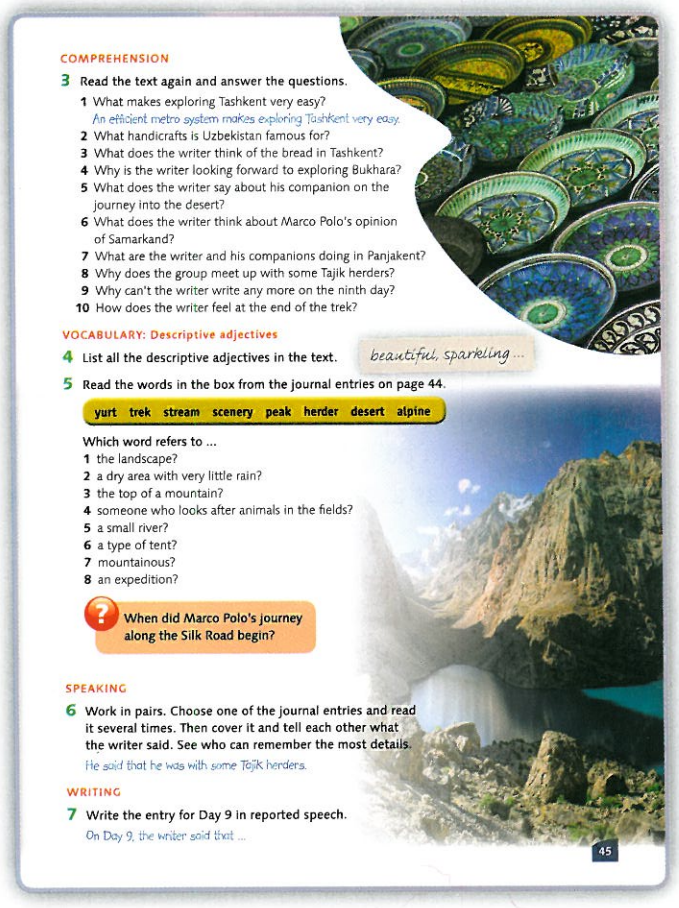
Suggested answer
He said that he was with some Tajik herders.

WRITING

7 Read the instructions and complete the example as a class. The students work in pairs to complete the task.

Answer
On Day 9, the writer said that they were with some Tajik herders and that they were using their donkeys to carry some of their luggage. The writer said that they were walking through some breathtaking scenery before camping at Alaudin Lake. The writer said that he/she was feeling very tired and couldn't wait to get to sleep that night. He/She said that it was freezing up there and that he/she was glad that he/she had gotten his/her warm jacket in his/her pack. The writer said that he/she couldn't write any more because they had a long way to walk that day.

Workbook, page W28, Exercise 8



COMPREHENSION

3 Read the text again and answer the questions.

1 What makes exploring Tashkent very easy?
An efficient metro system makes exploring Tashkent very easy.
2 What handicrafts is Uzbekistan famous for?
3 What does the writer think of the bread in Tashkent?
4 Why is the writer looking forward to exploring Bukhara?
5 What does the writer say about his companion on the journey into the desert?
6 What does the writer think about Marco Polo's opinion of Samarkand?
7 What are the writer and his companions doing in Panjakent?
8 Why does the group meet up with some Tajik herders?
9 Why can't the writer write any more on the ninth day?
10 How does the writer feel at the end of the trek?

VOCABULARY: Descriptive adjectives

4 List all the descriptive adjectives in the text. *beautiful, sparkling ...*

5 Read the words in the box from the journal entries on page 44.

yurt trek stream scenery peak herder desert alpine

Which word refers to ...
1 the landscape?
2 a dry area with very little rain?
3 the top of a mountain?
4 someone who looks after animals in the fields?
5 a small river?
6 a type of tent?
7 mountainous?
8 an expedition?

? When did Marco Polo's journey along the Silk Road begin?

SPEAKING

6 Work in pairs. Choose one of the journal entries and read it several times. Then cover it and tell each other what the writer said. See who can remember the most details.
He said that he was with some Tajik herders.

WRITING

7 Write the entry for Day 9 in reported speech.
On Day 9, the writer said that ...

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LESSONS 5 AND 6

Overview

Outcomes
- to talk about visiting places
- to listen to people talking about journeys
- to differentiate between /ʃ/ and /dʒ/
- to write an account of a journey

Functions
- describing pictures
- expressing likes
- reporting speech
- describing events

Language focus
- reported speech (simple present, present progressive)
- pronunciation – /ʃ/ or /dʒ/

Vocabulary
- places to stay

Materials
- Student's Book pages 46–47, Workbook pages W28–W29, CD

Student's Book, pages 46 and 47

VOCABULARY: Places to stay

1 Ask the students to look at the pictures and the words in the box. Choose students to read the words out loud to check pronunciation. The students work in pairs to answer the questions. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answers
(clockwise from the top left) tent, self-catering vacation home, youth hostel, cabin, hotel, camper
Suggested answers: A bed and breakfast is a type of small hotel where guests are provided with breakfast in the morning.

Workbook, page W28, Exercise 9

Talk together

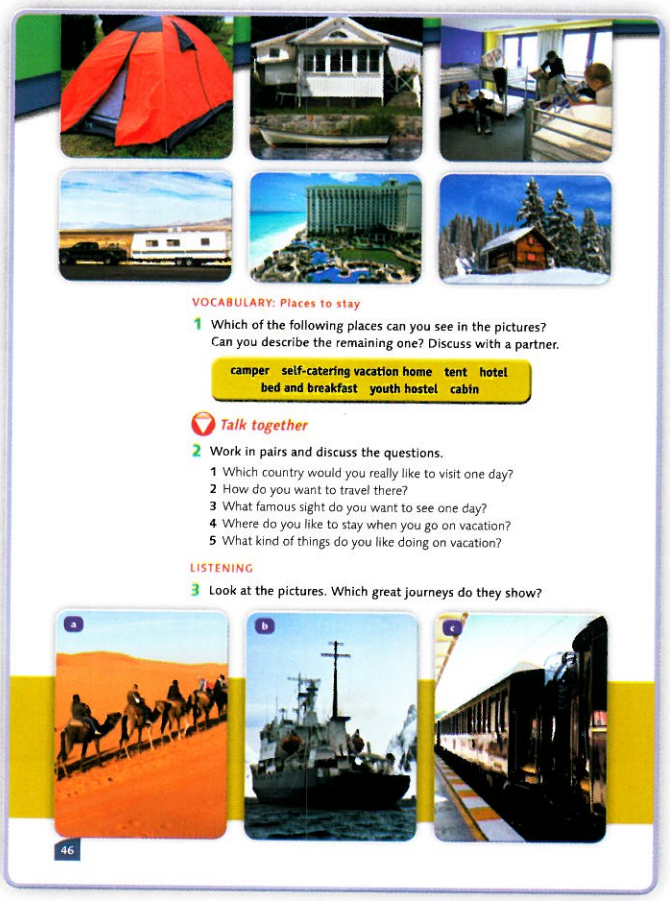
2 Place your map of the world so that all the students can see it easily. Ask them to look at the map. Ask them which countries they have been to or would like to go to.
Tell the students to look at the questions in the book. The students work in pairs to discuss the questions. Ask a few pairs to share their answers with the class.

Answers
Students' own answers

LISTENING

3 Tell the students that they are going to listen to descriptions of three great journeys. Ask them to work in pairs to discuss the question. Tell them they can find the answer to the question after Exercise 4.

Answers
Students' own answers


VOCABULARY: Places to stay

1 Which of the following places can you see in the pictures? Can you describe the remaining one? Discuss with a partner.

camper self-catering vacation home tent hotel bed and breakfast youth hostel cabin

Talk together

2 Work in pairs and discuss the questions.
1 Which country would you really like to visit one day?
2 How do you want to travel there?
3 What famous sight do you want to see one day?
4 Where do you like to stay when you go on vacation?
5 What kind of things do you like doing on vacation?

LISTENING

3 Look at the pictures. Which great journeys do they show?

a b c

46

4 Tell the students to look at the pictures of Mike, Anna, and Leila and to listen to their descriptions of journeys. The students can compare their answers with their partners. Check answers as a class.

Audioscript 6.2 – see page 130

Answers
Mike: picture c (a journey on a train)
Anna: picture b (a cruise in the Antarctic)
Leila: picture a (a camel trek in the desert)

COMPREHENSION

5 Tell the students that they are going to listen to the CD again. This time they need to read the questions and report what the three people said. The students can compare their answers with their partners. Check answers as a class.

Audioscript 6.2 – see page 130

Answers
1 *He said that* everyone dressed up in stylish clothes for dinner. He said that the food was delicious. He said that the cars were small but elegant. **2** *She said that* you need a lot of time to do the trip because it takes two and a half days to sail to Ushuaia. **3** *She said that* Mani was very knowledgeable, could speak five languages, and told them the most amazing stories while they slept under the stars at night.

6 Tell the students that they are going to listen again to the account of the three journeys. This time they need to listen very carefully to one of the descriptions and to describe it in detail to their partner. Before they listen again, read the *Listening strategies* box with the class.
Monitor their work. Encourage the students to help and support each other with their notes and reports, like the example.

Audioscript 6.2 – see page 130

Suggested answers
A: *He said that the journey took thirty hours.*
B: *No, he didn't. He said that it took seventy-two hours.*

PRONUNCIATION: /ʃ/ or /dʒ/?

7 Tell the students that they are going to listen to words that contain two sounds that can be confused easily: words with the 'sh' and 'dj' sounds. Say the words in the box and tell the students to repeat. Then play the CD and ask the students to repeat the words again. Monitor to check that the students can hear and reproduce the difference between the 'sh' sound in ***sh****ip*, and *conversa****t****ion* and the 'dj' sound in *langua****g****es*, *knowle****dg****eable*, and ***j****ourney*.
Ask the students to say the words to each other. They can use them in sentences if you wish.

Audioscript 6.3 – see page 130

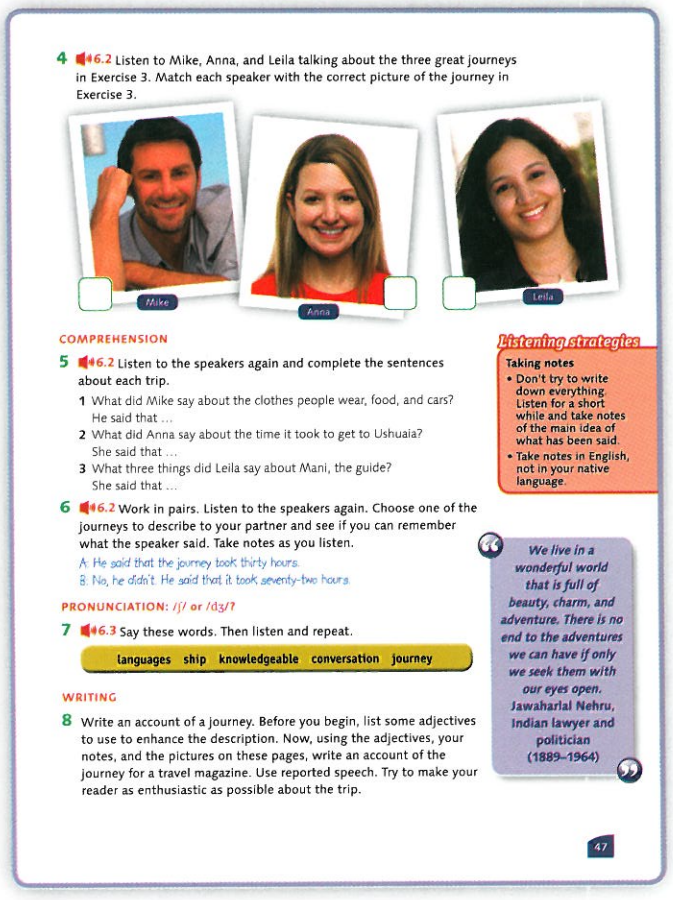
Workbook, pages W28 and W29, Exercises 10 and 11

WRITING

8 Read the instructions with the class. Direct the students to review the pictures of different locations featured in this module, as well as to look back over the lists of descriptive adjectives used. The students can work in pairs to list adjectives and to take notes.
The students then write their accounts. Monitor as they are writing, pointing out any errors. Encourage the students to use the language and vocabulary from the lesson and to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their paragraphs.

Answers
Students' own answers

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation (*The world is full of adventure but you need to look for it or you will not find it*). Ask the students if they agree or disagree with this view.


4 6.2 Listen to Mike, Anna, and Leila talking about the three great journeys in Exercise 3. Match each speaker with the correct picture of the journey in Exercise 3.

Mike Anna Leila

COMPREHENSION

5 6.2 Listen to the speakers again and complete the sentences about each trip.
1 What did Mike say about the clothes people wear, food, and cars?
He said that ...
2 What did Anna say about the time it took to get to Ushuaia?
She said that ...
3 What three things did Leila say about Mani, the guide?
She said that ...

6 6.2 Work in pairs. Listen to the speakers again. Choose one of the journeys to describe to your partner and see if you can remember what the speaker said. Take notes as you listen.
A: He said that the journey took thirty hours.
B: No, he didn't. He said that it took seventy-two hours.

PRONUNCIATION: /j/ or /dʒ/?

7 6.3 Say these words. Then listen and repeat.
languages ship knowledgeable conversation journey

WRITING

8 Write an account of a journey. Before you begin, list some adjectives to use to enhance the description. Now, using the adjectives, your notes, and the pictures on these pages, write an account of the journey for a travel magazine. Use reported speech. Try to make your reader as enthusiastic as possible about the trip.

Listening strategies
Taking notes
- Don't try to write down everything. Listen for a short while and take notes of the main idea of what has been said.
- Take notes in English, not in your native language.

"We live in a wonderful world that is full of beauty, charm, and adventure. There is no end to the adventures we can have if only we seek them with our eyes open."
Jawaharlal Nehru, Indian lawyer and politician (1889–1964)

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LESSONS 7 AND 8

Workbook, page W29, Exercises 12, 13, and 14

LESSON 9

Project

Ask the students to look at page 48 in their Student's Book and to describe what they can see in the pictures (*Angkor Wat in Cambodia and Stonehenge in England*). Read the task with them. Explain that they are going to research a New Wonder of the World. They should first plan in their notebooks using the guidelines listed under *Your task*.

Read the questions.

Students work in pairs and write their answers. Monitor as they are writing, pointing out any errors. Encourage the students to use the language from the unit and to correct any mistakes themselves, instead of giving them the answer immediately.

Give the students sheets of paper to write their reports on. Encourage them to include pictures of their chosen "Wonder". These could be displayed on the classroom wall.

Student's Book, page 49

OPENER

Write a list of sports on the board. Ask the students how they might categorize the sports they mention – for example, between indoor and outdoor sports; individual or pair sports (ping-pong, weightlifting); team sports (basketball); water sports (e.g. swimming, diving, rowing); target sports (archery, darts); motor sports (auto car racing, go-karting); running events (marathon); jumping events (high, long, and triple jumps), and so on. You could also test the students' knowledge of the various Olympic games (summer, winter, Paralympics) – for example, where they are held and how often, the duration, who takes part, which sports are featured, etc.

Look at page 49. Tell the students that this page tells them what they will be doing in the fourth module. They are going to look at different sporting events and at the people who organize and take part in these events.

Ask the students to describe each picture and to answer the questions. Tell them they will find the answers later in the module. The picture at the top shows the British swimmer and Olympic gold medallist Adam Peaty; the picture at the bottom left shows the Olympic flag, with its five interlocking rings that represent the five inhabited continents of the world, and the picture at the bottom right shows disabled athletes playing wheelchair basketball.

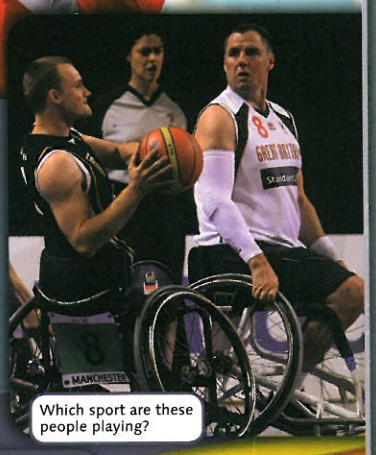
Then ask the students about themselves, for example, *Which sports do you play? Which sports do you like to watch live or on television? Have you ever attended a sports event?*

MODULE 4

Sport







Outcomes

- To read about the Paralympic Games, the Special Olympics, Adam Peaty, and the past, present, and future of soccer
- To listen to a radio show about the Summer and Winter Olympic Games, and a radio show about three sports
- To use vocabulary related to sports, sport venues, and sports equipment
- To talk about the Olympics, sports you have tried, sports facilities in your town or city, and how sports improve fitness
- To use subject/object questions and the present perfect progressive
- To write quiz questions, a paragraph about taking part in sporting events, a quiz about the Olympics, the Paralympics, and the Special Olympics, and an essay about the benefits of playing sport

Outcomes

- To read about the Paralympic Games, the Special Olympics, Adam Peaty, and the past, present, and future of soccer
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- To use subject/object questions and the present perfect progressive
- To write quiz questions, a paragraph about taking part in sporting events, a quiz about the Olympics, the Paralympics, and the Special Olympics, and an essay about the benefits of playing sport

Project
Research a sport.

Unit 7 The Olympic Games

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about the Paralympic Games
- to talk about the Olympic Games
- to write quiz questions

Functions
- enquiring about information

Language focus
- subject/object questions

Vocabulary
- sports – Paralympic Games

Materials
- Student's Book pages 50–51, Workbook page W30, CD

Student's Book, pages 50 and 51

BEFORE YOU BEGIN

1 Ask the students what problems might be experienced by people who can't use their arms or legs, or who have other disabilities, such as visual or hearing impairment. Ask the students to say what they can see in the pictures on page 50 of the Student's Book. Tell them to discuss the question.

Answers
Students' own answers

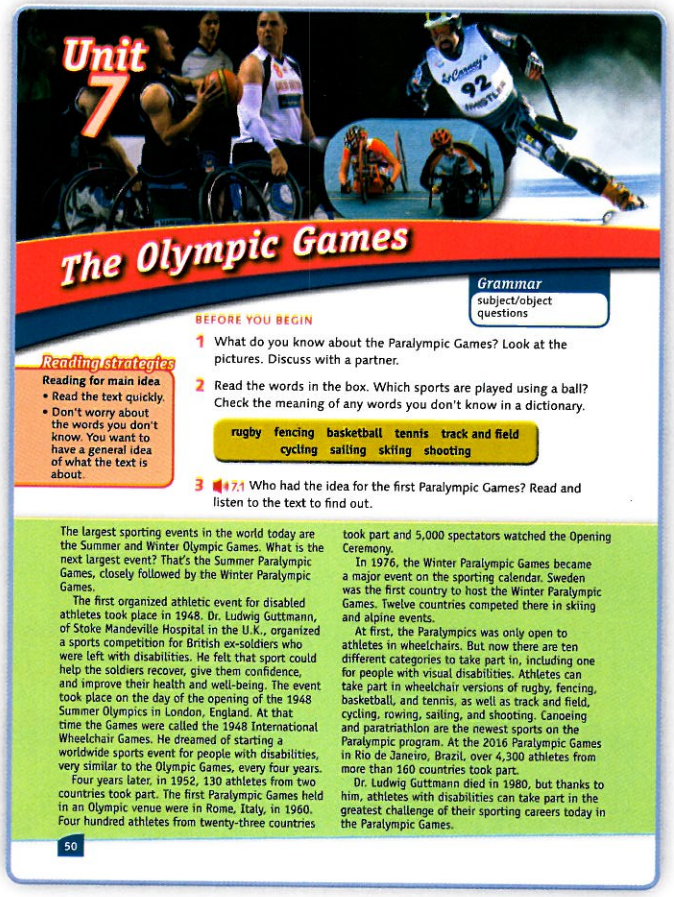
2 Choose students to read the words from the box out loud to check pronunciation. The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answers
rugby, basketball, tennis

3 Tell the students they are going to read a text about the history of the Paralympic Games. Read the question. Before the students begin, read the *Reading strategies* box with them.
Play the CD. The students listen and read at the same time. The students answer the question.

Audioscript 7.1 – see page 130

Answer
Dr. Ludwig Guttmann



Unit 7

The Olympic Games

Grammar
subject/object questions

BEFORE YOU BEGIN

1 What do you know about the Paralympic Games? Look at the pictures. Discuss with a partner.

2 Read the words in the box. Which sports are played using a ball? Check the meaning of any words you don't know in a dictionary.

rugby fencing basketball tennis track and field cycling sailing skiing shooting

3 7.1 Who had the idea for the first Paralympic Games? Read and listen to the text to find out.

Reading strategies
Reading for main idea
- Read the text quickly.
- Don't worry about the words you don't know. You want to have a general idea of what the text is about.

The largest sporting events in the world today are the Summer and Winter Olympic Games. What is the next largest event? That's the Summer Paralympic Games, closely followed by the Winter Paralympic Games.

The first organized athletic event for disabled athletes took place in 1948. Dr. Ludwig Guttmann, of Stoke Mandeville Hospital in the U.K., organized a sports competition for British ex-soldiers who were left with disabilities. He felt that sport could help the soldiers recover, give them confidence, and improve their health and well-being. The event took place on the day of the opening of the 1948 Summer Olympics in London, England. At that time the Games were called the 1948 International Wheelchair Games. He dreamed of starting a worldwide sports event for people with disabilities, very similar to the Olympic Games, every four years.

Four years later, in 1952, 130 athletes from two countries took part. The first Paralympic Games held in an Olympic venue were in Rome, Italy, in 1960. Four hundred athletes from twenty-three countries took part and 5,000 spectators watched the Opening Ceremony.

In 1976, the Winter Paralympic Games became a major event on the sporting calendar. Sweden was the first country to host the Winter Paralympic Games. Twelve countries competed there in skiing and alpine events.

At first, the Paralympics was only open to athletes in wheelchairs. But now there are ten different categories to take part in, including one for people with visual disabilities. Athletes can take part in wheelchair versions of rugby, fencing, basketball, and tennis, as well as track and field, cycling, rowing, sailing, and shooting. Canoeing and paratriathlon are the newest sports on the Paralympic program. At the 2016 Paralympic Games in Rio de Janeiro, Brazil, over 4,300 athletes from more than 160 countries took part.

Dr. Ludwig Guttmann died in 1980, but thanks to him, athletes with disabilities can take part in the greatest challenge of their sporting careers today in the Paralympic Games.

50

COMPREHENSION

4 Tell the students that they are going to read and listen to the article again. Read the questions first. Students read and listen while you play the CD again. As they listen, they should answer the questions.
Students check their answers in pairs. Then check answers as a class.

Audioscript 7.1 – see page 130

Answers
1 He felt that sport could help injured British ex-soldiers recover, and would give them confidence and improve their health and well-being. **2** He dreamed of starting a worldwide sports event for people with disabilities, very similar to the Olympic Games, every four years. Yes, his dream was realized. **3** The first Paralympic Games were held in Rome, Italy, in 1960. **4** The games take place every four years. **5** Rugby, fencing, basketball, tennis, track and field, cycling, rowing, sailing, shooting, canoeing and paratriathlon are all part of the Paralympic Games. **6** Students' own answers

GRAMMAR: Subject/object questions

5 Read the instructions and tell the students to look at the example. Remind the students that, first of all, they should decide on the appropriate question word: *which, who, what, how many* etc. If you wish, the students can work in pairs to complete the task. Point out that there is a *Student grammar review* on page W47. They can refer to this if they need to.
Monitor their work as they complete the task, helping where necessary. Check answers as a class.

Answers
1 *Which event took place in 1948?* **2** Who organized a sports competition for former soldiers with injuries? **3** Which event took place in 1952? **4** How many athletes took part in 1952? **5** What became a major event in the sporting calendar? **6** Who died in 1980?

Workbook, page W30, Exercises 1, 2, and 3

SPEAKING

6 Tell the students they are going to do a sports quiz. First of all, they have to complete the questions. Read the instructions and ask the students to look at the example: they use *Who* or *Which* and the verb in parentheses to complete the questions. They can do this in pairs.
When they have completed the questions, they can guess the answers (these are given upside down at the bottom of the page).
Check answers as a class.

Answers
1 *Who lit* **2** Which, takes place **3** Who, invented **4** Which, hosted **5** Who won

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

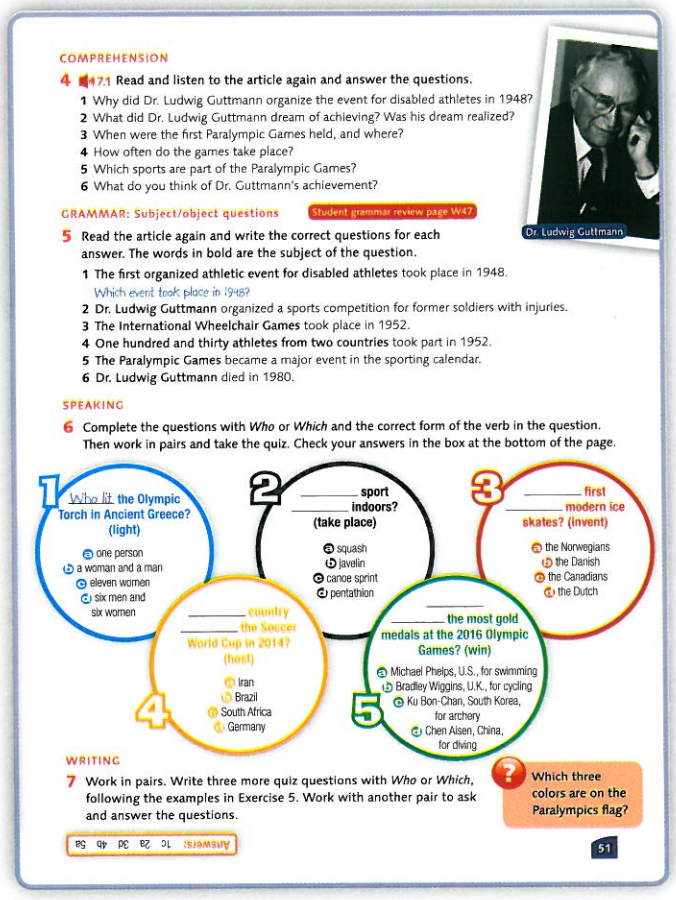
Answer
The colors are red, blue, and green.

Workbook, page W30, Exercises 4 and 5

WRITING

7 Tell students they are going to write three more questions for the sports quiz in pairs.
When they have completed the questions, they can switch pairs and ask their new partners the questions. See who can answer correctly.
If you think that the students may have trouble spontaneously thinking up suitable questions, and there isn't time for them to research the correct answers, you could research some questions yourself to ask the students, maybe related to sporting events in your own country or to the most recent Olympics.

Answers
Students' own answers



COMPREHENSION

4 47.1 **Read and listen to the article again and answer the questions.**
1 Why did Dr. Ludwig Guttmann organize the event for disabled athletes in 1948?
2 What did Dr. Ludwig Guttmann dream of achieving? Was his dream realized?
3 When were the first Paralympic Games held, and where?
4 How often do the games take place?
5 Which sports are part of the Paralympic Games?
6 What do you think of Dr. Guttmann's achievement?

Dr. Ludwig Guttmann

GRAMMAR: Subject/object questions — Student grammar review page W47

5 **Read the article again and write the correct questions for each answer. The words in bold are the subject of the question.**
1 **The first organized athletic event for disabled athletes** took place in 1948.
Which event took place in 1948?
2 **Dr. Ludwig Guttmann** organized a sports competition for former soldiers with injuries.
3 **The International Wheelchair Games** took place in 1952.
4 **One hundred and thirty athletes from two countries** took part in 1952.
5 **The Paralympic Games** became a major event in the sporting calendar.
6 **Dr. Ludwig Guttmann** died in 1980.

SPEAKING

6 **Complete the questions with *Who* or *Which* and the correct form of the verb in the question. Then work in pairs and take the quiz. Check your answers in the box at the bottom of the page.**

1 Who lit the Olympic Torch in Ancient Greece? (light)
a one person
b a woman and a man
c eleven women
d six men and six women

2 _____ sport _____ indoors? (take place)
a squash
b javelin
c canoe sprint
d pentathlon

3 _____ first _____ modern ice skates? (invent)
a the Norwegians
b the Danish
c the Canadians
d the Dutch

4 _____ country _____ the Soccer World Cup in 2014? (host)
a Iran
b Brazil
c South Africa
d Germany

5 _____ the most gold medals at the 2016 Olympic Games? (win)
a Michael Phelps, U.S., for swimming
b Bradley Wiggins, U.K., for cycling
c Ku Bon-Chan, South Korea, for archery
d Chen Aisen, China, for diving

WRITING

7 **Work in pairs. Write three more quiz questions with *Who* or *Which*, following the examples in Exercise 5. Work with another pair to ask and answer the questions.**

? Which three colors are on the Paralympics flag?

Answers: 1c 2a 3d 4b 5a

51

LESSONS 3 AND 4

Overview

Outcomes
- to listen to a radio show about the Olympic Games
- to talk about sports
- to write a paragraph about the benefits of taking part in sporting events

Functions
- making guesses
- giving personal information
- making preferences
- stating advantages

Language focus
- questions

Vocabulary
- sports

Materials
- Student's Book pages 52–53, Workbook page W31, CD

Student's Book, pages 52 and 53

LISTENING

1 Ask the students to say what they can see in the pictures on page 52 of the Student's Book (*the Olympic flag, Olympic medals, and the Olympic flame or torch*). Read the question and tell them to discuss this in pairs. They can check their answers after Exercise 2.

Answers
Students' own answers

2 Tell the students that they are going to listen to a radio show about the Olympic Games Which will tell them the answers to Exercise 1. Ask them to listen to see if they can find this information. Check answers as a class. Students listen again to fill in the blanks in the text. Before they listen, read the *Listening strategies* box with the class.

Audioscript 7.2 – see page 130

Answers
Olympia in Ancient Greece 2,500 years ago; Athens in Greece in 1896
Students' own answers

3 Tell the students that they are going to listen again to check their answers. Students then listen again. They can compare their answers with their partners. Check answers as a class.

Audioscript 7.2 – see page 130

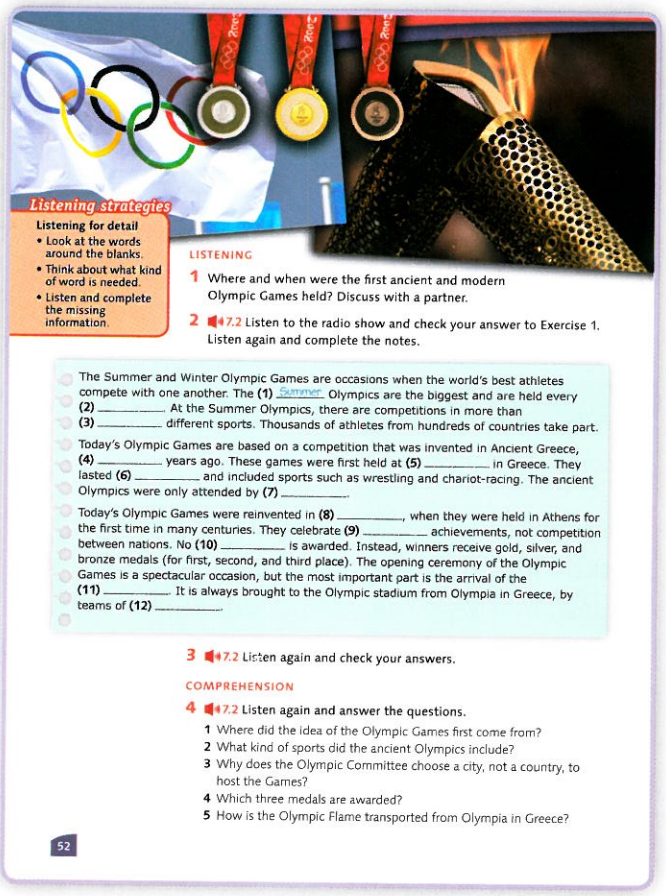
Answers
1 *Summer* **2** four years **3** twenty **4** 2,500
5 Olympia **6** five days **7** men **8** 1896
9 individual and team **10** prize money
11 Olympic Flame **12** runners

COMPREHENSION

4 Ask the students to read the questions and see if they can answer any of them before you play the CD one more time. Check answers as a class.

Audioscript 7.2 – see page 130

Answers
1 The idea of the Olympic Games first came from Ancient Greece. **2** The Games included wrestling and chariot-racing. **3** because the Olympic Games celebrates individual and team achievements, not competition between nations **4** Gold, silver, and bronze medals (for first, second, and third place) are awarded. **5** It is transported by teams of runners.



Listening strategies
Listening for detail
- Look at the words around the blanks.
- Think about what kind of word is needed.
- Listen and complete the missing information.

LISTENING
1 Where and when were the first ancient and modern Olympic Games held? Discuss with a partner.
2 7.2 Listen to the radio show and check your answer to Exercise 1. Listen again and complete the notes.

The Summer and Winter Olympic Games are occasions when the world's best athletes compete with one another. The (1) Summer Olympics are the biggest and are held every (2) _____. At the Summer Olympics, there are competitions in more than (3) _____ different sports. Thousands of athletes from hundreds of countries take part.

Today's Olympic Games are based on a competition that was invented in Ancient Greece, (4) _____ years ago. These games were first held at (5) _____ in Greece. They lasted (6) _____ and included sports such as wrestling and chariot-racing. The ancient Olympics were only attended by (7) _____.

Today's Olympic Games were reinvented in (8) _____, when they were held in Athens for the first time in many centuries. They celebrate (9) _____ achievements, not competition between nations. No (10) _____ is awarded. Instead, winners receive gold, silver, and bronze medals (for first, second, and third place). The opening ceremony of the Olympic Games is a spectacular occasion, but the most important part is the arrival of the (11) _____. It is always brought to the Olympic stadium from Olympia in Greece, by teams of (12) _____.

3 7.2 Listen again and check your answers.

COMPREHENSION
4 7.2 Listen again and answer the questions.
1 Where did the idea of the Olympic Games first come from?
2 What kind of sports did the ancient Olympics include?
3 Why does the Olympic Committee choose a city, not a country, to host the Games?
4 Which three medals are awarded?
5 How is the Olympic Flame transported from Olympia in Greece?

52

VOCABULARY: Sports

5 Ask the students to work in pairs to see if they can match the words to the pictures. The students can also check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answers
a rowing **b** diving **c** weightlifting **d** fencing
e archery **f** judo

6 Ask the students what they know about the sports in Exercise 5, and if they do any of them. Tell the students to answer the questions. They can do this in pairs. Check answers as a class.

Answers
1 fencing **2** diving **3** rowing **4** weightlifting
5 judo **6** archery

Workbook, page W31, Exercises 6, 7, and 8

SPEAKING

7 The students work in pairs and ask and answer the questions. Monitor as they are talking, helping where necessary. Ask a few pairs of students to share their ideas with the class.

Answers
Students' own answers

Workbook, page W31, Exercise 9

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation (*You can do anything if you believe you can do it*). Ask students if they agree or disagree with the quotation.

8 The students work in pairs to plan a sports event. Remind them to think about what equipment and facilities they would need to hold the event. In pairs, the students complete the task. Ask a few pairs of students to share their ideas with the class. Have a class vote to find out which are the most popular sports.

Answers
Students' own answers

WRITING

9 Read the instructions and briefly discuss the question as a class. Before the students write, read the *Writing strategies* box with them. The students then take notes for their paragraph before they begin writing the final text.
Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their texts.

Answers
Students' own answers



VOCABULARY: Sports

5 Match the sports in the box with the pictures.

archery diving fencing judo rowing weightlifting

6 In which of the sports ...
1 do you wear clothes to protect your face and body?
2 do you jump off a board?
3 do you sit in a boat?
4 do you lift heavy objects?
5 do you engage in unarmed combat with an opponent?
6 do you use a bow and arrows?

SPEAKING

7 Work in pairs. Ask and answer the questions about sports.
1 Have you ever tried any of the sports in Exercise 5?
2 Which sports do you do regularly?
3 Which sports are completely new to you?
4 Which sports are team sports or individual events?
5 Which sports are indoor or outdoor events, or both?
6 Which sports would you like to watch during the next Olympics? Why?

They can because they think they can.
Virgil, Roman poet (70 BCE–19 BCE)

8 Imagine that you are organizing a sports event at your school. Work in pairs and make a list of sports that you would like to offer. Tell the class. Which are the most popular sports?

WRITING

9 What are the benefits of taking part in sporting events? Write a paragraph giving your views. Consider physical, emotional, and social factors.

Writing strategies
Pre-writing preparation
- Before you start, prepare what you want to say.
- Take notes of the important points.
- Prepare a simple writing plan.
- You are then ready to start!

53

LESSONS 5 AND 6

Overview

Outcomes
- to read a text about the Special Olympics
- to talk about sports facilities in one's town or city
- to write a quiz about the Olympics, the Paralympics, and the Special Olympics

Functions
- making guesses
- giving personal information
- enquiring about information
- giving facts

Language focus
- questions

Vocabulary
- sport venues

Materials
- Student's Book pages 54–55, Workbook pages W32–W33

Student's Book, pages 54 and 55

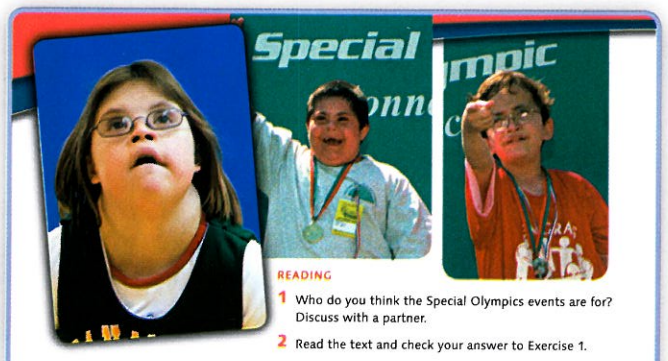
READING

1 Ask the students to look at the pictures of the children on page 54. Have them describe what they think the children achieved. Read the question and tell them to discuss this in pairs. Check that they understand the question, and monitor as they are discussing it. They can check their answers after Exercise 2.

Answers
Students' own answers

2 Tell the students that they are going to read about the Special Olympics. Ask them to skim through the first paragraph and underline important words. Share the important words as a class. Ask a few students to tell the rest of the class anything they understood from the first paragraph.
The students complete the task. Check answers as a class.

Answers
The Special Olympics events are for children and adults with intellectual disabilities.



READING

1 Who do you think the Special Olympics events are for? Discuss with a partner.

2 Read the text and check your answer to Exercise 1.

The Special Olympics

In the early 1960s, Eunice Kennedy Shriver, a college athlete, decided to give children with intellectual disabilities the chance to take part in sports. She felt that they were unfairly excluded from sporting events. So she held a one-day event for these children in her own yard. Eight years later, in 1968, the first International Special Summer Olympic Games were held. One thousand people with intellectual disabilities competed in different sports.

Today, the Special Olympics is the world's largest sports organization for children and adults with intellectual disabilities. The Special Olympics World Games are held every two years, with more than thirty-two Olympic-style sports, including gymnastics, soccer, and swimming.

David Egan is a Special Olympics athlete. He was born with Down's syndrome, so his achievements did not come easily. He was the oldest of four children. He always had big dreams, so he started attending local swimming events. He was the only competitor with a disability. He thought he would never be successful, but then he joined the Special Olympics. It was a moment that changed his life.

Egan's confidence grew and he became motivated to achieve his dreams. He realized that maybe his sporting talent wasn't the only talent he had. He grew up to be a spokesperson for people with intellectual disabilities, encouraging them never to give up their dreams. He spoke at international conferences and addressed a global audience.

Today, Egan is an advocate for the employment of people with intellectual disabilities. He travels worldwide addressing this topic. His family gives credit to the Special Olympics for helping him achieve his dreams.

54

COMPREHENSION

3 Tell the students that they are going to read the text again. First, read the *Reading strategies* box with the class. Then ask the students to read the text again to answer.
The students check their answers in pairs. Then check answers as a class.

Answers
1 The idea came from Eunice Kennedy Shriver, a college athlete who felt that children with intellectual disabilities were unfairly excluded from sporting events. **2** It began as a one-day event in her yard and eight years later, the first International Special Summer Olympic Games were held. Today, it is the world's largest sports organization for children and adults with intellectual disabilities and the Special Olympics World Games are held every two years with more than thirty-two Olympic-style sports. **3** He was born with Down's syndrome. **4** He started attending local swimming events. **5** He realized he could be a spokesperson. **6** It helped him achieve his dream of becoming a swimmer, and it led him to become an advocate for the employment of people with intellectual disabilities.

VOCABULARY: Sport venues

4 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. The students work in pairs to complete the task. They can also check the meaning of any words they don't know in a dictionary.

Answers
1 *field* **2** court **3** rink **4** pool
5 river, sea, or lake **6** track
An ice rink and a track and field running track are pictured.

Talk together

5 Read the task. Ask students what they need to do. Have one student read out each question. Correct any pronunciation issues, and have the whole class listen and repeat the words correctly. In pairs, the students answer the questions. Go around and monitor. Check students are having natural conversations, instead of just asking and answering the questions. This is important when considering a student's ability to speak with fluency. Suggest some ways to improve fluency, such as single words of interjection (*Well … / Really? / I agree.*) Write these on the board if necessary. Ask pairs to share their ideas with the class.

Answers
Students' own answers

Workbook, page W32, Exercises 10 and 11

WRITING

6 Read the instructions carefully with the class and make sure they are clear about the task. The students can work in pairs. Ensure that they ask questions about all three versions of the Olympic Games with three possible answers to each question.
Monitor as they are writing, pointing out any errors, especially in the formation of questions. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.

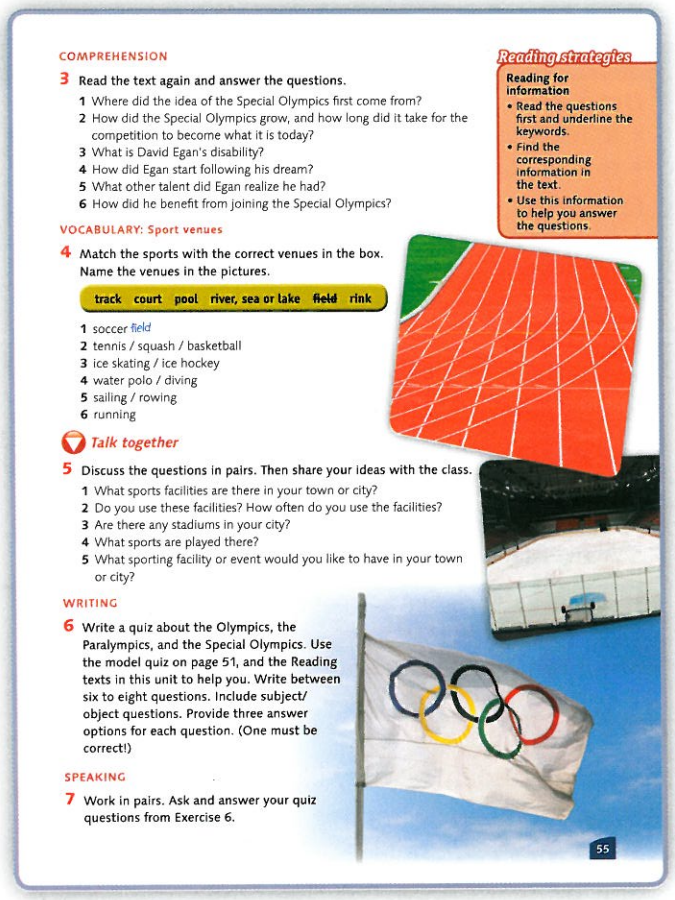
Answers
Students' own answers

SPEAKING

7 Put the students into new pairs. The students use their quiz questions to test their new partners. See who can get the most answers correct.
Monitor as they are speaking, but do not interrupt unless necessary. Make a note of common errors and correct these at the end.

Answers
Students' own answers

Workbook, page W32, Exercises 12, 13, and 14



COMPREHENSION

3 Read the text again and answer the questions.
1 Where did the idea of the Special Olympics first come from?
2 How did the Special Olympics grow, and how long did it take for the competition to become what it is today?
3 What is David Egan's disability?
4 How did Egan start following his dream?
5 What other talent did Egan realize he had?
6 How did he benefit from joining the Special Olympics?

Reading strategies
Reading for information
- Read the questions first and underline the keywords.
- Find the corresponding information in the text.
- Use this information to help you answer the questions.

VOCABULARY: Sport venues

4 Match the sports with the correct venues in the box. Name the venues in the pictures.

track court pool river, sea or lake field rink

1 soccer field
2 tennis / squash / basketball
3 ice skating / ice hockey
4 water polo / diving
5 sailing / rowing
6 running

Talk together

5 Discuss the questions in pairs. Then share your ideas with the class.
1 What sports facilities are there in your town or city?
2 Do you use these facilities? How often do you use the facilities?
3 Are there any stadiums in your city?
4 What sports are played there?
5 What sporting facility or event would you like to have in your town or city?

WRITING

6 Write a quiz about the Olympics, the Paralympics, and the Special Olympics. Use the model quiz on page 51, and the Reading texts in this unit to help you. Write between six to eight questions. Include subject/object questions. Provide three answer options for each question. (One must be correct!)

SPEAKING

7 Work in pairs. Ask and answer your quiz questions from Exercise 6.

55

LESSONS 7 AND 8

Workbook, page W33, Exercises 15, 16, and 17

Unit 8 Recreation

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about a famous swimmer
- to talk about what one has been doing

Functions
- making guesses
- describing pictures
- describing past actions

Language focus
- the present perfect progressive

Vocabulary
- sports – swimming

Materials
- Student's Book pages 56–57, Workbook page W34, CD

Student's Book, pages 56 and 57

BEFORE YOU BEGIN

1 Ask the students if they like swimming and if so, where they go swimming. Now ask them to say what they can see in the pictures on page 56 of the Student's Book. Tell them they can check the answer to the second question when they read the text in Exercise 3.

Suggested answers
Mark Spitz, Ian Thorpe, Michael Phelps, Johnny Weissmuller, Jennifer Thompson, Missy Franklin, Dawn Fraser, Mary Meagher, Ryan Lochte, Matt Biondi
Students' own answers

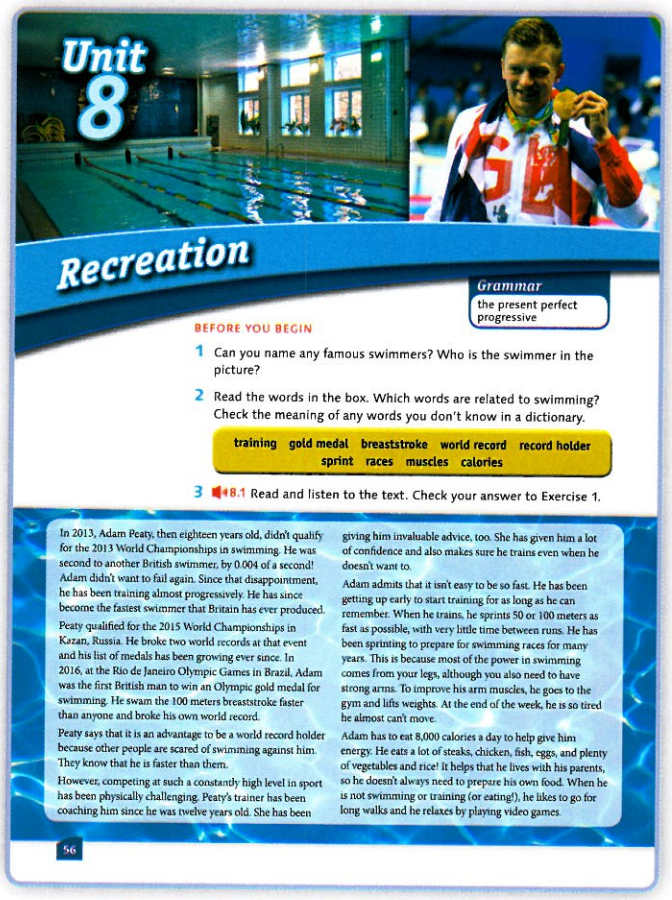
2 Choose students to read the words from the box out loud to check pronunciation. The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answer
All of the words are related to swimming except for *muscles* and *calories*.

3 Tell the students they are going to read a text about the swimmer shown in the picture and they will find out who he is.
Play the CD. The students listen and read at the same time. Check answers as a class.

Audioscript 8.1 – see page 131

Answer
It is the British swimmer, Adam Peaty.


Unit 8
Recreation
Grammar
the present perfect progressive
BEFORE YOU BEGIN
1 Can you name any famous swimmers? Who is the swimmer in the picture?
2 Read the words in the box. Which words are related to swimming? Check the meaning of any words you don't know in a dictionary.
training gold medal breaststroke world record record holder sprint races muscles calories
3 8.1 Read and listen to the text. Check your answer to Exercise 1.
In 2013, Adam Peaty, then eighteen years old, didn't qualify for the 2013 World Championships in swimming. He was second to another British swimmer, by 0.004 of a second! Adam didn't want to fail again. Since that disappointment, he has been training almost progressively. He has since become the fastest swimmer that Britain has ever produced.
Peaty qualified for the 2015 World Championships in Kazan, Russia. He broke two world records at that event and his list of medals has been growing ever since. In 2016, at the Rio de Janeiro Olympic Games in Brazil, Adam was the first British man to win an Olympic gold medal for swimming. He swam the 100 meters breaststroke faster than anyone and broke his own world record.
Peaty says that it is an advantage to be a world record holder because other people are scared of swimming against him. They know that he is faster than them.
However, competing at such a constantly high level in sport has been physically challenging. Peaty's trainer has been coaching him since he was twelve years old. She has been giving him invaluable advice, too. She has given him a lot of confidence and also makes sure he trains even when he doesn't want to.
Adam admits that it isn't easy to be so fast. He has been getting up early to start training for as long as he can remember. When he trains, he sprints 50 or 100 meters as fast as possible, with very little time between runs. He has been sprinting to prepare for swimming races for many years. This is because most of the power in swimming comes from your legs, although you also need to have strong arms. To improve his arm muscles, he goes to the gym and lifts weights. At the end of the week, he is so tired he almost can't move.
Adam has to eat 8,000 calories a day to help give him energy. He eats a lot of steaks, chicken, fish, eggs, and plenty of vegetables and rice! It helps that he lives with his parents, so he doesn't always need to prepare his own food. When he is not swimming or training (or eating!), he likes to go for long walks and he relaxes by playing video games.
56

COMPREHENSION

4 Tell the students that they are going to read and listen to the article again and answer the questions. Read the questions first. The students read and listen while you play the CD again.
As they listen, they should take notes of their answers.
The students check their answers in pairs. Then check answers as a class.

Audioscript 8.1 – see page 131

Answers
1 Because he did not qualify for the World Championships at swimming. **2** He has won a lot of medals and broken world records at swimming. **3** He was the first British man to win an Olympic gold medal for swimming. **4** She has been helping him with invaluable advice, she has given him confidence, and she makes sure he trains even when he does not want to. **5** He sprints for 50 or 100 meters and goes to the gym and lifts weights. **6** He needs to eat 8,000 calories a day to help give him energy.

GRAMMAR: The present perfect progressive

5 Say to the students *We have been reading about Adam Peaty* and write this sentence on the board. Underline the verb form and tell students that this is the present perfect progressive. Ask *Are we reading about him now? (no) Were we reading about him a long time ago? (no)* Explain that we usually use this tense to talk about a recent event in the past that has just finished.
Read the instructions and ask the students to complete the sentences from the text with the present perfect progressive. The students can work in pairs if you wish. Point out that there is a *Student grammar review* on page W47. They can refer to this if they need to. Check answers as a class.

Answers
1 *has been training* **2** has been growing
3 has been coaching **4** has been giving
5 has been getting up **6** has been sprinting

Workbook, page W34, Exercises 1 and 2

SPEAKING

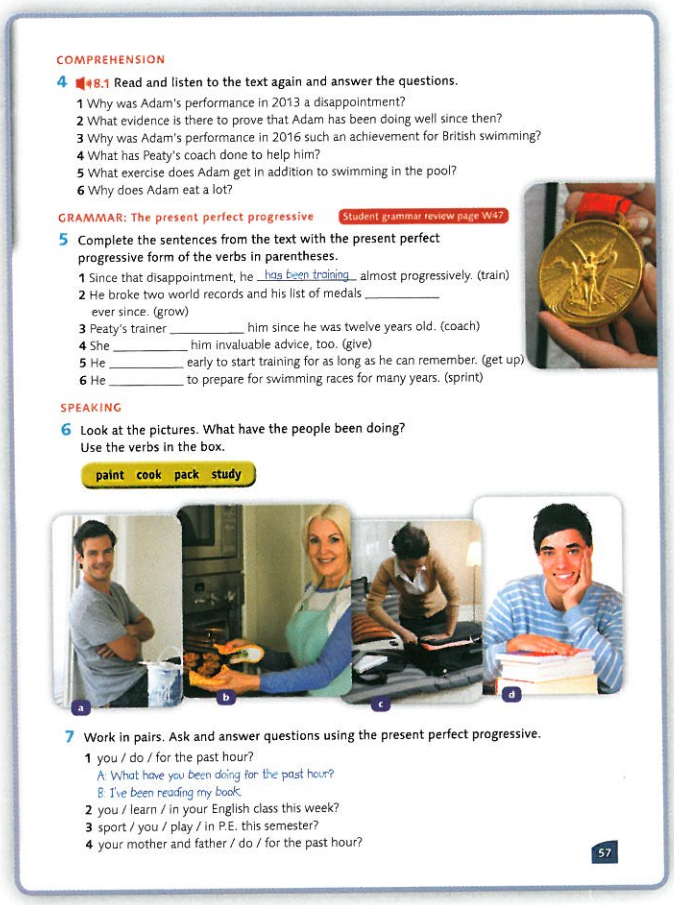
6 Ask the students to look at the pictures and to make sentences saying what the people have been doing, using the verbs in the box. They can work in pairs if you wish. Check answers as a class.

Answers
a He has been painting. **b** She has been cooking. **c** She has been packing. **d** He has been studying.

7 Read the instructions and the sample answer. Explain to the students that they are going to make sentences using the word prompts. Then ask and answer the questions in pairs.
Now ask the students to complete the task. Check answers as a class, though note that their replies may vary.

Suggested answers
1 ***A:*** *What have you been doing for the past hour?* ***B:*** *I've been reading my book.*
2 A: What have you been learning in your English class this week? **B:** I've been learning about Adam Peaty, a British swimmer.
3 A: What sport have you been playing in P.E. this semester? **B:** I've been playing baseball.
4 A: What have your mother and father been doing for the past hour? **B:** She's been cooking lunch. / He's been working in his office.

Workbook, page W34, Exercises 3 and 4



COMPREHENSION

4 8.1 **Read and listen to the text again and answer the questions.**
1 Why was Adam's performance in 2013 a disappointment?
2 What evidence is there to prove that Adam has been doing well since then?
3 Why was Adam's performance in 2016 such an achievement for British swimming?
4 What has Peaty's coach done to help him?
5 What exercise does Adam get in addition to swimming in the pool?
6 Why does Adam eat a lot?

GRAMMAR: The present perfect progressive — Student grammar review page W47

5 **Complete the sentences from the text with the present perfect progressive form of the verbs in parentheses.**
1 Since that disappointment, he has been training almost progressively. (train)
2 He broke two world records and his list of medals _____ ever since. (grow)
3 Peaty's trainer _____ him since he was twelve years old. (coach)
4 She _____ him invaluable advice, too. (give)
5 He _____ early to start training for as long as he can remember. (get up)
6 He _____ to prepare for swimming races for many years. (sprint)

SPEAKING

6 **Look at the pictures. What have the people been doing? Use the verbs in the box.**
paint cook pack study

a b c d

7 **Work in pairs. Ask and answer questions using the present perfect progressive.**
1 you / do / for the past hour?
A: What have you been doing for the past hour?
B: I've been reading my book.
2 you / learn / in your English class this week?
3 sport / you / play / in P.E. this semester?
4 your mother and father / do / for the past hour?

57

LESSONS 3 AND 4

Overview

Outcomes
- to listen to a radio show about sports
- to read a text about American football

Functions
- giving personal information
- making guesses

Language focus
- the present perfect progressive

Vocabulary
- sports

Materials
- Student's Book pages 58–59, Workbook pages W35–W36, CD

Student's Book, pages 58 and 59

LISTENING

1 Ask the students to tell you which sports shown in the pictures on page 58 (*American football, baseball, and basketball*) they play. If they are not active participants, ask them if they know how the games are played. The students discuss the question in pairs. Check answers as a class.

Answers
Students' own answers

2 Tell the students that they are going to hear about three sports. First, ask them to listen without reading the texts, to find out what the show is about. The students discuss the question in pairs. Check answers as a class.

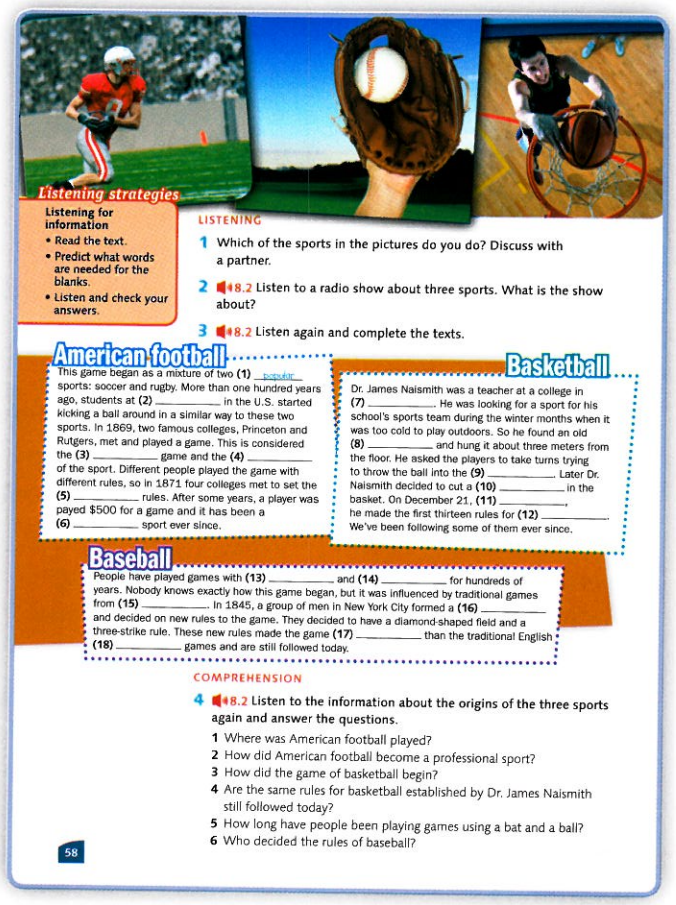
Audioscript 8.2 – see page 131

Answer
the history of American football, baseball, and basketball

3 Tell the students that they are going to listen again, and this time they can read the text and fill in the blanks. Before they listen, read the *Listening strategies* box with the class. The students listen a second time. They can compare answers with their partners. Check answers as a class.

Audioscript 8.2 – see page 131

Answers
1 *popular* **2** colleges **3** first **4** start **5** official **6** professional **7** the U.S. **8** basket **9** basket **10** hole **11** 1891 **12** basketball **13** bats **14** balls **15** England **16** club **17** harder **18** folk



Listening strategies

Listening for information
- Read the text.
- Predict what words are needed for the blanks.
- Listen and check your answers.

LISTENING

1 Which of the sports in the pictures do you do? Discuss with a partner.

2 8.2 Listen to a radio show about three sports. What is the show about?

3 8.2 Listen again and complete the texts.

American football
This game began as a mixture of two (1) popular sports: soccer and rugby. More than one hundred years ago, students at (2) _____ in the U.S. started kicking a ball around in a similar way to these two sports. In 1869, two famous colleges, Princeton and Rutgers, met and played a game. This is considered the (3) _____ game and the (4) _____ of the sport. Different people played the game with different rules, so in 1871 four colleges met to set the (5) _____ rules. After some years, a player was payed $500 for a game and it has been a (6) _____ sport ever since.

Basketball
Dr. James Naismith was a teacher at a college in (7) _____. He was looking for a sport for his school's sports team during the winter months when it was too cold to play outdoors. So he found an old (8) _____ and hung it about three meters from the floor. He asked the players to take turns trying to throw the ball into the (9) _____. Later Dr. Naismith decided to cut a (10) _____ in the basket. On December 21, (11) _____, he made the first thirteen rules for (12) _____. We've been following some of them ever since.

Baseball
People have played games with (13) _____ and (14) _____ for hundreds of years. Nobody knows exactly how this game began, but it was influenced by traditional games from (15) _____. In 1845, a group of men in New York City formed a (16) _____ and decided on new rules to the game. They decided to have a diamond-shaped field and a three-strike rule. These new rules made the game (17) _____ than the traditional English (18) _____ games and are still followed today.

COMPREHENSION

4 8.2 Listen to the information about the origins of the three sports again and answer the questions.
1 Where was American football played?
2 How did American football become a professional sport?
3 How did the game of basketball begin?
4 Are the same rules for basketball established by Dr. James Naismith still followed today?
5 How long have people been playing games using a bat and a ball?
6 Who decided the rules of baseball?

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COMPREHENSION

4 Ask the students to read the questions first and see if they can answer them. Encourage them to answer in as much detail as possible. The students listen a third time. They can compare answers with their partners. Check answers as a class.

Audioscript 8.2 – see page 131

Answers
1 It was played in colleges. **2** When a player was paid $500 to play a game. **3** Dr. James Naismith was looking for an indoor sport for his sports team to play during the winter. He found an old basket, hung it three meters from the floor, and asked the players to throw the ball into it. **4** Some of the rules established by Dr. James Naismith are still followed today. **5** People have been playing games using a bat and ball for thousands of years. **6** a group of men in New York City

Workbook, page W35, Exercises 5 and 6

READING

5 Ask the students if they like soccer. Which teams are most famous in their country? Now read the question in the book. Ask the students to work in pairs to discuss the answer. Tell them that they will discover the answer in the text.

Answers
Students' own answers

COMPREHENSION

6 Tell the students they are going to read the text again, but in more detail. First, read the *Reading strategies* box with the class. The students then follow the advice when they read again. Ask the students to work in pairs to discuss the answers. Check answers as a class.

Answers
1 People were playing ball games in China between the third century and first century BCE. **2** The Chinese used a leather ball and a piece of silk cloth fixed on bamboo canes for a goal. It had a small hole in it and was hung about nine meters above the ground. **3** The soccer rules were made in the 1800s by soccer players at some English private schools. **4** The referee makes sure that the rules are followed. **5** Many leading players and team managers are millionaire celebrities. **6** Soccer authorities have been resisting technology that would determine whether the ball has crossed the goal line or not. **7** Microchips might be used in soccer balls to resolve disputes.

Quotation
Ask the students to read the quotation. Ask them what they know about Pelé. Ask students if they agree or disagree with this quotation and to give reasons for their opinions.

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
The first Soccer World Cup tournament was held in Uruguay in 1930.

Workbook, pages W35 and W36, Exercises 7, 8, and 9



READING

5 What is the earliest record of people playing soccer? Discuss with a partner. Then check your ideas in the text.

Soccer: past, present, and future

People have been playing ball games for entertainment for centuries. There is evidence that a ball game similar to soccer was played in Ancient China between the third century and first century BCE. It involved kicking a leather ball through a small hole in a piece of silk cloth which was fixed on bamboo canes and hung about nine meters above the ground.

In the 1800s, soccer players at some English private schools developed rules for the sport which led to it becoming the game we know today.

In a soccer game, two teams of eleven players try to send the ball into their opponents' goal with their feet and head. Only one player on each team, the goalkeeper, is allowed to touch the ball with his hands. During a game, a referee stands at the side of the soccer field to ensure that the rules are obeyed.

Today, soccer is the most popular sport in the world, and the team sport that most people play. More than 169 countries play the game at international level, and it has an estimated 3.5 billion fans worldwide. Every four years an international competition is held, and the winning soccer team is awarded the World Cup.

Soccer is also big business. Many leading players and team managers are millionaire celebrities. England's Manchester United and Spain's FC Barcelona are said to be the most popular soccer clubs in the world, with millions of fans.

Soccer authorities, unlike authorities in other sports, have been resisting the changes that technology could bring to the game. In rugby and tennis, for example, referees and umpires have been using technology to determine whether the ball has crossed the goal line or not. It is likely that this will change in future. Microchips might also be used in soccer balls, to resolve disputes in games. But, in whatever ways the game might change, it's impossible to imagine a world without soccer!

Reading strategies
Reading for information
- Underline the keywords in the question so you know what you are looking for.
- Find the corresponding information in the text to help you answer the question.

Football (soccer) is a beautiful game. Edson Arantes do Nascimento (Pelé), retired Brazilian soccer player (1940–)

COMPREHENSION

6 Read the text again and answer the questions.
1 When were people playing ball games in China?
2 What did the Chinese use as a ball, and as goals?
3 When, and by whom, were soccer rules made?
4 Who is the person who makes sure that the rules are followed during a game?
5 What evidence is there that soccer is a very successful commercial sport?
6 In which way has soccer been resisting technological developments?
7 How might the ball be developed to help resolve disputes in future?

When and where was the first Soccer World Cup tournament held?

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LESSONS 5 AND 6

Overview

Outcomes
- to talk about rules of sports
- to write rules for sports
- to listen to a sports coach talking about sports
- to talk about how sports improve fitness
- to write a paragraph about a sport
- to write an essay about the benefits of playing sport

Functions
- describing objects
- expressing obligation and prohibition
- expressing opinions
- expressing likes
- stating advantages

Language focus
- sports and fitness

Vocabulary
- sports equipment
- sports

Materials
- Student's Book pages 60–61, Workbook pages W36–W37, CD

Student's Book, pages 60 and 61

VOCABULARY: Sports equipment

1 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. The students work in pairs to match the words with the pictures. Students can also check the meaning of any words they don't know in a dictionary.
Ask the students which of the items of equipment they have themselves, or have used in the past.

Answers
a helmet **b** stick **c** goggles **d** ice skates
e racket **f** bat **g** glove **h** oars

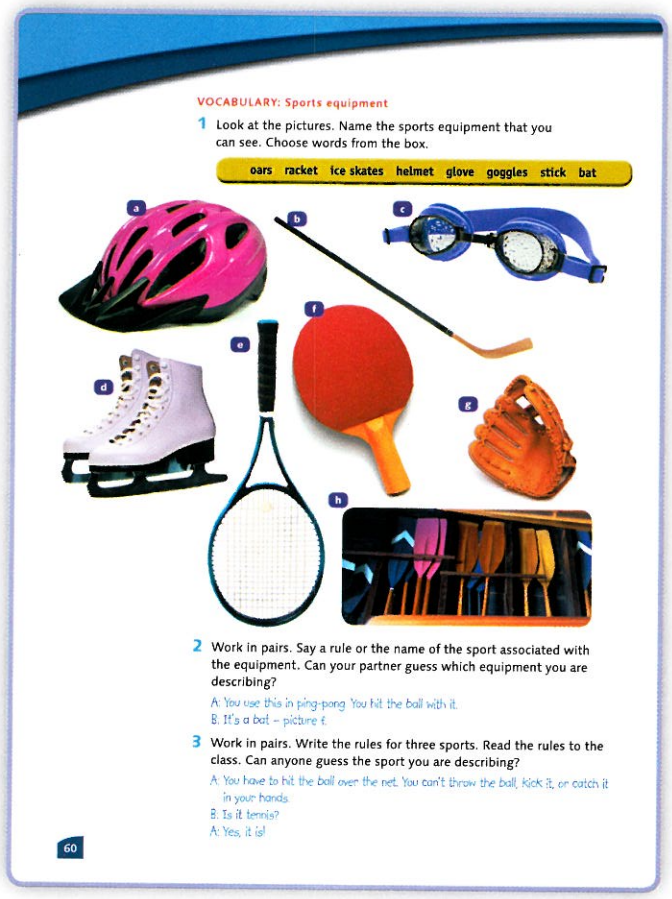
2 Read the instructions and the example with the class. Give another example yourself by defining another piece of sports equipment (e.g. the bow in archery). When you are sure the students understand the task, they continue in pairs. Monitor as they are talking, helping where necessary.
Ask a few pairs to demonstrate their dialogues to the class.

Suggested answers
A: *You use this in ping-pong. You hit the ball with it.* ***B:*** *It's a bat – picture f.*

3 Read the instructions and the example with the class. Again, first give a demonstration yourself by defining the rules of another sport, and see if the students can guess which one it is. The students continue in pairs. Again, monitor as they are talking, helping where necessary.
Ask different pairs to demonstrate their dialogues to the class.

Suggested answers
A: *You have to hit the ball over the net. You can't throw the ball, kick it, or catch it in your hands.* ***B:*** *Is it tennis?* ***A:*** *Yes, it is.*

Workbook, page W36, Exercise 10



VOCABULARY: Sports equipment

1 Look at the pictures. Name the sports equipment that you can see. Choose words from the box.

oars racket ice skates helmet glove goggles stick bat

a b c d e f g h

2 Work in pairs. Say a rule or the name of the sport associated with the equipment. Can your partner guess which equipment you are describing?

A: You use this in ping-pong. You hit the ball with it.
B: It's a bat – picture f.

3 Work in pairs. Write the rules for three sports. Read the rules to the class. Can anyone guess the sport you are describing?

A: You have to hit the ball over the net. You can't throw the ball, kick it, or catch it in your hands.
B: Is it tennis?
A: Yes, it is!

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VOCABULARY: Sports

4 Ask the students to look at the pictures. Ask them if they have tried any of these sports. Choose students to read the words in the box out loud to check pronunciation. The students work in pairs to match the words with the pictures.
The students can also check the meaning of any words they don't know in a dictionary.

Answers
a caving **b** mountaineering **c** deep-sea diving

5 Tell the students they are going to hear a sports coach talking. Read the question and then the *Listening strategies* box with the class before they listen.
Students listen and choose the best answer. Check answers as a class.

Audioscript 8.3 – see pages 131 and 132

Answer
a

COMPREHENSION

6 Ask the students to read the instructions. See if they can fill in the blanks in the sentences from the listening text before they listen again. The students can work in pairs. They listen again. Check answers as a class.

Audioscript 8.3 – see pages 131 and 132

Answers
1 *Swimming* **2** tennis **3** Gymnastics
4 Running **5** soccer **6** Aerobic

Talk together

7 Ask the students to read the instructions. Tell them to make a list of all the benefits of these sports. See which pair can find the most benefits. Then pool their answers on the board.

Suggested answers
Caving, mountaineering, and deep-sea diving build up strength and improve stamina. They are aerobic exercises, so they strengthen the heart and improve circulation. Caving and mountaineering are particularly good for your arm and leg muscles.

Workbook, page W36, Exercise 11

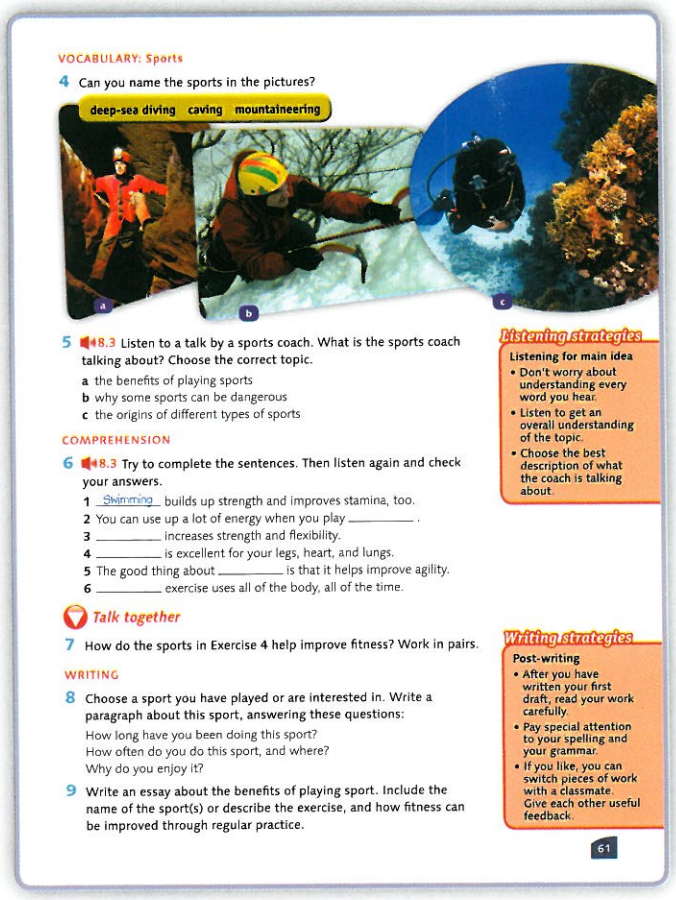
WRITING

8 Read the instructions as a class. Ask the students to read the questions and to take notes before they start writing.
Monitor as they are writing, pointing out any errors. Encourage the students to use vocabulary from the lesson and to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their paragraphs.

Answers
Students' own answers

9 Tell the students they are now going to write an essay about the benefits of playing sports. Read the instructions and encourage the students to plan their essay before they start writing. They can discuss ideas with their partner if you wish.
Monitor as they are writing, pointing out any errors.
When they have finished, read the *Writing strategies* box with the class and tell the students to follow the advice, making any changes to their essays that are necessary.
Choose students to read out their essays.

Answers
Students' own answers



VOCABULARY: Sports

4 Can you name the sports in the pictures?

deep-sea diving caving mountaineering

a b c

5 8.3 Listen to a talk by a sports coach. What is the sports coach talking about? Choose the correct topic.
a the benefits of playing sports
b why some sports can be dangerous
c the origins of different types of sports

COMPREHENSION

6 8.3 Try to complete the sentences. Then listen again and check your answers.
1 Swimming builds up strength and improves stamina, too.
2 You can use up a lot of energy when you play _____ .
3 _____ increases strength and flexibility.
4 _____ is excellent for your legs, heart, and lungs.
5 The good thing about _____ is that it helps improve agility.
6 _____ exercise uses all of the body, all of the time.

Talk together

7 How do the sports in Exercise 4 help improve fitness? Work in pairs.

WRITING

8 Choose a sport you have played or are interested in. Write a paragraph about this sport, answering these questions:
How long have you been doing this sport?
How often do you do this sport, and where?
Why do you enjoy it?

9 Write an essay about the benefits of playing sport. Include the name of the sport(s) or describe the exercise, and how fitness can be improved through regular practice.

Listening strategies
Listening for main idea
- Don't worry about understanding every word you hear.
- Listen to get an overall understanding of the topic.
- Choose the best description of what the coach is talking about.

Writing strategies
Post-writing
- After you have written your first draft, read your work carefully.
- Pay special attention to your spelling and your grammar.
- If you like, you can switch pieces of work with a classmate. Give each other useful feedback.

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LESSONS 7 AND 8

Workbook, page W37, Exercises 12, 13, and 14

LESSON 9

Project

Ask the students to look at page 62 in their Student's Book and to describe what they can see in the pictures (surfing, skiing, horseback riding). Read the task with them. Explain that they are going to write a magazine article about a sport. They should first plan in their notebooks.

Read the questions, eliciting information and ideas from the students.

The students work in pairs and write their answers. Monitor as they are writing, pointing out any errors. Encourage the students to use the language from the unit and to correct any mistakes themselves, instead of giving them the answer immediately.

Give the students sheets of paper to write their final articles on. Encourage the students to illustrate their articles with pictures or drawings. These could be displayed on the classroom wall.

LESSON 10

REVIEW B

Student's Book, pages 63 and 64

Students work on their own to complete the vocabulary exercises and then in pairs to complete the grammar exercises. Tell them that for multiple-choice questions, there is only one correct answer for each question.

VOCABULARY

Answers
1 b **2** a **3** e **4** d **5** b **6** e **7** d
8 1f 2e 3a 4b 5d 6c
9 1e 2d 3f 4a 5b 6c

GRAMMAR

10 Students' own answers
Suggested answers
11 *It's a bright, sunny morning. I'm sitting in a forest. A stream is flowing past me ... / She said it was a bright, sunny morning. She said she was sitting in a forest and a stream was flowing past her ...*
12 *Who first invented basketball?*
13 a *He's been running.* **b** They've been playing tennis. **c** He's been climbing a mountain. / He's been mountaineering.

Workbook, pages W38 and W39, Progress test 2

Student's Book, page 65

OPENER

Ask the students to brainstorm all the forms of visual and plastic arts that they can think of – for example, drawing, painting, ceramics, jewelry, and clothing, sculpture, embroidery, photography and video, furniture, architecture, etc.
Look at page 65. Tell the students that this page tells them what they will be doing in the fifth module. They are going to look at different arts around the world.
Ask the students to describe each picture as a class and then choose students to answer the questions. If they can't answer, tell them they will find out more later in the module. The main picture depicts a detail from an Oriental print; the picture on the left shows part of a sand sculpture; and the picture at the bottom shows three Chinese vases.
You might like to discuss with the class whether an object can be functional, designed for a specific purpose other than merely decorative, and still be considered a work of art – that is, suitable for display in a gallery or museum. You could refer the students back to some of the images they have already seen in the course of studying Units 1 to 4 – for example, the doll's house on page 12, the kimonos and costumes on page 20, the embroidered camel harness on page 22, the elaborate structures such as the Taj Mahal on page 39, Abu Simbel on page 41, the decorated plates on page 45 and Angkor Wat on page 48.
Ask the students about themselves, for example, *Do you like art and, if you do, which forms do you especially like? Do you ever look at public sculptures or visit art galleries? Do you ever look at books about art?*

MODULE 5

Art



Outcomes

- To read about art forms, the Sand Sculpting Championship, a description of a painting, galleries and museums, the Chinese Terracotta Army, and accounts of visits to a museum or gallery
- To listen to an art historian talking about paintings, and an interview with an art gallery curator
- To use vocabulary related to art materials, galleries, and museums
- To talk about works of art, a "to do" list, your ideal job, and a visit to a museum or an art gallery
- To use defining and non-defining relative clauses, and reported speech (simple past, present perfect)
- To write sentences about a painting you know well, a paragraph describing a work of art, an e-mail in reported speech, and a text about a museum or an art gallery you have visited

Unit 9 Types of art

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about art forms
- to talk about people, places, and things
- to write sentences about a painting

Functions
- making guesses
- adding information
- describing a painting

Language focus
- defining and non-defining relative clauses

Vocabulary
- art

Materials
- Student's Book pages 66–67, Workbook page W52, CD

Student's Book, pages 66 and 67

BEFORE YOU BEGIN

1 Ask the students if they know the name of any famous artists and ask if they know what these artists did or made. Ask the students to say what they can see in the pictures on page 66 of the Student's Book. Tell them to discuss the question. Help them with vocabulary if necessary.

Answers
(from left to right) a sketch, a print, a sculpture

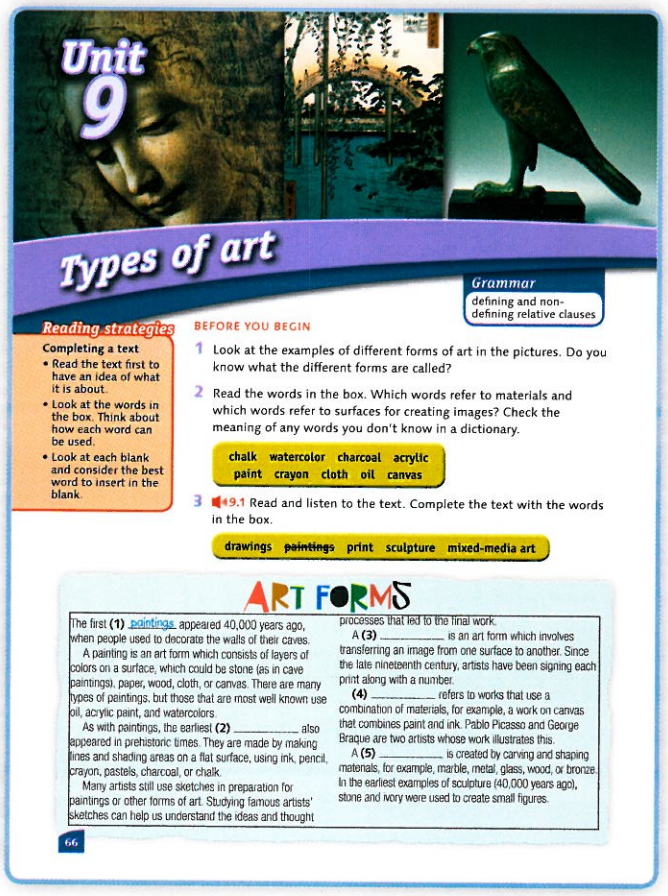
2 Choose students to read the words from the box out loud to check pronunciation. The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answers
materials: chalk, watercolor, charcoal, acrylic, paint, crayon, oil
surfaces: cloth, canvas

3 Tell the students that they are going to read a text about different art forms, and explain that some words are missing. Before they begin, read the *Reading strategies* box with the class.
Play the CD. The students listen and read at the same time. They then fill in the blanks.

Audioscript 9.1 – see page 132

Answers
1 *paintings* **2** drawings **3** print
4 Mixed-media art **5** sculpture


Unit 9

Types of art

Grammar
defining and non-defining relative clauses

Reading strategies
Completing a text
- Read the text first to have an idea of what it is about.
- Look at the words in the box. Think about how each word can be used.
- Look at each blank and consider the best word to insert in the blank.

BEFORE YOU BEGIN

1 Look at the examples of different forms of art in the pictures. Do you know what the different forms are called?

2 Read the words in the box. Which words refer to materials and which words refer to surfaces for creating images? Check the meaning of any words you don't know in a dictionary.

chalk watercolor charcoal acrylic paint crayon cloth oil canvas

3 9.1 Read and listen to the text. Complete the text with the words in the box.

drawings ~~paintings~~ print sculpture mixed-media art

ART FORMS

The first (1) paintings appeared 40,000 years ago, when people used to decorate the walls of their caves.
A painting is an art form which consists of layers of colors on a surface, which could be stone (as in cave paintings), paper, wood, cloth, or canvas. There are many types of paintings, but those that are most well known use oil, acrylic paint, and watercolors.
As with paintings, the earliest (2) _____ also appeared in prehistoric times. They are made by making lines and shading areas on a flat surface, using ink, pencil, crayon, pastels, charcoal, or chalk.
Many artists still use sketches in preparation for paintings or other forms of art. Studying famous artists' sketches can help us understand the ideas and thought processes that led to the final work.
A (3) _____ is an art form which involves transferring an image from one surface to another. Since the late nineteenth century, artists have been signing each print along with a number.
(4) _____ refers to works that use a combination of materials, for example, a work on canvas that combines paint and ink. Pablo Picasso and George Braque are two artists whose work illustrates this.
A (5) _____ is created by carving and shaping materials, for example, marble, metal, glass, wood, or bronze. In the earliest examples of sculpture (40,000 years ago), stone and ivory were used to create small figures.

66

COMPREHENSION

4 Read the questions. The students read and listen while you play the CD again. As they listen, they should answer the questions.
Students check their answers in pairs. Then check answers as a class.

Audioscript 9.1 – see page 132

Answers
1 paintings and drawings **2** a sculpture
3 A painting consists of layers of colors. A drawing consists of lines and shading.
4 cave walls **5** Suggested answer: to help put together ideas and thoughts, to help arrange and scale the elements of the finished painting
6 stone and ivory

GRAMMAR: Defining and non-defining relative clauses

5 Read the instructions and tell the students to look at the example. Before they start, ask them when we use *where* (*to ask about places*), when we use *whose* (*to ask about possession*), and when we use *which/that* (*to ask about things and places*).
If you wish, the students can work in pairs to complete the task. Point out that there is a *Student grammar review* on page W95. They can refer to this if they need to. Check answers as a class.

Answers
1 *when* **2** which/that **3** which/that **4** whose

6 Read the instructions and tell the students to look at the example (written at the end of sentence 1 in Exercise 5). Remind the students that non-defining relative clauses are not essential to the meaning of the sentence; they just add information and this information is separated by a comma. However, defining relative clauses clarify which person, thing, etc. the sentence is about: without this information, the meaning would not be clear. You do not need a comma to include this information. Check answers as a class.

Answers
1 *non-defining* **2** defining **3** defining **4** defining

7 Ask the students if they know anything about Vincent van Gogh and share their ideas. Draw their attention to the picture of van Gogh's self-portrait with gray felt hat, dating from 1888. Encourage the students to complete the text about van Gogh on their own, to check they understand. They can compare answers in pairs. Check answers as a class.

Answers
1 *whose* **2** when **3** who **4** when **5** where **6** which

Workbook, page W52, Exercises 1 and 2

SPEAKING

8 Read the instructions and explain the example to the students. They can do this in pairs. Before they start, you could draw the students' attention to the fact that the non-defining clause could also appear at the end of the sentence – for example, *My best friend is in my class at school, which is the oldest school in my town.*
Ask a few pairs of students to share their sentences with the class.

Suggested answers
A: *My best friend is in my class at school.* ***B:*** *My best friend, who lives near me, is in my class at school.*

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

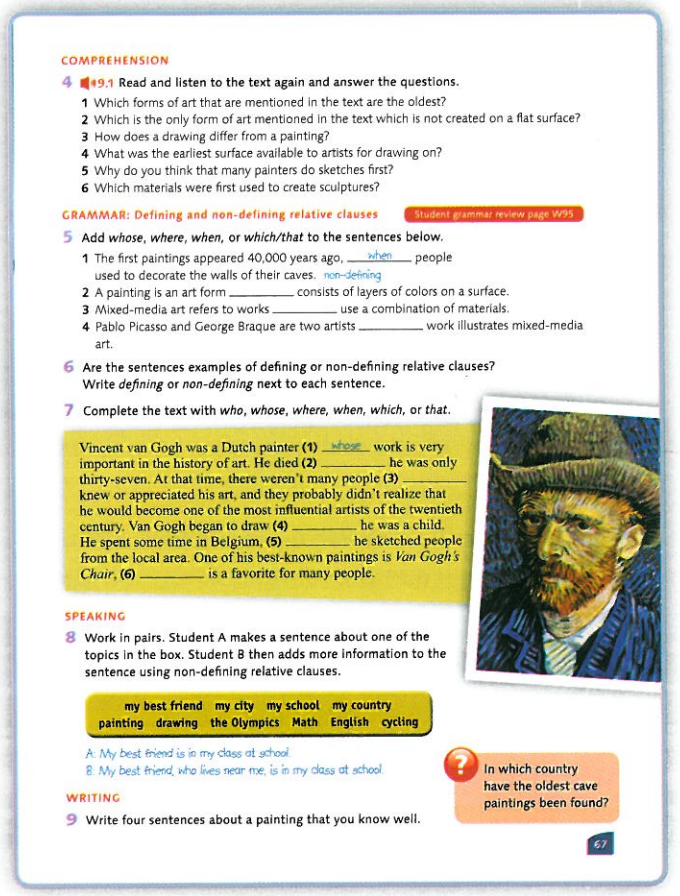
Answer
In 1994 scientists discovered the oldest-known cave paintings, made approximately 31,000 years ago in the Chauvet-Pont-d'Arc cave, in the Ardèche region of southern France.

Workbook, page W52, Exercises 3 and 4

WRITING

9 Tell the students that they are going to write four sentences about any painting they know. Remind them to use defining or non-defining relative clauses. If any students have difficulty thinking about a painting, suggest that they write about the van Gogh self-portrait.

Answers
Students' own answers



COMPREHENSION

4 49.1 Read and listen to the text again and answer the questions.
1 Which forms of art that are mentioned in the text are the oldest?
2 Which is the only form of art mentioned in the text which is not created on a flat surface?
3 How does a drawing differ from a painting?
4 What was the earliest surface available to artists for drawing on?
5 Why do you think that many painters do sketches first?
6 Which materials were first used to create sculptures?

GRAMMAR: Defining and non-defining relative clauses — Student grammar review page W95

5 Add *whose*, *where*, *when*, or *which/that* to the sentences below.
1 The first paintings appeared 40,000 years ago, ___when___ people used to decorate the walls of their caves. non-defining
2 A painting is an art form _____ consists of layers of colors on a surface.
3 Mixed-media art refers to works _____ use a combination of materials.
4 Pablo Picasso and George Braque are two artists _____ work illustrates mixed-media art.

6 Are the sentences examples of defining or non-defining relative clauses? Write *defining* or *non-defining* next to each sentence.

7 Complete the text with *who*, *whose*, *where*, *when*, *which*, or *that*.

Vincent van Gogh was a Dutch painter (1) ___whose___ work is very important in the history of art. He died (2) _____ he was only thirty-seven. At that time, there weren't many people (3) _____ knew or appreciated his art, and they probably didn't realize that he would become one of the most influential artists of the twentieth century. Van Gogh began to draw (4) _____ he was a child. He spent some time in Belgium, (5) _____ he sketched people from the local area. One of his best-known paintings is *Van Gogh's Chair*, (6) _____ is a favorite for many people.

SPEAKING

8 Work in pairs. Student A makes a sentence about one of the topics in the box. Student B then adds more information to the sentence using non-defining relative clauses.

my best friend | my city | my school | my country | painting | drawing | the Olympics | Math | English | cycling

A: My best friend is in my class at school.
B: My best friend, who lives near me, is in my class at school.

? In which country have the oldest cave paintings been found?

WRITING

9 Write four sentences about a painting that you know well.

67

LESSONS 3 AND 4

Overview

Outcomes
- to talk about art
- to read a text about a sand sculpting championship

Functions
- describing pictures
- describing objects

Language focus
- defining and non-defining relative clauses

Vocabulary
- art – materials

Materials
- Student's Book pages 68–69, Workbook page W53

Student's Book, pages 68 and 69

Talk together

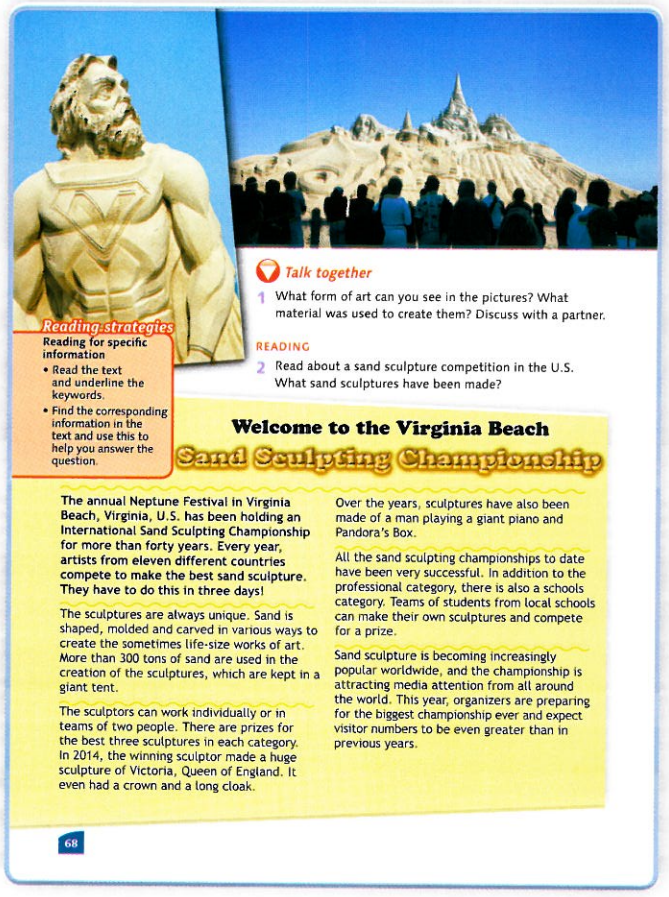
1 Ask the students to look at the pictures on page 68. Tell students to work in pairs to look at the pictures and write down a list of words they associate with them. They should only be working at note-taking stage at this point.
When students have taken notes for a few minutes, stop them and compare answers. Write new or interesting vocabulary on the board to share it. Read the questions and see if students can suggest the answers. Tell students to use some of the words from their note-taking to help them answer the questions in full sentences.
They can check their answers after reading the text.

Answer
sculptures made of sand

READING

2 Tell the students they are going to read about a sand sculpting championship. Ask them if they think sand is a good material for sculpture.
Read the question. Ask students to predict some of the sand sculptures that they think may have been made in this championship.
Students complete the task. They should underline all the relevant information in the text as they come to it, and then construct the answer together with a partner.
Check answers as a class. The students can also check their answers to Exercise 1.

Answer
Sand sculptures have been made of Queen Victoria, a man playing a giant piano, and Pandora's box.



Talk together

1 What form of art can you see in the pictures? What material was used to create them? Discuss with a partner.

READING

2 Read about a sand sculpture competition in the U.S. What sand sculptures have been made?

Reading strategies
Reading for specific information
- Read the text and underline the keywords.
- Find the corresponding information in the text and use this to help you answer the question.

Welcome to the Virginia Beach Sand Sculpting Championship

The annual Neptune Festival in Virginia Beach, Virginia, U.S. has been holding an International Sand Sculpting Championship for more than forty years. Every year, artists from eleven different countries compete to make the best sand sculpture. They have to do this in three days!

The sculptures are always unique. Sand is shaped, molded and carved in various ways to create the sometimes life-size works of art. More than 300 tons of sand are used in the creation of the sculptures, which are kept in a giant tent.

The sculptors can work individually or in teams of two people. There are prizes for the best three sculptures in each category. In 2014, the winning sculptor made a huge sculpture of Victoria, Queen of England. It even had a crown and a long cloak.

Over the years, sculptures have also been made of a man playing a giant piano and Pandora's Box.

All the sand sculpting championships to date have been very successful. In addition to the professional category, there is also a schools category. Teams of students from local schools can make their own sculptures and compete for a prize.

Sand sculpture is becoming increasingly popular worldwide, and the championship is attracting media attention from all around the world. This year, organizers are preparing for the biggest championship ever and expect visitor numbers to be even greater than in previous years.

68

COMPREHENSION

3 Tell the students that they are going to read the text again. First, read the *Reading strategies* box on page 68 with the class. Ask students why they think it is an important skill to be able to find keywords and underline them. (*It is important because it speeds up the reading process and makes the reader more analytical. Underlining helps the reader pinpoint their references when they are reading again for more detail or better understanding.*)
Next read the questions and ask students to underline keywords in the questions.
Then ask the students to read the text again to choose the correct answers.
The students check their answers in pairs. Then check answers as a class.

Answers
1 c 2 c 3 b 4 c

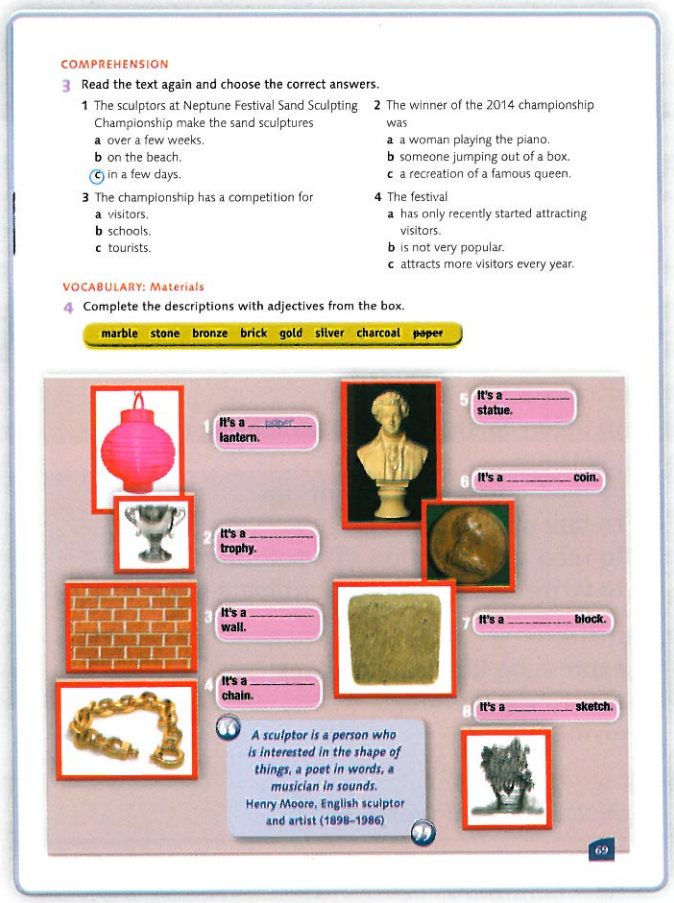
VOCABULARY: Materials

4 Ask the students to look at the words in the yellow box. Choose students to read the words out loud to check pronunciation. Ensure the class has good pronunciation by having small groups copy you saying the words.
Tell students to cover the descriptions and try to describe the pictures, before completing the descriptions. The students work in pairs to complete the task. Monitor as they are working and help them with vocabulary if necessary. The students can also check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answers
1 *paper* 2 silver 3 brick 4 gold 5 marble
6 bronze 7 stone 8 charcoal

Quotation
Ask students to read the quotation. Ask them if they agree or disagree with this quotation and to give reasons for their opinions.

Workbook, page W53, Exercises 5, 6, 7, and 8



COMPREHENSION

3 Read the text again and choose the correct answers.

1 The sculptors at Neptune Festival Sand Sculpting Championship make the sand sculptures
a over a few weeks.
b on the beach.
c in a few days.

2 The winner of the 2014 championship was
a a woman playing the piano.
b someone jumping out of a box.
c a recreation of a famous queen.

3 The championship has a competition for
a visitors.
b schools.
c tourists.

4 The festival
a has only recently started attracting visitors.
b is not very popular.
c attracts more visitors every year.

VOCABULARY: Materials

4 Complete the descriptions with adjectives from the box.

marble stone bronze brick gold silver charcoal ~~paper~~

1 It's a paper lantern.
2 It's a _____ trophy.
3 It's a _____ wall.
4 It's a _____ chain.
5 It's a _____ statue.
6 It's a _____ coin.
7 It's a _____ block.
8 It's a _____ sketch.

A sculptor is a person who is interested in the shape of things, a poet in words, a musician in sounds.
Henry Moore, English sculptor and artist (1898–1986)

69

LESSONS 5 AND 6

Overview

Outcomes
- to listen to an art historian talking about paintings
- to read notes about paintings
- to talk about paintings
- to read a description of a painting
- to write a paragraph describing a work of art

Functions
- expressing likes and dislikes
- describing paintings
- giving reasons

Language focus
- descriptions of works of art

Vocabulary
- art – paintings

Materials
- Student's Book pages 70–71, Workbook page W54, CD

Student's Book, pages 70 and 71

LISTENING

1 Read the question. Students should begin by making simple observations about the paintings. What do they show? When do they think they were painted? Does anyone know who painted them?

Focus on opinions. How many different ways can students think of to say *I like …* or *I don't like …*? Have students practice making sentences to express their opinions about the paintings. Compare a few students' answers as a class.

Answers
Students' own answers

2 Tell the students they are going to hear an art historian describing the three paintings. First, ask them to listen without reading the texts, to see if they can number the paintings in the order they are described. The students discuss the question in pairs. Check answers as a class.

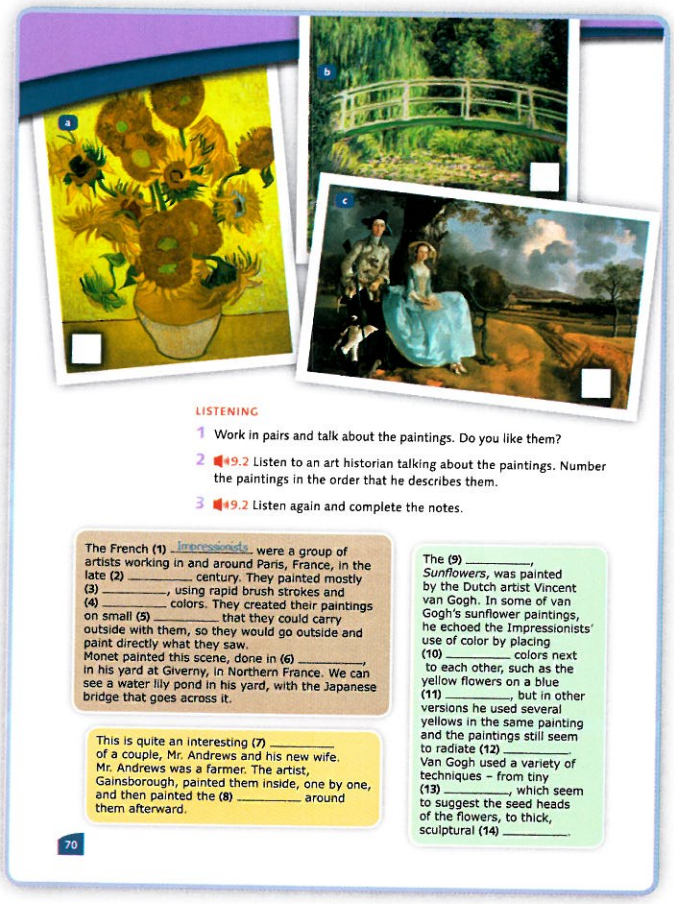
Audioscript 9.2 – see page 132

Answers
1 b **2** c **3** a

3 Tell the students they are going to listen again, and this time they can read the text and fill in the blanks. The students listen a second time. They can compare answers with their partners. Check answers as a class. Help them with any vocabulary if necessary.

Audioscript 9.2 – see page 132

Answers
1 *Impressionists* **2** nineteenth **3** landscapes
4 bright **5** canvases **6** oil **7** portrait
8 landscape **9** still-life **10** contrasting
11 background **12** light **13** dots **14** strokes



LISTENING

1 Work in pairs and talk about the paintings. Do you like them?

2 49.2 Listen to an art historian talking about the paintings. Number the paintings in the order that he describes them.

3 49.2 Listen again and complete the notes.

The French (1) Impressionists were a group of artists working in and around Paris, France, in the late (2) _____ century. They painted mostly (3) _____, using rapid brush strokes and (4) _____ colors. They created their paintings on small (5) _____ that they could carry outside with them, so they would go outside and paint directly what they saw.
Monet painted this scene, done in (6) _____, in his yard at Giverny, in Northern France. We can see a water lily pond in his yard, with the Japanese bridge that goes across it.

This is quite an interesting (7) _____ of a couple, Mr. Andrews and his new wife. Mr. Andrews was a farmer. The artist, Gainsborough, painted them inside, one by one, and then painted the (8) _____ around them afterward.

The (9) _____, *Sunflowers*, was painted by the Dutch artist Vincent van Gogh. In some of van Gogh's sunflower paintings, he echoed the Impressionists' use of color by placing (10) _____ colors next to each other, such as the yellow flowers on a blue (11) _____, but in other versions he used several yellows in the same painting and the paintings still seem to radiate (12) _____. Van Gogh used a variety of techniques – from tiny (13) _____, which seem to suggest the seed heads of the flowers, to thick, sculptural (14) _____.

70

SPEAKING

4 Play *In one minute* with the class, by asking them to nominate one painting for you to describe, continuing to talk for one minute. You can lower the limit to thirty seconds if you like. Describe the paintings in terms of their style, their color scheme, their subjects, and the approximate date you think they were painted. End by saying whether you liked them. You can ask one competent student to do the same if you like. After this, have students describe the paintings and give their opinions on them in the same way. Monitor as they are doing this, and select two or three students to give their answers to the class.

Answers
Students' own answers

READING

5 Read the question in the book. Remind students of the descriptions that they made in the previous exercise. Now, have them read the text, and underline any parts of it that correspond to the descriptions. Ask the students to read the text quickly again to find the answer. The pitures show paintings by Claude Monet (a), Vincent van Gogh (b), Wassily Kandinsky (c), and Auguste Renoir (d). Ask students to add any information they think has been left out. Do they agree with the opinion of the writer? Why / Why not?

Answer
picture a (Monet)

Workbook, page W54, Exercises 9, 10, 11, and 12

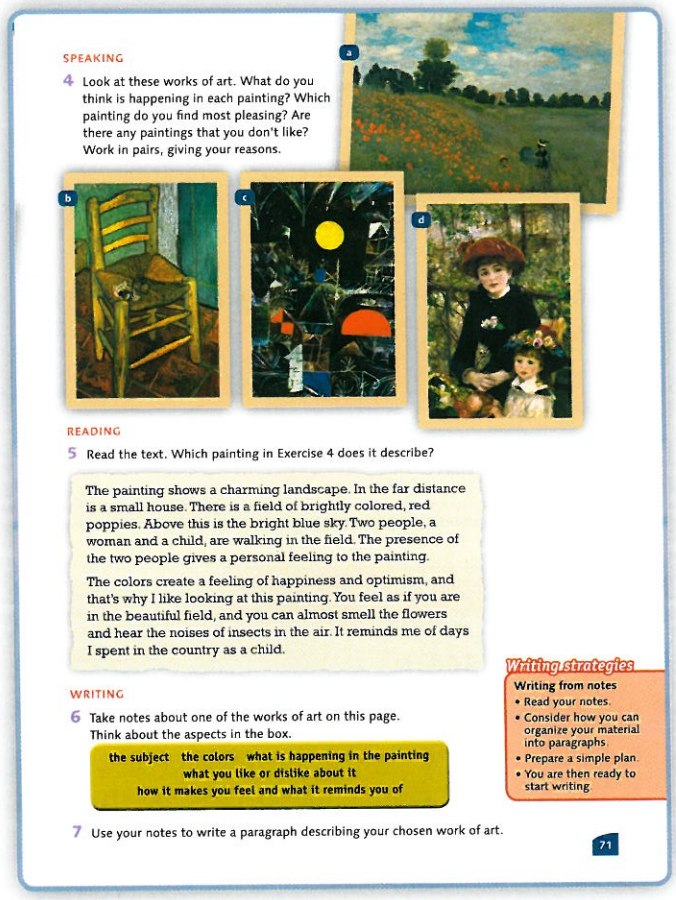
WRITING

6 Read the instructions as a class. Ask the students to go over the aspects in the box and check that they understand them. When you are satisfied that students understand the aspects, have a few students give examples of each. Work with these examples, and encourage other students to suggest ideas. Now, tell them to gather their ideas and begin writing notes (remind them that notes are abbreviated, and so they should not be writing in full sentences).
Monitor as they are writing their notes and help them with any ideas.

Answers
Students' own answers

7 Tell the students they are now going to write a paragraph about the work of art, using their notes. Read the *Writing strategies* box with the class and tell the students to follow the advice. Students then organize their material into paragraphs. Tell them they can refer to the texts on pages 70 and 71 as a model. They can discuss ideas with their partner if you wish.
Monitor as they are writing, pointing out any errors.
When they have finished, choose one or two students to read out their paragraphs.

Answers
Students' own answers



SPEAKING

4 Look at these works of art. What do you think is happening in each painting? Which painting do you find most pleasing? Are there any paintings that you don't like? Work in pairs, giving your reasons.

READING

5 Read the text. Which painting in Exercise 4 does it describe?

The painting shows a charming landscape. In the far distance is a small house. There is a field of brightly colored, red poppies. Above this is the bright blue sky. Two people, a woman and a child, are walking in the field. The presence of the two people gives a personal feeling to the painting.

The colors create a feeling of happiness and optimism, and that's why I like looking at this painting. You feel as if you are in the beautiful field, and you can almost smell the flowers and hear the noises of insects in the air. It reminds me of days I spent in the country as a child.

WRITING

6 Take notes about one of the works of art on this page. Think about the aspects in the box.

the subject the colors what is happening in the painting what you like or dislike about it how it makes you feel and what it reminds you of

Writing strategies

Writing from notes
- Read your notes.
- Consider how you can organize your material into paragraphs.
- Prepare a simple plan.
- You are then ready to start writing.

7 Use your notes to write a paragraph describing your chosen work of art.

71

LESSONS 7 AND 8

Workbook, page W55, Exercises 13, 14, 15, 16, and 17

Unit 10 Exhibitions

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about different visits to galleries and museums
- to talk about what one has done
- to write an e-mail in reported speech

Functions
- describing pictures
- reporting actions
- reporting an event

Language focus
- reported speech (simple past; present perfect)

Vocabulary
- art – exhibitions

Materials
- Student's Book pages 72–73, Workbook pages W56–W57, CD

Student's Book, pages 72 and 73

BEFORE YOU BEGIN

1 Ask the students to look at the three pictures. Now ask them to look at the question in Exercise 1. The students work in pairs to answer the question. Choose students to give their answers.

Answers
Students' own answers

2 Read the words in the box. Choose students to read the words out loud to check pronunciation. The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answers
sculpture, ceramics, jewelry, textiles, graphics, glasswork, ironwork, silver

3 Tell the students they are going to read people's experiences of four famous galleries and museums. Ask the students to read the questions. Before they start, go over the *Reading strategies* box as a class.
Play the CD. The students listen and read at the same time. Check answers as a class. Ask the students if they have been to any of these museums and if so, what they were like.

Audioscript 10.1 – see page 132

Answers
1 National Museum of Iran – Tehran, Iran **2** The Metropolitan Museum of Modern Art – New York City, the U.S. **3** Victoria and Albert Museum – London, England **4** Prado Museum – Madrid, Spain


Unit 10
Exhibitions
Grammar
reported speech (simple past, present perfect)
BEFORE YOU BEGIN
1 Look at the pictures. What can you see?
2 Read the words in the box. Which words refer to items found in exhibitions? Check the meaning of any words you don't know in a dictionary.
sculpture display ceramics jewelry textiles graphics gallery glasswork ironwork silver
3 10.1 Read and listen to the text. What museums or galleries have the visitors written about? Where are the four museums and galleries?
Reading strategies
Reading for specific information
• Read the question and underline the keywords.
• Find the corresponding information in the text and use this to help you find the names of the museums or galleries in the text and where they are.
Galleries and museums
Last week we asked readers to tell us about their visits to art galleries or museums that they have enjoyed visiting. Here's a selection of your choices.
I have just returned from a trip to Iran, where I visited the National Museum of Iran in Tehran. It taught me a lot about Persian history through its amazing display of 300,000 artifacts. I've never seen such an extensive display of coins and seals made from gold, silver, and marble. It is highly recommended.
James Wilson
I recently visited the Victoria and Albert Museum in London. I was very impressed. It was established in 1852. Its ceramics, glasswork, textiles, costumes, silverwork, ironwork, jewelry, furniture, sculpture, paintings, prints, and pictures span the cultures of Europe, North America, Asia, and North Africa, and date from ancient times to the present day.
Mr. Barclay
Last year when I was in New York City on business, I visited the Metropolitan Museum of Modern Art. It has a vast collection of more than two million paintings, graphics, and sculptures by modern artists. I only saw a small part of the museum – it's impossible to see everything in one day!
Lydia Stone
We visited the Prado Museum on a vacation to Madrid, Spain, two months ago. I read in my guidebook that the collection comprises 7,600 paintings, 1,000 sculptures, 4,800 prints, and 8,200 drawings!
Mr. and Mrs. Paterson
72

COMPREHENSION

4 Tell the students that they are going to read and listen to the text again. First, ask them to read the questions.
Play the CD again. The students listen and read the text again and answer the questions. They can work in pairs if you wish. Check answers as a class.

Audioscript 10.1 – see page 132

Answers
1 the Victoria and Albert Museum **2** She was on business. **3** They were on vacation. **4** the Victoria and Albert Museum **5** the Metropolitan Museum of Modern Art in New York City

Workbook, page W56, Exercise 1

GRAMMAR: Reported speech (simple past, present perfect)

5 Ask the students to read the first line from the first text on page 72, which describes where James Wilson went. Now read sentence 1 in Exercise 5, which reports what he said. Ask the students to say what is different between the direct and the reported sentence (*the pronoun* I *becomes* he *and the tense changes from the present perfect to the past perfect*).
The students now write the original words the speakers used in the remaining sentences. They can work in pairs and refer to the texts on page 72 if they need to. Point out that there is a *Student grammar review* on page W95. They can refer to this if they need to. Check answers as a class.

Suggested answers
1 *I have just returned* **2** Last year when I was in New York City on business, I visited **3** recently visited **4** We visited, two months ago

Workbook, page W56, Exercises 2 and 3

SPEAKING

6 Direct the students' attention to the 'to do' list beneath the picture of the entrance of the Metropolitan Museum of Modern Art. Read the instructions and the example sentences as a class. In pairs, the students do the same with the remaining items on the list. Go around and monitor. Check answers as a class.

Suggested answers
A: *Have you cleaned your room?* ***B:*** *Yes, I have. I cleaned it yesterday afternoon.*

7 Read the instructions and the example sentences. The students work in new pairs to report what their first partners told them. Go around and monitor.

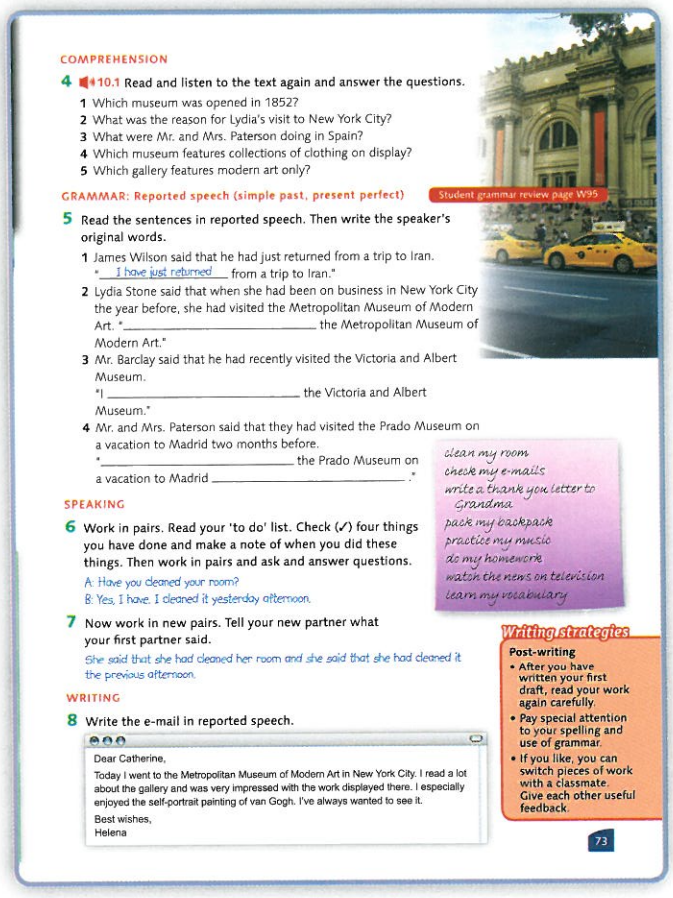
Suggested answer
She said that she had cleaned her room and she said that she had cleaned it the previous afternoon.

WRITING

8 Tell the students that they are going to report what Helena said in an e-mail to a friend.
The students complete the exercise individually. Monitor as they are writing, pointing out any errors.
When they have finished, read the *Writing strategies* box with the class. Encourage the students to follow this advice.

Answer
Helena said that she had gone to the Metropolitan Museum of Modern Art in New York City. She had read a lot about the gallery and she had been very impressed with the work displayed there. She had especially enjoyed van Gogh's self-portrait. She had always wanted to see it.

Workbook, page W57, Exercise 4



COMPREHENSION

4 10.1 Read and listen to the text again and answer the questions.
1 Which museum was opened in 1852?
2 What was the reason for Lydia's visit to New York City?
3 What were Mr. and Mrs. Paterson doing in Spain?
4 Which museum features collections of clothing on display?
5 Which gallery features modern art only?

GRAMMAR: Reported speech (simple past, present perfect) Student grammar review page W95

5 Read the sentences in reported speech. Then write the speaker's original words.
1 James Wilson said that he had just returned from a trip to Iran.
"I have just returned from a trip to Iran."
2 Lydia Stone said that when she had been on business in New York City the year before, she had visited the Metropolitan Museum of Modern Art. "_____ the Metropolitan Museum of Modern Art."
3 Mr. Barclay said that he had recently visited the Victoria and Albert Museum.
"I _____ the Victoria and Albert Museum."
4 Mr. and Mrs. Paterson said that they had visited the Prado Museum on a vacation to Madrid two months before.
"_____ the Prado Museum on a vacation to Madrid _____."

clean my room
check my e-mails
write a thank you letter to Grandma
pack my backpack
practice my music
do my homework
watch the news on television
learn my vocabulary

SPEAKING

6 Work in pairs. Read your 'to do' list. Check (✓) four things you have done and make a note of when you did these things. Then work in pairs and ask and answer questions.
A: Have you cleaned your room?
B: Yes, I have. I cleaned it yesterday afternoon.

7 Now work in new pairs. Tell your new partner what your first partner said.
She said that she had cleaned her room and she said that she had cleaned it the previous afternoon.

Writing strategies
Post-writing
- After you have written your first draft, read your work again carefully.
- Pay special attention to your spelling and use of grammar.
- If you like, you can switch pieces of work with a classmate. Give each other useful feedback.

WRITING

8 Write the e-mail in reported speech.

Dear Catherine,
Today I went to the Metropolitan Museum of Modern Art in New York City. I read a lot about the gallery and was very impressed with the work displayed there. I especially enjoyed the self-portrait painting of van Gogh. I've always wanted to see it.
Best wishes,
Helena

73

LESSONS 3 AND 4

Overview

Outcomes
- to read a text about the Chinese Terracotta Army
- to describe things using compound adjectives

Functions
- describing pictures
- making guesses
- describing things

Language focus
- reported speech (simple past, present perfect)

Vocabulary
- compound adjectives
- word formation

Materials
- Student's Book pages 74–75, Workbook page W57

Student's Book, pages 74 and 75

READING

1 Ask students to look at the pictures on the page and to discuss the questions in pairs. Have students compare the two pictures as much as they can. Remind them of comparison language, such as *whereas*, *but*, *however*, *on the other hand*, etc. Monitor as they talk, and comment on their use of these comparison forms. Get feedback from the class about what the pictures show and where the objects were found, collecting as many ideas as possible. Write ideas on the board. Tell students they can check their answers when they read the text.

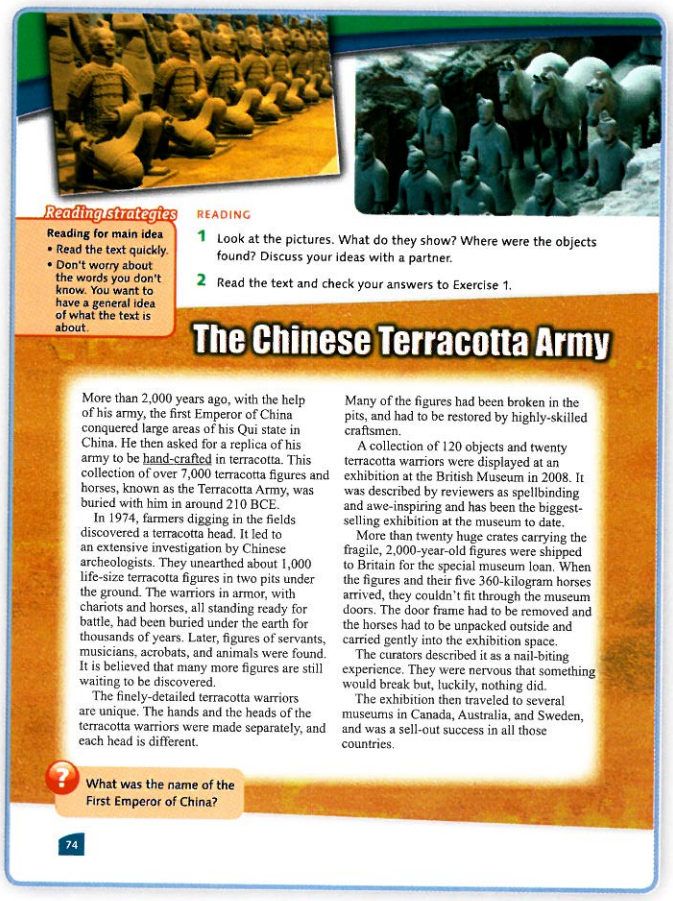
Answers
Students' own answers

2 Before students read the text, look at the *Reading strategies* box as a class. Ask students why they are being advised to read the text quite quickly first. This is known as *skimming* and is done to get a general idea of a text, before you go on to look for specific information or detail (*scanning*). They should do this by reading every first sentence of a paragraph (*topic sentence*) and try to get information about the two questions in Exercise 1. Answers to these two questions will give them a good general understanding of the text.
Students read to check their answers to Exercise 1. Check answers as a class.

Answers
the Chinese Terracotta Warriors and Horses
They were found in a field in China.

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
The first Emperor of China was Emperor Qin Shi Huang.



Reading strategies
Reading for main idea
- Read the text quickly.
- Don't worry about the words you don't know. You want to have a general idea of what the text is about.

READING
1 Look at the pictures. What do they show? Where were the objects found? Discuss your ideas with a partner.
2 Read the text and check your answers to Exercise 1.

The Chinese Terracotta Army

More than 2,000 years ago, with the help of his army, the first Emperor of China conquered large areas of his Qui state in China. He then asked for a replica of his army to be hand-crafted in terracotta. This collection of over 7,000 terracotta figures and horses, known as the Terracotta Army, was buried with him in around 210 BCE.

In 1974, farmers digging in the fields discovered a terracotta head. It led to an extensive investigation by Chinese archeologists. They unearthed about 1,000 life-size terracotta figures in two pits under the ground. The warriors in armor, with chariots and horses, all standing ready for battle, had been buried under the earth for thousands of years. Later, figures of servants, musicians, acrobats, and animals were found. It is believed that many more figures are still waiting to be discovered.

The finely-detailed terracotta warriors are unique. The hands and the heads of the terracotta warriors were made separately, and each head is different.

Many of the figures had been broken in the pits, and had to be restored by highly-skilled craftsmen.

A collection of 120 objects and twenty terracotta warriors were displayed at an exhibition at the British Museum in 2008. It was described by reviewers as spellbinding and awe-inspiring and has been the biggest-selling exhibition at the museum to date.

More than twenty huge crates carrying the fragile, 2,000-year-old figures were shipped to Britain for the special museum loan. When the figures and their five 360-kilogram horses arrived, they couldn't fit through the museum doors. The door frame had to be removed and the horses had to be unpacked outside and carried gently into the exhibition space.

The curators described it as a nail-biting experience. They were nervous that something would break but, luckily, nothing did.

The exhibition then traveled to several museums in Canada, Australia, and Sweden, and was a sell-out success in all those countries.

? What was the name of the First Emperor of China?

74

COMPREHENSION

3 Tell the students that they are going to read the text again to choose the best answers to the questions.
The students check their answers in pairs. Then check answers as a class.

Answers
1 c **2** b **3** a **4** c **5** b

VOCABULARY: Compound adjectives

4 Remind the students that compound adjectives are formed with two words usually put together or joined together with a hyphen. The combinations could comprise two nouns (e.g. *part-time*), a noun and a verb (e.g. *awe-inspiring*), an adjective and a verb (e.g. *biggest-selling*, *long-lasting*) or a verb and a preposition (e.g. *sell-out*). In the case of an adverb modifying an adjective (e.g. *highly-skilled*, *finely-detailed*), the two words are usually written separately. Exceptions are with irregularly formed adverbs not ending in *-ly* (e.g. *well-mannered*, *fast-moving*). Where units of measurement are involved, the convention is to use only the singular form of the relevant noun (e.g. *three-year-old child*, not *three-years-old child*; *ten-kilogram weight*, not *ten-kilograms weight*). Ask the students to go over the text and to underline all the compound adjectives they can find, like the one in the example. Then check answers as a class.

Answers
hand-crafted, life-size, finely-detailed, highly-skilled, spellbinding, awe-inspiring, biggest-selling, 2,000-year-old, 360-kilogram, nail-biting, sell-out

5 Read the instructions and the sample answer. Put students into pairs and have them work alone; one student works on the odd-numbered questions, and the other works on the even numbers.
When they have finished, they should "test" their partner on the adjectives that they have worked out. If any students finish early, have them create some more adjectives like this. Be aware that some are more acceptable than others – if in doubt, check them in an Internet search engine. Remind them that they may need to check in a dictionary to see if the words are joined together or hyphenated.

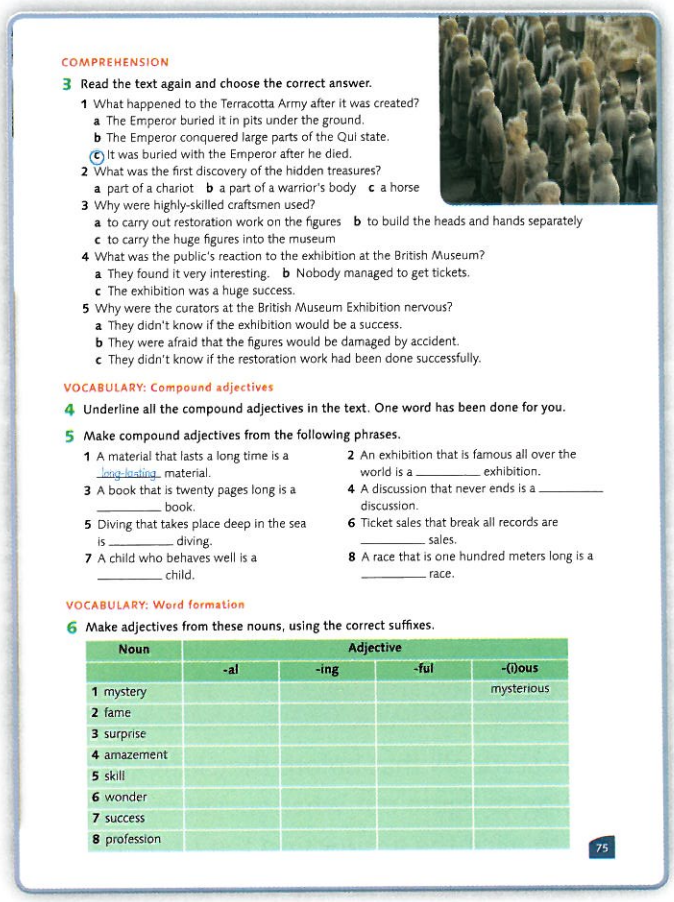
Answers
1 *long-lasting* **2** world-famous **3** twenty-page **4** never-ending **5** deep-sea **6** record-breaking **7** well-behaved **8** hundred-meter

Workbook, page W57, Exercises 5, 6, and 7

VOCABULARY: Word formation

6 Read the instructions and the sample answer. Ask the students to go over the chart and choose the correct suffix to make the adjective. They can do this in pairs. Then check answers as a class. Point out that sometimes changes to the spelling of the noun occur before the suffix is added (e.g. the final "y" of *mystery* and the "ement" of *amazement* are dropped before adding the appropriate suffix. You could also ask students if they know any other adjectives with the same suffixes (for example *final*, *boring*, *hopeful*, *cautious*, etc.).

Answers
1 *mysterious* **2** famous **3** surprising **4** amazing **5** skillfull **6** wonderful **7** successful **8** professional



COMPREHENSION

3 Read the text again and choose the correct answer.

1 What happened to the Terracotta Army after it was created?
a The Emperor buried it in pits under the ground.
b The Emperor conquered large parts of the Qui state.
c It was buried with the Emperor after he died.
2 What was the first discovery of the hidden treasures?
a part of a chariot b a part of a warrior's body c a horse
3 Why were highly-skilled craftsmen used?
a to carry out restoration work on the figures b to build the heads and hands separately
c to carry the huge figures into the museum
4 What was the public's reaction to the exhibition at the British Museum?
a They found it very interesting. b Nobody managed to get tickets.
c The exhibition was a huge success.
5 Why were the curators at the British Museum Exhibition nervous?
a They didn't know if the exhibition would be a success.
b They were afraid that the figures would be damaged by accident.
c They didn't know if the restoration work had been done successfully.

VOCABULARY: Compound adjectives

4 Underline all the compound adjectives in the text. One word has been done for you.

5 Make compound adjectives from the following phrases.

1 A material that lasts a long time is a long-lasting material.
2 An exhibition that is famous all over the world is a _____ exhibition.
3 A book that is twenty pages long is a _____ book.
4 A discussion that never ends is a _____ discussion.
5 Diving that takes place deep in the sea is _____ diving.
6 Ticket sales that break all records are _____ sales.
7 A child who behaves well is a _____ child.
8 A race that is one hundred meters long is a _____ race.

VOCABULARY: Word formation

6 Make adjectives from these nouns, using the correct suffixes.

Noun	Adjective			
	-al	-ing	-ful	-(i)ous
1 mystery				mysterious
2 fame				
3 surprise				
4 amazement				
5 skill				
6 wonder				
7 success				
8 profession				

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LESSONS 5 AND 6

Overview

Outcomes
- to listen to an interview with a curator
- to talk about one's ideal job
- to talk about a visit to a museum or an art gallery
- to read accounts of visits to a museum or an art gallery
- to write about a museum or an art gallery

Functionss
- making guesses
- reporting speech
- describing jobs
- describing pictures
- recounting a personal experience

Language focus
- reported speech

Vocabulary
- art – art gallery
- jobs

Materials
- Student's Book pages 76–77, Workbook page W58, CD

Student's Book, pages 76 and 77

LISTENING

1 Tell the students that they are going to listen to someone talking about her work. Ask the students to look at the picture and discuss the question. They can check their answers later in the lesson.

Answers
Students' own answers

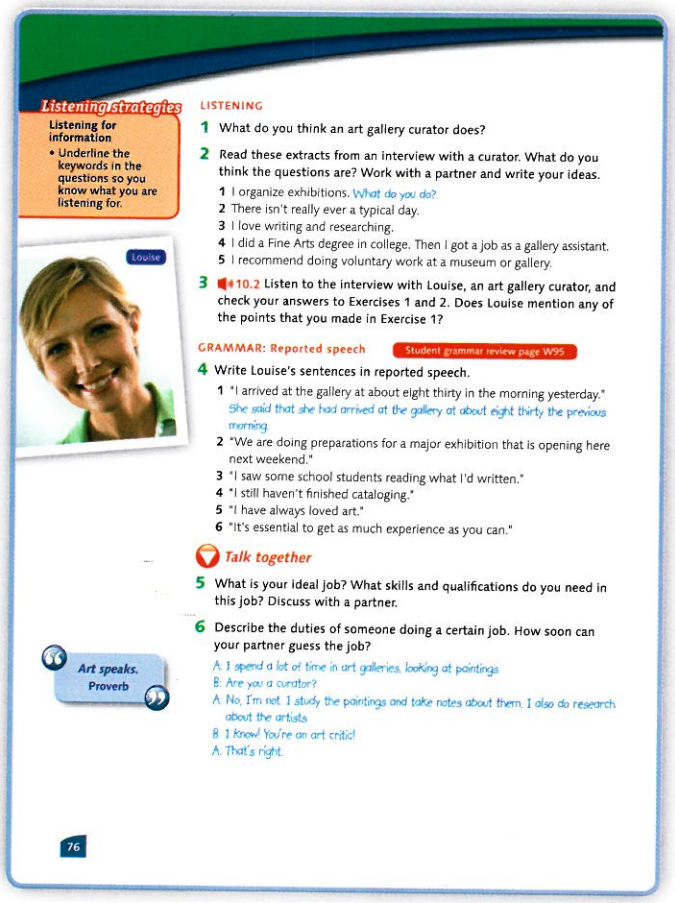
2 Tell the students that before they listen, they are going to figure out what questions were asked to elicit the answers on the page. Read the instructions and the sample answer. The students can work in pairs to figure out the questions.

Suggested answers
1 *What do you do?* **2** Can you describe a typical day? / What do you do on a typical day? **3** What do you like most about your job? **4** How did you become qualified to do this job? **5** What advice would you give someone interested in doing what you do?

3 Ask the students to read the question. Play the CD to the students. Check answers as a class.

Audioscript 10.2 – see page 133

Answers
A curator looks after the collections of paintings and sculptures; makes sure that all the art is conserved, restored, and cared for properly (including careful labeling of the exhibits); organizes exhibitions (including planning which art works to include in an exhibition); arranges loans of art work to or from other galleries; and writes the material that tells people about the art works.



Listening strategies
Listening for information
- Underline the keywords in the questions so you know what you are listening for.

LISTENING

1 What do you think an art gallery curator does?

2 Read these extracts from an interview with a curator. What do you think the questions are? Work with a partner and write your ideas.
1 I organize exhibitions. *What do you do?*
2 There isn't really ever a typical day.
3 I love writing and researching.
4 I did a Fine Arts degree in college. Then I got a job as a gallery assistant.
5 I recommend doing voluntary work at a museum or gallery.

3 10.2 Listen to the interview with Louise, an art gallery curator, and check your answers to Exercises 1 and 2. Does Louise mention any of the points that you made in Exercise 1?

GRAMMAR: Reported speech — Student grammar review page W95

4 Write Louise's sentences in reported speech.
1 "I arrived at the gallery at about eight thirty in the morning yesterday."
She said that she had arrived at the gallery at about eight thirty the previous morning.
2 "We are doing preparations for a major exhibition that is opening here next weekend."
3 "I saw some school students reading what I'd written."
4 "I still haven't finished cataloging."
5 "I have always loved art."
6 "It's essential to get as much experience as you can."

Talk together

5 What is your ideal job? What skills and qualifications do you need in this job? Discuss with a partner.

6 Describe the duties of someone doing a certain job. How soon can your partner guess the job?
A: I spend a lot of time in art galleries, looking at paintings.
B: Are you a curator?
A: No, I'm not. I study the paintings and take notes about them. I also do research about the artists.
B: I know! You're an art critic!
A: That's right.

Art speaks. Proverb

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GRAMMAR: Reported speech

4 Read the instructions and the example answer and ask the students to tell you what changes have been made to report the first sentence (*the tense changes one step back and the pronoun changes from* I *to* she. *Time phrases also change*). Point out that there is a *Student grammar review* on page W95 that the students can refer to if they need to. The students work in pairs to complete the exercise.

Answers
1 *She said that she had arrived at the gallery at about eight thirty the previous morning.*
2 She said that they were doing preparations for a major exhibition that was opening there the following weekend. **3** She said that she had seen some school students reading what she'd written. **4** She said that she still hadn't finished cataloging. **5** She said that she had always loved art. **6** She said that it was essential to get as much experience as you could.

Quotation
Discuss the meaning of the quotation (*You can communicate ideas and feelings through art*). Ask the students if they agree or disagree with the quotation.

Talk together

5 Read the questions with the class. The students discuss these in pairs. Ask pairs to share their ideas with the class. Pool any useful vocabulary that they use for skills and qualifications on the board.

Answers
Students' own answers

6 Explain to the students that they are going to play a game. One student describes the duties of a job without naming the job. The other student tries to guess what job is being described.
Ask a few pairs to describe their jobs to the class. See who can guess which job is being described.

Suggested answers
A: *I spend a lot of time in art galleries, looking at paintings.* ***B:*** *Are you a curator?* ***A:*** *No, I'm not. I study the paintings and take notes about them. I also do research about the artists.* ***B:*** *I know! You're an art critic!* ***A:*** *That's right.*

7 Read the question with the class. The students discuss these in pairs. Check answers as a class.

Answers
a a dinosaur skeleton – a natural history museum **b** an old Roman coin – a national or city museum **c** a painting (*Starry Night* by Vincent van Gogh) – an art gallery

8 The students work in pairs and discuss what they did and saw at a museum or gallery. Ask a few pairs to share their experiences with the class.

Answers
Students' own answers

READING

9 Ask the students to quickly read the texts and to decide which objects the texts are describing. The students can compare their ideas with a partner.

Answers
Robert is describing picture b, Anna is describing picture c, and Sara is describing picture a.

GRAMMAR: Reported speech

10 Remind the students of the *Student grammar review* on page W95 if necessary.
Encourage them to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read out their texts.

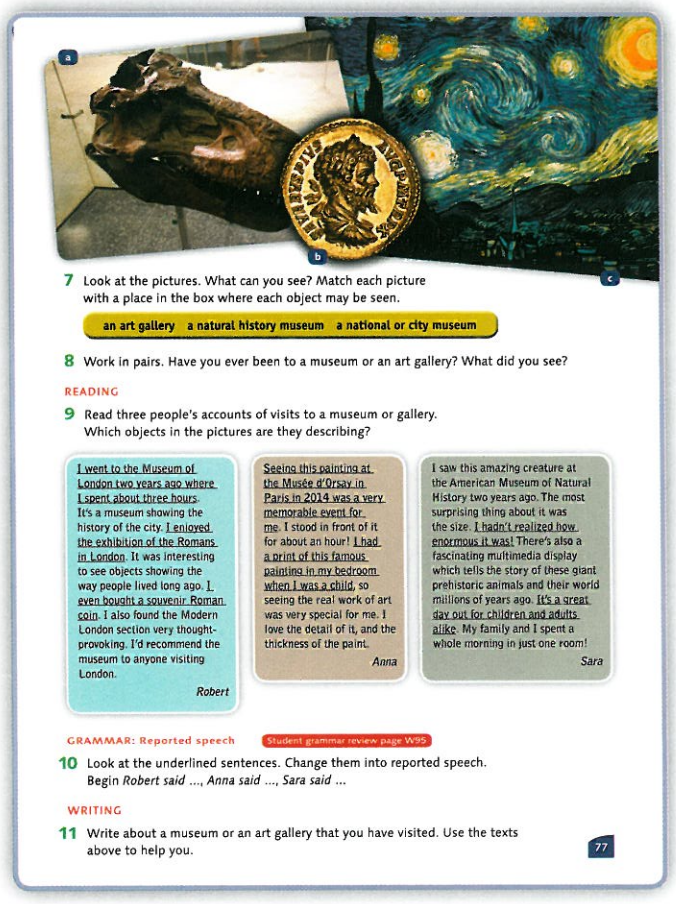
Answers
Robert said that he had gone to the Museum of London two years previously, where he had spent about three hours. He said he had enjoyed the exhibition of the Romans in London. He said he had even bought a souvenir Roman coin. Anna said that seeing that painting at the Musée d'Orsay in 2014 had been a very memorable event for her. She said she had had a print of that famous painting in her bedroom when she had been a child. Sara said she had not realized how enormous it had been. She said it was a great day out for children and adults alike.

Workbook, page W58, Exercises 8, 9, and 10

WRITING

11 Read the instructions. Encourage the students to use the language from the unit in their texts. Choose students to read out their paragraphs.

Answers
Students' own answers



7 Look at the pictures. What can you see? Match each picture with a place in the box where each object may be seen.

an art gallery | a natural history museum | a national or city museum

8 Work in pairs. Have you ever been to a museum or an art gallery? What did you see?

READING

9 Read three people's accounts of visits to a museum or gallery. Which objects in the pictures are they describing?

I went to the Museum of London two years ago where I spent about three hours. It's a museum showing the history of the city. I enjoyed the exhibition of the Romans in London. It was interesting to see objects showing the way people lived long ago. I even bought a souvenir Roman coin. I also found the Modern London section very thought-provoking. I'd recommend the museum to anyone visiting London.
Robert

Seeing this painting at the Musée d'Orsay in Paris in 2014 was a very memorable event for me. I stood in front of it for about an hour! I had a print of this famous painting in my bedroom when I was a child, so seeing the real work of art was very special for me. I love the detail of it, and the thickness of the paint.
Anna

I saw this amazing creature at the American Museum of Natural History two years ago. The most surprising thing about it was the size. I hadn't realized how enormous it was! There's also a fascinating multimedia display which tells the story of these giant prehistoric animals and their world millions of years ago. It's a great day out for children and adults alike. My family and I spent a whole morning in just one room!
Sara

GRAMMAR: Reported speech Student grammar review page W95

10 Look at the underlined sentences. Change them into reported speech. Begin *Robert said ..., Anna said ..., Sara said ...*

WRITING

11 Write about a museum or an art gallery that you have visited. Use the texts above to help you.

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LESSONS 7 AND 8

Workbook, page W59, Exercises 11, 12, and 13

Project

Ask the students to look at page 78 in their Student's Book and to describe the art in the pictures. Read the task with them. Go over the bullet points in the *Your task* box one by one with the class. Do the same with the questions, eliciting information and ideas from the students. Remind the students to include a picture of their chosen work of art, though it doesn't have to be a painting as all the examples on the page are (which, from the top, are a landscape painting in the style of van Gogh, a self-portrait by Rembrandt van Rijn, and a view of a Parisian street by Camille Pissarro).

The students write their answers. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.

Give students sheets of paper to write their final projects on. These could be displayed on the classroom wall.

COMPREHENSION

4 Tell the students that they are going to read and listen to the article again. Read the questions first. The students read and listen while you play the CD again. As they listen, they should answer the questions.
The students check their answers in pairs. Then check answers as a class.

Audioscript 11.1 – see page 133

Answers
1 *He stopped going to school because he had to work.* **2** He felt lonely at work, and this influenced his writing. **3** As an adult, he got a job as a journalist. **4** *The Pickwick Papers* was his first successful work. **5** When he was traveling, Charles spent his time writing novels and giving talks about the cruelty of slavery. **6** Many of his novels highlighted the issues of cruelty to children and child labor.

GRAMMAR: Verbs followed by gerunds or base forms

5 Read the instructions and tell the students to look at the example. Before they start, explain that there are no rules for whether a verb is followed by a verb or base form; it is just something they have to learn. Point out that there is a *Student grammar review* on pages W95 and W96. They can refer to this if they need to. Monitor their work as they complete the task, helping where necessary. Check answers as a class.

Answers
1 *reading* **2** listening **3** to attend **4** going **5** to work/working **6** writing **7** traveling

SPEAKING

6 Read the instructions and ask students to look at the example: they choose the gerund or base form. They can do this in pairs.
Monitor their work as they complete the task, helping where necessary.
Check answers as a class.

Answers
1 *studying* **2** playing, reading **3** learning **4** to do **5** doing **6** to go **7** to do **8** starting **9** moving

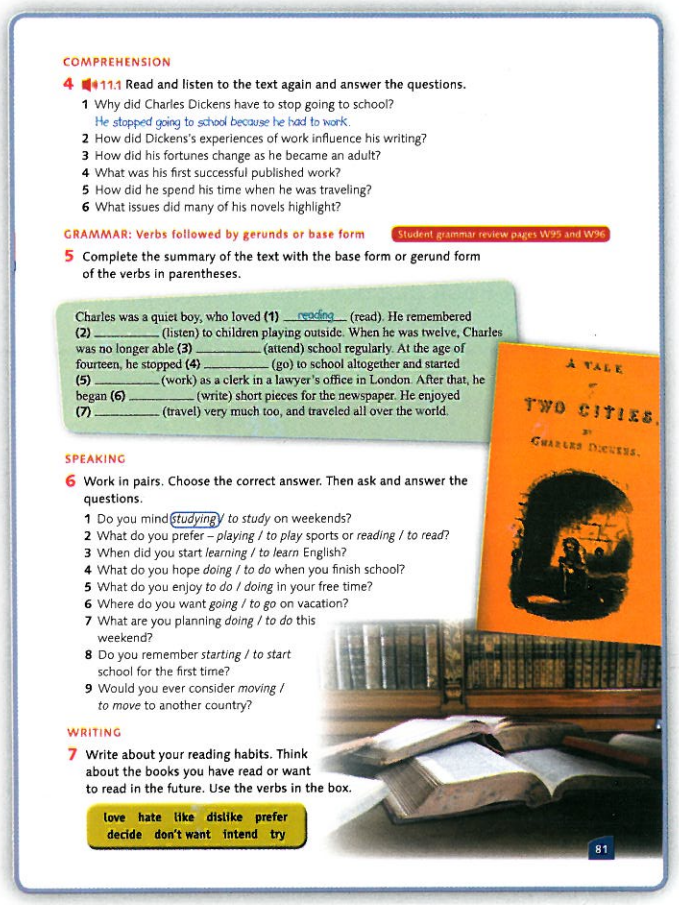
Workbook, page W60, Exercises 1, 2, and 3

WRITING

7 Tell the students they are going to write about their reading habits, using as many of the verbs from the box as they can. Remind them to use either the gerund or the base form after each verb.
Monitor as they are writing their notes and help them with any ideas.
When they have finished, choose one or two students to read out their paragraphs.

Answers
Students' own answers

Workbook, page W60, Exercise 4



COMPREHENSION

4 11.1 Read and listen to the text again and answer the questions.

1 Why did Charles Dickens have to stop going to school?
He stopped going to school because he had to work.
2 How did Dickens's experiences of work influence his writing?
3 How did his fortunes change as he became an adult?
4 What was his first successful published work?
5 How did he spend his time when he was traveling?
6 What issues did many of his novels highlight?

GRAMMAR: Verbs followed by gerunds or base form — Student grammar review pages W95 and W96

5 Complete the summary of the text with the base form or gerund form of the verbs in parentheses.

Charles was a quiet boy, who loved (1) reading (read). He remembered (2) _____ (listen) to children playing outside. When he was twelve, Charles was no longer able (3) _____ (attend) school regularly. At the age of fourteen, he stopped (4) _____ (go) to school altogether and started (5) _____ (work) as a clerk in a lawyer's office in London. After that, he began (6) _____ (write) short pieces for the newspaper. He enjoyed (7) _____ (travel) very much too, and traveled all over the world.

SPEAKING

6 Work in pairs. Choose the correct answer. Then ask and answer the questions.

1 Do you mind *studying* / *to study* on weekends?
2 What do you prefer – *playing* / *to play* sports or *reading* / *to read*?
3 When did you start *learning* / *to learn* English?
4 What do you hope *doing* / *to do* when you finish school?
5 What do you enjoy *to do* / *doing* in your free time?
6 Where do you want *going* / *to go* on vacation?
7 What are you planning *doing* / *to do* this weekend?
8 Do you remember *starting* / *to start* school for the first time?
9 Would you ever consider *moving* / *to move* to another country?

WRITING

7 Write about your reading habits. Think about the books you have read or want to read in the future. Use the verbs in the box.

love hate like dislike prefer
decide don't want intend try

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LESSONS 3 AND 4

Overview

Outcomes
- to talk about books one likes and dislikes
- to listen to people talking about books
- to talk and write about one's favorite book

Functions
- expressing likes and dislikes
- expressing opinions
- expressing preferences
- giving reasons
- making recommendations

Language focus
- verbs followed by gerunds or base forms

Vocabulary
- literature – types of books

Materials
- Student's Book pages 82–83, Workbook page W61, CD

Student's Book, pages 82 and 83

VOCABULARY: Types of books

1 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. Point out that one of the words in the box will not be needed to complete the exercise. The students work in pairs to complete the task. Monitor as they are working and help them with vocabulary if necessary. Check answers as a class.

Answers
1 *anthology* **2** play **3** novel **4** short stories **5** biography **6** nonfiction **7** autobiography
Poetry is the word that is not needed.

Talk together

2 Ask the students to read the questions. Tell them to discuss the answers with their partner. Ask a few pairs of students to share their ideas with the class.

Answers
Students' own answers

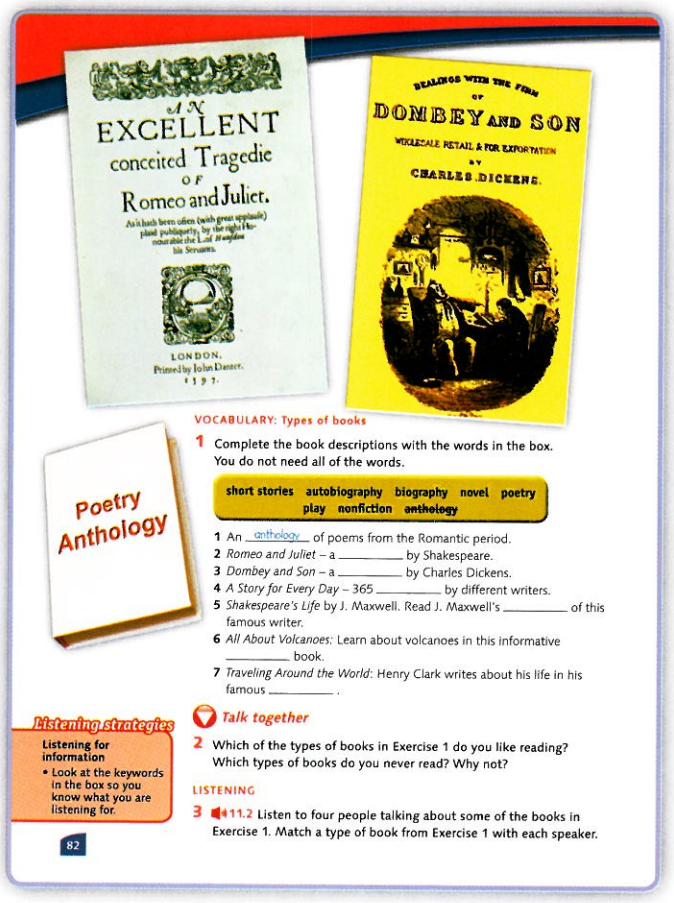
Workbook, page W61, Exercises 5 and 6

LISTENING

3 Tell students they are going to listen to four people talking about some of the books from Exercise 1. First, read the *Listening strategies* box with the class. Then ask them to match a type of book from those listed in the box in Exercise 1 with each of the four speakers. Check answers as a class.

Audioscript 11.2 – see page 134

Answers
Speaker 1: nonfiction
Speaker 2: autobiography
Speaker 3: novel
Speaker 4: anthology (poetry)



COMPREHENSION

4 Tell the students that they are going to listen to the speakers again. Read the questions first. Students listen while you play the CD again. As they listen, they should answer the questions. Students check their answers in pairs. Then check answers as a class.

Audioscript 11.2 – see page 134

Answers
1 speaker 3 **2** speaker 4 **3** speaker 2
4 speaker 1 **5** speaker 3 **6** speaker 4
7 speaker 4 **8** speaker 2

5 Tell the students that they are going to listen again. This time, they need to listen carefully and complete the sentences to show how the speakers express their opinions. As they listen, they should complete the sentences.
The students check their answers in pairs. Then check answers as a class.

Audioscript 11.2 – see page 134

Answers
1 *I prefer* reading nonfiction books that are simple to understand. **2** *I didn't like* the language the writer used. **3** *It was too* technical. **4** *I found the story* fascinating and very moving. **5** *I enjoyed* learning about the "Industrial Age" in Victorian England. **6** *I've always been interested* in history, so this book was ideal for me. **7** *This isn't usually* my type of books, but I'm so glad I read it. **8** *The best thing was* the wide range of women represented too.

SPEAKING

6 Read the instructions and the example. Tell them to look at the titles in the box and talk about these well-known books, giving their opinion of each if they know them, or an opinion of other books if they wish. They can do this in pairs.
Monitor their work as they complete the task, helping where necessary. Encourage them to use similar expressions to those in Exercise 5.
Ask a few pairs of students to share their sentences with the class.

Suggested answer
I enjoyed Robinson Crusoe. *I found it exciting.*

7 Explain that the students are going to discuss in detail their favorite book with a group of students. First, they need to plan what they are going to say. Go over the instructions and give them time to take notes.

Answers
Students' own answers

8 Go over the questions and go over the *Speaking strategies* box with the class. Monitor the students' work as they prepare what they are going to say and give help where necessary.

Answers
Students' own answers

9 The students work in pairs or groups to discuss their favorite books, using their notes and the language from the unit.
Ask a few pairs or groups of students to share their ideas with the class.

Answers
Students' own answers

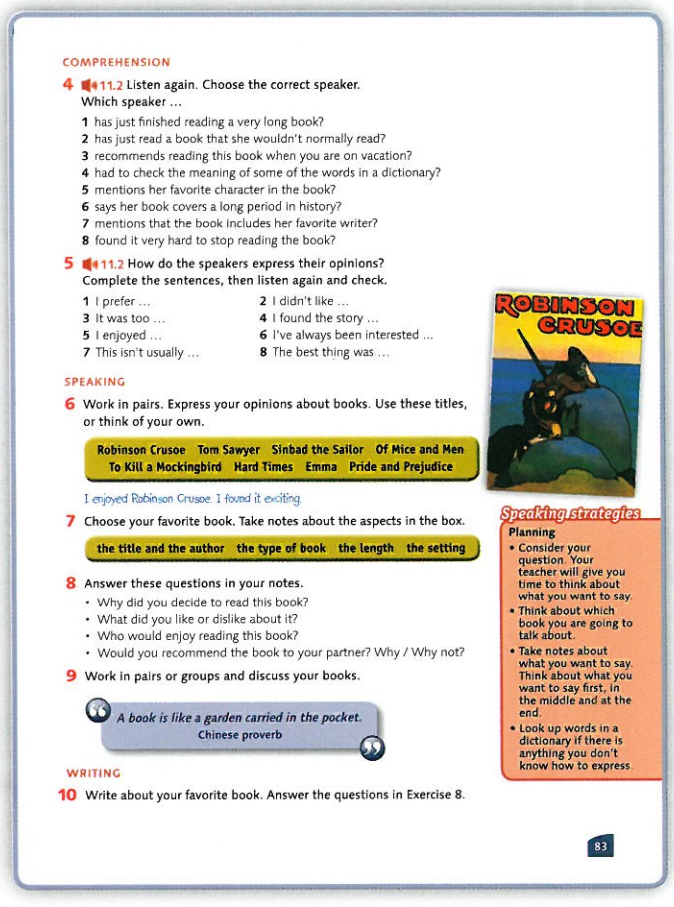
Quotation
Ask the students to read the quotation. Ask the students what the quotation means (*Like a garden, books can be relaxing and also allow things like thoughts and ideas to grow*). Ask them if they agree or disagree with this quotation and to give reasons for their opinions.

Workbook, page W61, Exercises 7, 8, and 9

WRITING

10 Read the instructions as a class. Tell the students they are now going to write about their favorite book, using the notes they took in Exercises 7 and 8. Monitor as they are writing, pointing out any errors.
When they have finished, choose one or two students to read out their paragraphs.

Answers
Students' own answers



COMPREHENSION

4 11.2 Listen again. Choose the correct speaker.
Which speaker ...
1 has just finished reading a very long book?
2 has just read a book that she wouldn't normally read?
3 recommends reading this book when you are on vacation?
4 had to check the meaning of some of the words in a dictionary?
5 mentions her favorite character in the book?
6 says her book covers a long period in history?
7 mentions that the book includes her favorite writer?
8 found it very hard to stop reading the book?

5 11.2 How do the speakers express their opinions?
Complete the sentences, then listen again and check.
1 I prefer ...
2 I didn't like ...
3 It was too ...
4 I found the story ...
5 I enjoyed ...
6 I've always been interested ...
7 This isn't usually ...
8 The best thing was ...

SPEAKING

6 Work in pairs. Express your opinions about books. Use these titles, or think of your own.

Robinson Crusoe | Tom Sawyer | Sinbad the Sailor | Of Mice and Men | To Kill a Mockingbird | Hard Times | Emma | Pride and Prejudice

I enjoyed Robinson Crusoe. I found it exciting.

7 Choose your favorite book. Take notes about the aspects in the box.

the title and the author | the type of book | the length | the setting

8 Answer these questions in your notes.
- Why did you decide to read this book?
- What did you like or dislike about it?
- Who would enjoy reading this book?
- Would you recommend the book to your partner? Why / Why not?

9 Work in pairs or groups and discuss your books.

A book is like a garden carried in the pocket.
Chinese proverb

WRITING

10 Write about your favorite book. Answer the questions in Exercise 8.

Speaking strategies

Planning
- Consider your question. Your teacher will give you time to think about what you want to say.
- Think about which book you are going to talk about.
- Take notes about what you want to say. Think about what you want to say first, in the middle and at the end.
- Look up words in a dictionary if there is anything you don't know how to express.

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LESSONS 5 AND 6

Overview

Outcomes
- to read a blurb of a book
- to read a review of a book
- to write a blurb and a review of a book

Functions
- giving reasons
- expressing opinions
- expressing likes and dislikes
- giving reasons
- making recommendations

Language focus
- vocabulary to describe books

Vocabulary
- literature – books

Materials
- Student's Book pages 84–85, Workbook page W62

Student's Book, pages 84 and 85

READING

1 Ask the students what they would expect to find in a blurb of a book. Then read the questions and ask the students to discuss the questions in pairs. Check answers as a class. Ask the students if they know this novel or what it is about.

Answers
1 The novel's main character is an orphan boy named Pip. **2** The novel is mostly set in London and the English country and takes place in the mid-nineteenth century.

2 Tell the students that they are going to read a review of *Great Expectations*. Read the question and give the students plenty of time to read the review. They can compare answers in pairs. Check answers as a class.

Answers
Yes, the writer strongly recommends the book. The writer says that it is a funny, realistic look at Victorian England. The writer describes the novel as "a wonderful moral tale of romance, bravery and hope" and says that Dickens's characters are "complicated and engaging" and that the plot is "interesting and full of unexpected events".

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
The novel was first published in serial form in a magazine called *All the Year Round* from December 1860 to August 1861.



READING

1 Read the blurb of *Great Expectations* and answer the questions.
1 Who is the main character?
2 Where and when is the novel set?

This engrossing tale tells of the mystery surrounding an orphaned boy and wealth he is promised.

The story takes place mainly in the English country and in London, in the mid-nineteenth century. As a young boy, Pip meets two people who will affect the rest of his life – an escaped prisoner he is forced to help, and the strange Miss Havisham, in whose house Pip meets the girl he will grow to adore.

2 Read this review of *Great Expectations*.
Does the writer recommend the book? Why / Why not?

Great Expectations

Of all Charles Dickens's novels, *Great Expectations* is my favorite. It's a fascinating story that is witty and informative at the same time. Set in the Victorian era, it's a very realistic and honest look at morals and the differences between the rich and the poor, and between rural and city life. It makes it clear that money can't always bring happiness.

In the opening chapter, we meet the central character, Pip. He is a young orphan who lives with his sister and her husband Joe. One day, Pip learns that a man has escaped from the local prison. Later Pip finds the prisoner Magwitch hiding in the fields near his home. Pip puts his life in great danger when, out of fear, he agrees to bring food to Magwitch. Pip continues to help Magwitch until he is recaptured.

One day, Pip is taken by an uncle to play at a rich woman's house. This woman is Miss Havisham. At the house, Pip meets a young girl, Estella, who thinks that she is superior to him and treats him unkindly. Pip can't help falling in love with her and wants to be able to marry her – but he realizes that he isn't of the same social status.

Then a lawyer arrives to tell Pip that a mysterious person has offered to pay for his education so that he can become a gentleman. Pip goes to London and begins to make his 'great expectations' come true. As he becomes richer, he starts feeling embarrassed about his poor origins and turns away from his family.

Pip believes that Miss Havisham is the one who is providing him with the money in order to prepare him for his future marriage to Estella. But then, Magwitch appears suddenly and says that he has been providing Pip's money. Pip helps Magwitch escape again. In the meantime, Estella has married someone else. Magwitch is caught again and can no longer provide Pip with money. Pip and a friend leave England and begin to make money by working hard. In the final chapter, Pip returns to England and meets Estella again. Her husband has died, and the book suggests a happy future for the two of them.

Pip believes that if he becomes a gentleman, he will have everything he wants. But when he realizes that all his money has come from the criminal Magwitch, he finally understands the true value of life.

Like all Dickens's novels, his characters are complicated and engaging, never dull, and the plot is full of interesting and unexpected events. It never gets boring – you always want to know what is going to happen next. It's a wonderful moral tale of romance, bravery, and hope.

? When and in which form was *Great Expectations* first published?

84

COMPREHENSION

3 Tell the students that they are going to read the review again in some detail. Read the questions first and check that the students understand each one.
The students read the review again and answer in as much detail as they can.
The students check their answers in pairs. Then check answers as a class.

Answers
1 *The writer mentions the differences between rich and poor people, and between rural and city life.* **2** because he is scared of him **3** because he isn't of the same social status as her **4** Pip thinks that Miss Havisham is giving him money. **5** because Magwitch, the prisoner who has been giving him money, is caught again **6** Suggested answer: He is very surprised, disillusioned, and disappointed. **7** The writer thinks that the characters are complicated, engaging, and never dull and that the plot is full of interesting and unexpected events. **8** because the reader always wants to know what happens next

Workbook, page W62, Exercises 10, 11, and 12

WRITING

4 Read the instructions and ask the students to look at the first sentence. Ask them which question from the box this sentence answers (*Who is the narrator of the story?*). Ask them to do the same with the remaining sentences. They can work in pairs. Check answers as a class.

Answers
1 Who is the narrator of the story? **2** What is the plot? **3** Who is the main character? **4** Do you like the way that the book is written? Why / Why not? **5** What is the title and who is the author? **6** What kind of book is it? **7** Where is the story set? **8** Would you recommend this book? Why / Why not?

5 Read the instructions and ask the students to think of a book that they know well so they can write a summary and review of it. First, they write notes to answer the questions in the box from Exercise 4.

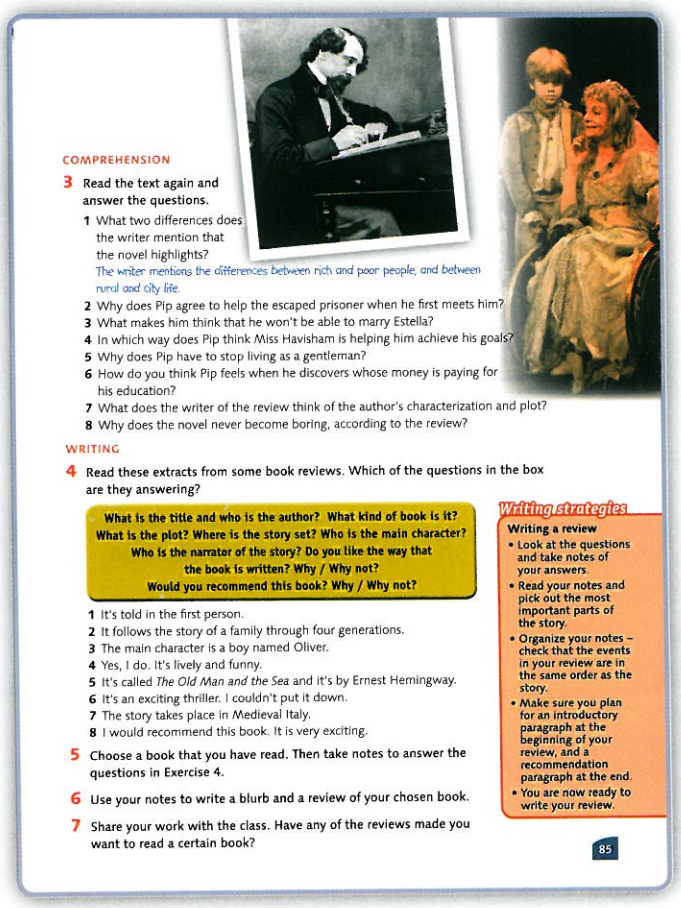
Answers
Students' own answers

6 The students plan their summary. First, read the *Writing strategies* box with the class. Monitor the students' work as they complete the task, helping where necessary.

Answers
Students' own answers

7 The students read their work to the class or to their group. Encourage the other students to ask questions about the book being reviewed and ask the student reviewer to answer any questions he or she is asked.

Answers
Students' own answers



COMPREHENSION

3 Read the text again and answer the questions.

1 What two differences does the writer mention that the novel highlights?
The writer mentions the differences between rich and poor people, and between rural and city life.
2 Why does Pip agree to help the escaped prisoner when he first meets him?
3 What makes him think that he won't be able to marry Estella?
4 In which way does Pip think Miss Havisham is helping him achieve his goals?
5 Why does Pip have to stop living as a gentleman?
6 How do you think Pip feels when he discovers whose money is paying for his education?
7 What does the writer of the review think of the author's characterization and plot?
8 Why does the novel never become boring, according to the review?

WRITING

4 Read these extracts from some book reviews. Which of the questions in the box are they answering?

What is the title and who is the author? What kind of book is it? What is the plot? Where is the story set? Who is the main character? Who is the narrator of the story? Do you like the way that the book is written? Why / Why not? Would you recommend this book? Why / Why not?

1 It's told in the first person.
2 It follows the story of a family through four generations.
3 The main character is a boy named Oliver.
4 Yes, I do. It's lively and funny.
5 It's called *The Old Man and the Sea* and it's by Ernest Hemingway.
6 It's an exciting thriller. I couldn't put it down.
7 The story takes place in Medieval Italy.
8 I would recommend this book. It is very exciting.

5 Choose a book that you have read. Then take notes to answer the questions in Exercise 4.

6 Use your notes to write a blurb and a review of your chosen book.

7 Share your work with the class. Have any of the reviews made you want to read a certain book?

Writing strategies
Writing a review
- Look at the questions and take notes of your answers.
- Read your notes and pick out the most important parts of the story.
- Organize your notes – check that the events in your review are in the same order as the story.
- Make sure you plan for an introductory paragraph at the beginning of your review, and a recommendation paragraph at the end.
- You are now ready to write your review.

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LESSONS 7 AND 8

Workbook, page W63, Exercises 13 and 14

Unit 12 Communication

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about Braille
- to talk about recent activities

Functions
- making guesses
- recounting recent activities

Language focus
- narrative tenses

Vocabulary
- communication – forms of communication

Materials
- Student's Book pages 86–87, Workbook page W64, CD

Student's Book, pages 86 and 87

BEFORE YOU BEGIN

1 Direct the students' attention to the pictures on page 86 (the left-hand image shows a Braille reader related to a computer while the right-hand image shows someone reading a Braille newspaper) and ask the students if they know the name of the person in the middle picture (*it is Louis Braille*). Ask the students to discuss the question. They can check their answer later in the lesson.

Answers
Students' own answers

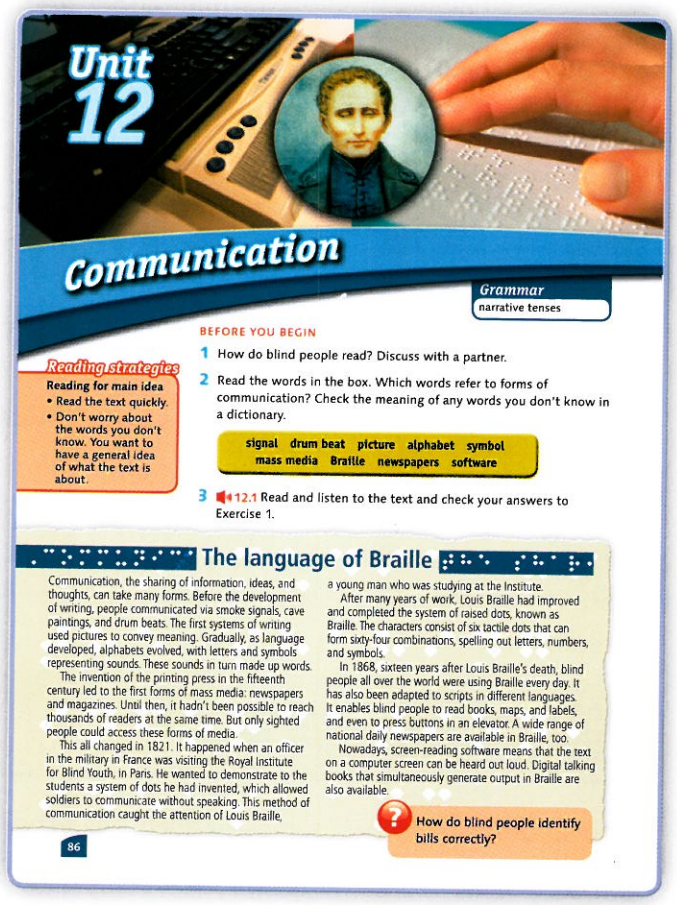
2 Choose students to read the words from the box out loud to check pronunciation. The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.

Answer
They are all familiar forms of communication (e.g. newspapers, mass media).

3 Tell the students they are going to read a text about how blind people can communicate. Before they begin, read the *Reading strategies* box with the class.
Play the CD. The students listen and read at the same time. The students check their answer to Exercise 1.

Audioscript 12.1 – see page 134

Answers
They read using a system of raised dots called Braille. They can also use computer software and talking books to hear the text read out loud.


Unit 12
Communication
Grammar
narrative tenses
BEFORE YOU BEGIN
1 How do blind people read? Discuss with a partner.
2 Read the words in the box. Which words refer to forms of communication? Check the meaning of any words you don't know in a dictionary.
signal drum beat picture alphabet symbol mass media Braille newspapers software
3 12.1 Read and listen to the text and check your answers to Exercise 1.
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to have a general idea of what the text is about.
The language of Braille
Communication, the sharing of information, ideas, and thoughts, can take many forms. Before the development of writing, people communicated via smoke signals, cave paintings, and drum beats. The first systems of writing used pictures to convey meaning. Gradually, as language developed, alphabets evolved, with letters and symbols representing sounds. These sounds in turn made up words.
The invention of the printing press in the fifteenth century led to the first forms of mass media: newspapers and magazines. Until then, it hadn't been possible to reach thousands of readers at the same time. But only sighted people could access these forms of media.
This all changed in 1821. It happened when an officer in the military in France was visiting the Royal Institute for Blind Youth, in Paris. He wanted to demonstrate to the students a system of dots he had invented, which allowed soldiers to communicate without speaking. This method of communication caught the attention of Louis Braille, a young man who was studying at the Institute.
After many years of work, Louis Braille had improved and completed the system of raised dots, known as Braille. The characters consist of six tactile dots that can form sixty-four combinations, spelling out letters, numbers, and symbols.
In 1868, sixteen years after Louis Braille's death, blind people all over the world were using Braille every day. It has also been adapted to scripts in different languages. It enables blind people to read books, maps, and labels, and even to press buttons in an elevator. A wide range of national daily newspapers are available in Braille, too.
Nowadays, screen-reading software means that the text on a computer screen can be heard out loud. Digital talking books that simultaneously generate output in Braille are also available.
How do blind people identify bills correctly?
86

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
Bills have Braille on their notes.

COMPREHENSION

4 Tell the students that they are going to read and listen to the article again and choose the correct words to complete the sentences.
Read the sentences first. The students read and listen while you play the CD again. As they listen, they should choose the correct answer.
The students check their answers in pairs. Then check answers as a class.

Audioscript 12.1 – see page 134

Answers
1 *the use of pictures* **2** sighted **3** a system of writing **4** Braille **5** Screen-reading software

GRAMMAR: Narrative tenses

5 Read the instructions and tell the students to look at the examples. Before they start, you can briefly review past tenses. Remind the students that we use the past perfect to describe the earlier of two actions in the past, and the past progressive to describe an ongoing or repeated activity in the past. Point out that there is a *Student grammar review* on page W96. They can refer to this if they need to.
Monitor the students' work as they complete the task, helping where necessary. Check answers as a class.

Answers
1 *hadn't been* **2** was visiting **3** caught, was studying **4** had improved and completed **5** were using

6 This activity will give you a good opportunity to check that the students understand when to use the simple past, past perfect, or past progressive. First, ask the students to describe what the people are doing in the picture. Then ask them to complete the text with the correct form of the verb in parentheses.
Monitor their work as they complete the task, helping where necessary. Check answers as a class.

Answers
1 *originated* **2** started **3** consisted **4** was working **5** saw **6** introduced **7** opened **8** brought

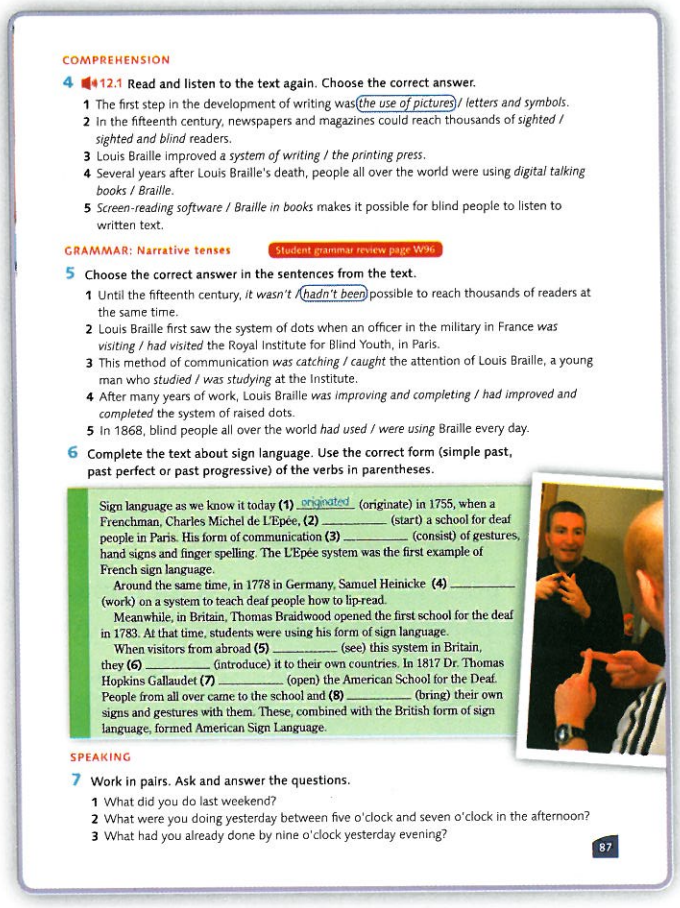
Workbook, page W64, Exercises 1, 2, and 3

SPEAKING

7 Read the instructions and ask the students to ask and answer questions using the three tenses they have been looking at. They can do this in pairs. Monitor their work as they complete the task, helping where necessary.
Ask a few pairs of students to share their dialogues with the class.

Answers
Students' own answers

Workbook, page W64, Exercise 4



COMPREHENSION

4 12.1 **Read and listen to the text again. Choose the correct answer.**

1 The first step in the development of writing was *the use of pictures* / *letters and symbols*.
2 In the fifteenth century, newspapers and magazines could reach thousands of *sighted* / *sighted and blind* readers.
3 Louis Braille improved a *system of writing* / *the printing press*.
4 Several years after Louis Braille's death, people all over the world were using *digital talking books* / *Braille*.
5 *Screen-reading software* / *Braille in books* makes it possible for blind people to listen to written text.

GRAMMAR: Narrative tenses — Student grammar review page W96

5 **Choose the correct answer in the sentences from the text.**

1 Until the fifteenth century, *it wasn't* / *hadn't been* possible to reach thousands of readers at the same time.
2 Louis Braille first saw the system of dots when an officer in the military in France *was visiting* / *had visited* the Royal Institute for Blind Youth, in Paris.
3 This method of communication *was catching* / *caught* the attention of Louis Braille, a young man who *studied* / *was studying* at the Institute.
4 After many years of work, Louis Braille *was improving and completing* / *had improved and completed* the system of raised dots.
5 In 1868, blind people all over the world *had used* / *were using* Braille every day.

6 **Complete the text about sign language. Use the correct form (simple past, past perfect or past progressive) of the verbs in parentheses.**

Sign language as we know it today **(1)** originated (originate) in 1755, when a Frenchman, Charles Michel de L'Epée, **(2)** _____ (start) a school for deaf people in Paris. His form of communication **(3)** _____ (consist) of gestures, hand signs and finger spelling. The L'Epée system was the first example of French sign language.
Around the same time, in 1778 in Germany, Samuel Heinicke **(4)** _____ (work) on a system to teach deaf people how to lip-read.
Meanwhile, in Britain, Thomas Braidwood opened the first school for the deaf in 1783. At that time, students were using his form of sign language.
When visitors from abroad **(5)** _____ (see) this system in Britain, they **(6)** _____ (introduce) it to their own countries. In 1817 Dr. Thomas Hopkins Gallaudet **(7)** _____ (open) the American School for the Deaf. People from all over came to the school and **(8)** _____ (bring) their own signs and gestures with them. These, combined with the British form of sign language, formed American Sign Language.

SPEAKING

7 **Work in pairs. Ask and answer the questions.**

1 What did you do last weekend?
2 What were you doing yesterday between five o'clock and seven o'clock in the afternoon?
3 What had you already done by nine o'clock yesterday evening?

87

LESSONS 3 AND 4

Overview

Outcomes
- to listen to a journalist talking about his work
- to differentiate between /ʊ/ and /uː/
- to read a newspaper article about childhood activities
- to talk about childhood activities
- to write a paragraph about one's childhood

Functions
- giving personal information
- recounting past experiences

Language focus
- narrative tenses
- the past perfect
- pronunciation – the /ʊ/ and /uː/ sounds

Vocabulary
- communication – parts of a newspaper

Materials
- Student's Book pages 88–89, Workbook page W65, CD

Student's Book, pages 88 and 89

SPEAKING

1 Ask the students to look at the picture on page 88. Read the questions and discuss as a class or in pairs.

Answers
Students' own answers

VOCABULARY: Parts of a newspaper

2 Be sure to bring some newspapers (or photocopies of relevant pages) into class for the students to use for this exercise and check that there is a clear example of the masthead, a headline, an article and a lead story, a byline, and a caption. Ideally, bring in several different examples of each of these keywords and ensure that there are enough copies to go around. Choose students to read the words from the box out loud to check pronunciation.
The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary.
The students work in pairs to complete the task. Monitor as they are working and help them with vocabulary if necessary. Check answers as a class.

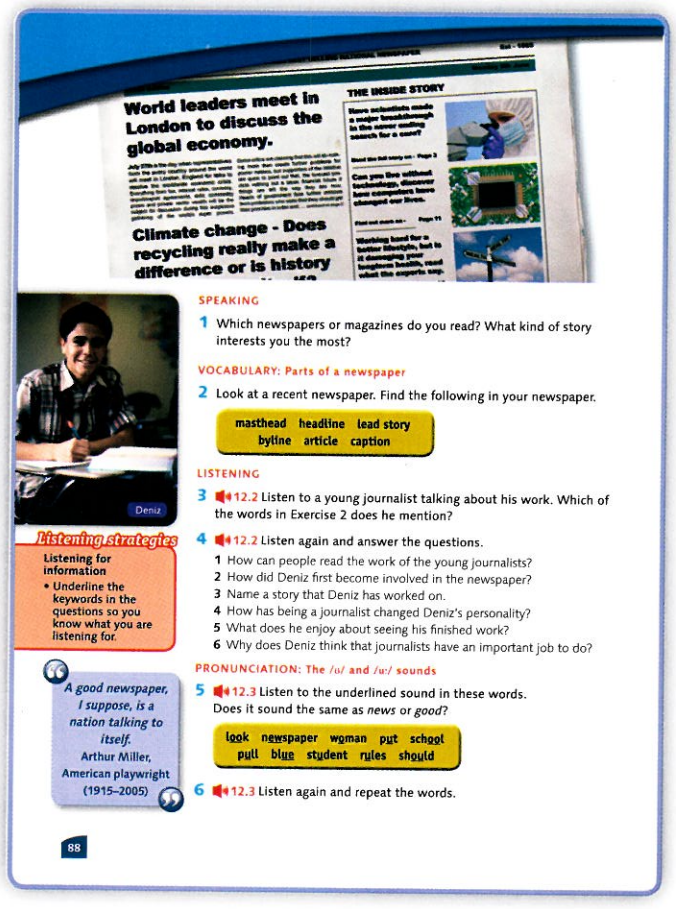
Answers
Students' own answers

LISTENING

3 Read the question and explain that they will listen to a young journalist talking about some of the words from the box in Exercise 2. The students must listen carefully to find which ones.
Check answers as a class.

Audioscript 12.2 – see pages 134 and 135

Answer
He uses the words *byline* and *article*.


World leaders meet in London to discuss the global economy.

THE INSIDE STORY

Climate change - Does recycling really make a difference or is history

SPEAKING

1 Which newspapers or magazines do you read? What kind of story interests you the most?

VOCABULARY: Parts of a newspaper

2 Look at a recent newspaper. Find the following in your newspaper.

masthead headline lead story byline article caption

LISTENING

3 12.2 Listen to a young journalist talking about his work. Which of the words in Exercise 2 does he mention?

4 12.2 Listen again and answer the questions.
1 How can people read the work of the young journalists?
2 How did Deniz first become involved in the newspaper?
3 Name a story that Deniz has worked on.
4 How has being a journalist changed Deniz's personality?
5 What does he enjoy about seeing his finished work?
6 Why does Deniz think that journalists have an important job to do?

Listening strategies
Listening for information
• Underline the keywords in the questions so you know what you are listening for.

PRONUNCIATION: The /ʊ/ and /uː/ sounds

5 12.3 Listen to the underlined sound in these words. Does it sound the same as *news* or *good*?

look newspaper woman put school pull blue student rules should

6 12.3 Listen again and repeat the words.

A good newspaper, I suppose, is a nation talking to itself.
Arthur Miller, American playwright (1915–2005)

88

4 Tell the students they are going to listen to the talk again. Before they listen, go over the *Listening strategies* box with the class. Then students listen a second time. They can compare answers with their partners. Check answers as a class.

Audioscript 12.2 – see pages 134 and 135

Answers
1 It is available on their website, and they also have a few magazines. **2** He was interviewed by a journalist from the newspaper. **3** He worked on a story about young people and the food that they eat, another about the way that the media portrays young people, and a story about young people who do voluntary work after school. **4** It made him think about things

more deeply, and it has opened his mind to things that he didn't know about and given him more confidence. **5** He enjoys seeing his name as the byline because it makes him feel proud. **6** They have to tell people about things that are happening all over the world.

PRONUNCIATION: The /ʊ/ and /uː/ sounds

5 Tell the students that they are going to listen to words that contain two sounds that can be confused easily: /uː/ and /ʊ/. Play the CD and see if students can identify which have the /uː/ sound in *news*, and which have the /ʊ/ sound in *good*.

Audioscript 12.3 – see page 135

Answers
like *news*: newspaper, blue, student, school, rules
like *good*: look, woman, put, pull, should

6 Play the CD again and ask the students to repeat the words. Ask the students to say the words to each other. They can use them in sentences.

Audioscript 12.3 – see page 135

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation (*A newspaper can be a way for a country to discuss things that matter to it*). Ask the students whether or not they agree with the quotation.

Workbook, page W65, Exercises 5 and 6

READING

7 Ask the students to look at the pictures on page 89 and to say what they can see (*kite flying and boiling a kettle on a fire/camping*).
Read the question and ask the students to discuss it in pairs.
Have a few pairs share their ideas with the class.

Answers
Students' own answers

8 Tell the students they are going to read a newspaper report about childhood activities. Read the instruction. The students complete the task. Check answers as a class.

Answer
C

COMPREHENSION

9 Tell the students that they are going to read the text again. First, read the sentences. Then ask the students to read the text again to decide if the sentences are true or false.
The students check their answers in pairs.

Answers
1 False. Climbing a tree, cooking on a campfire, and flying a kite are important experiences for children. **2** True **3** False. Children in the past did different activities to children now.

Talk together

10 Ask the students to read the question. Tell them to discuss all the things on the list. Ask a few pairs of students to share their ideas with the class. Make sure they answer using the past perfect tense (*I had caught a fish*, etc.).

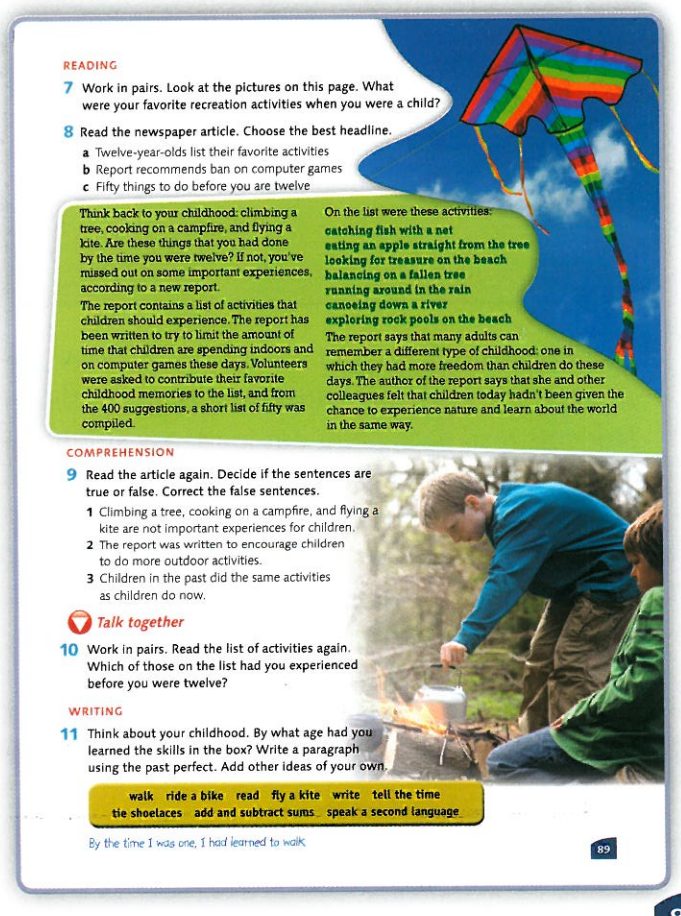
Answers
Students' own answers

Workbook, page W65, Exercise 7

WRITING

11 Read the instructions as a class. Ask the students to go over the activities in the box and check that they understand them.
When they have finished, choose one or two students to read out their paragraphs.

Answers
Students' own answers



READING

7 Work in pairs. Look at the pictures on this page. What were your favorite recreation activities when you were a child?

8 Read the newspaper article. Choose the best headline.
a Twelve-year-olds list their favorite activities
b Report recommends ban on computer games
c Fifty things to do before you are twelve

Think back to your childhood: climbing a tree, cooking on a campfire, and flying a kite. Are these things that you had done by the time you were twelve? If not, you've missed out on some important experiences, according to a new report.

The report contains a list of activities that children should experience. The report has been written to try to limit the amount of time that children are spending indoors and on computer games these days. Volunteers were asked to contribute their favorite childhood memories to the list, and from the 400 suggestions, a short list of fifty was compiled.

On the list were these activities:
catching fish with a net
eating an apple straight from the tree
looking for treasure on the beach
balancing on a fallen tree
running around in the rain
canoeing down a river
exploring rock pools on the beach

The report says that many adults can remember a different type of childhood: one in which they had more freedom than children do these days. The author of the report says that she and other colleagues felt that children today hadn't been given the chance to experience nature and learn about the world in the same way.

COMPREHENSION

9 Read the article again. Decide if the sentences are true or false. Correct the false sentences.
1 Climbing a tree, cooking on a campfire, and flying a kite are not important experiences for children.
2 The report was written to encourage children to do more outdoor activities.
3 Children in the past did the same activities as children do now.

Talk together

10 Work in pairs. Read the list of activities again. Which of those on the list had you experienced before you were twelve?

WRITING

11 Think about your childhood. By what age had you learned the skills in the box? Write a paragraph using the past perfect. Add other ideas of your own.

walk ride a bike read fly a kite write tell the time
tie shoelaces add and subtract sums speak a second language

By the time I was one, I had learned to walk.

89

LESSONS 5 AND 6

Overview

Outcomes
- to read articles about communication
- to read an extract from a novel
- to write a story about a childhood event

Functions
- making guesses
- giving reasons
- recounting a past experience

Language focus
- narrative tenses

Vocabulary
- communication – means of communication

Materials
- Student's Book pages 90–91, Workbook page W66

Student's Book, pages 90 and 91

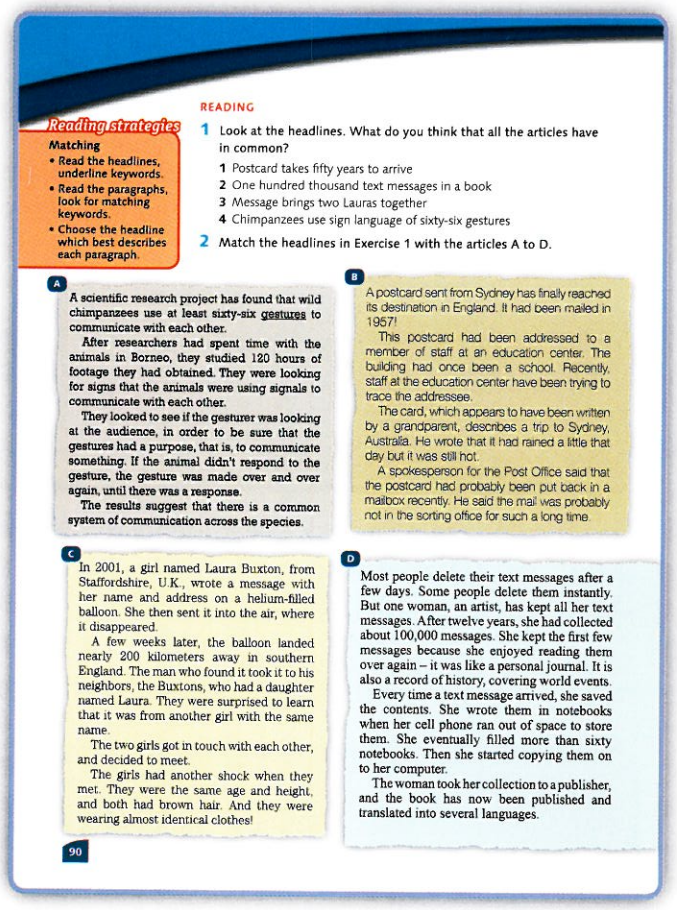
READING

1 Tell the students that they are going to look at four newspaper articles. Read the question. Have different students read out the four headlines. Put students into groups of four and ask them to predict and discuss what they think each story will include according to the headline. Share predictions, and then move on to answering the question of what they all have in common. Tell students to use the predictions that they made to answer this. The students work in pairs and discuss what they have in common. Check answers as a class.

Answer
All the articles are about communication.

2 Before the students read the articles, go over the *Reading strategies* box with the class. Have three students read each point out loud. Ask students why they think it is useful to do these things. Accept all useful answers. Ask students whether *matching keywords* would necessarily be the same word, or if it is possible for them to be synonyms. Ask them if they should only rely on keywords, or whether they need to read more in detail to check. The students read to match the four headlines with the correct articles.
Check answers as a class.

Answers
1 B **2** D **3** C **4** A



READING

Reading strategies
Matching
- Read the headlines, underline keywords.
- Read the paragraphs, look for matching keywords.
- Choose the headline which best describes each paragraph.

1 Look at the headlines. What do you think that all the articles have in common?

1 Postcard takes fifty years to arrive
2 One hundred thousand text messages in a book
3 Message brings two Lauras together
4 Chimpanzees use sign language of sixty-six gestures

2 Match the headlines in Exercise 1 with the articles A to D.

A
A scientific research project has found that wild chimpanzees use at least sixty-six gestures to communicate with each other.
After researchers had spent time with the animals in Borneo, they studied 120 hours of footage they had obtained. They were looking for signs that the animals were using signals to communicate with each other.
They looked to see if the gesturer was looking at the audience, in order to be sure that the gestures had a purpose, that is, to communicate something. If the animal didn't respond to the gesture, the gesture was made over and over again, until there was a response.
The results suggest that there is a common system of communication across the species.

B
A postcard sent from Sydney has finally reached its destination in England. It had been mailed in 1957!
This postcard had been addressed to a member of staff at an education center. The building had once been a school. Recently, staff at the education center have been trying to trace the addressee.
The card, which appears to have been written by a grandparent, describes a trip to Sydney, Australia. He wrote that it had rained a little that day but it was still hot.
A spokesperson for the Post Office said that the postcard had probably been put back in a mailbox recently. He said the mail was probably not in the sorting office for such a long time.

C
In 2001, a girl named Laura Buxton, from Staffordshire, U.K., wrote a message with her name and address on a helium-filled balloon. She then sent it into the air, where it disappeared.
A few weeks later, the balloon landed nearly 200 kilometers away in southern England. The man who found it took it to his neighbors, the Buxtons, who had a daughter named Laura. They were surprised to learn that it was from another girl with the same name.
The two girls got in touch with each other, and decided to meet.
The girls had another shock when they met. They were the same age and height, and both had brown hair. And they were wearing almost identical clothes!

D
Most people delete their text messages after a few days. Some people delete them instantly. But one woman, an artist, has kept all her text messages. After twelve years, she had collected about 100,000 messages. She kept the first few messages because she enjoyed reading them over again – it was like a personal journal. It is also a record of history, covering world events.
Every time a text message arrived, she saved the contents. She wrote them in notebooks when her cell phone ran out of space to store them. She eventually filled more than sixty notebooks. Then she started copying them on to her computer.
The woman took her collection to a publisher, and the book has now been published and translated into several languages.

90

VOCABULARY: Means of communication

3 Read the instructions. Direct the students to look for words that are *forms* of communication instead of words that are incidentally connected with communication (such as *mailbox*, *sorting office*, *written*, etc.). The students complete the task in pairs. Check answers as a class.

Answers
gestures, signs, signals, response, postcard, card, mail, message, text message, notebook, phone, book
written forms of communication: postcard, card, mail, text message, notebooks, book

COMPREHENSION

4 Tell the students that they are going to read the articles again. First, read the questions. The students complete the task.
The students check their answers in pairs. Then check answers as a class.

Answers

1 gestures, postcard, written message, cell phone message **2** They use at least sixty-six gestures. **3** The postcard had been put in a mailbox again recently, so it had probably been left somewhere. **4** The postcard talked about the weather in Sydney, Australia. **5** The man's neighbors' daughter was named Laura Buxton. **6** They both had the same name and were the same age and height and both had brown hair. They also wore similar clothes when they met. **7** She wanted to keep a personal journal and a record of world events. **8** Suggested answer: It would be interesting for the reader, and also a record of world events.

Workbook, page W66, Exercises 8, 9, and 10

READING

5 Read the instructions. Encourage the students to read the extract quickly to answer the question. Explain that they should read the extract quickly because they already know the possible subject and they are reading to confirm. Tell them this is called *scanning* and it is used to confirm and check specific information once you have a good idea of what the text might contain. Then check answers as a class.

Answer

article C

COMPREHENSION

6 Tell the students that they are going to compare the way information is presented in article C and in the extract from the novel.
The students work in pairs or small groups. Then have groups or pairs share their ideas and write these on the board.

Suggested answer

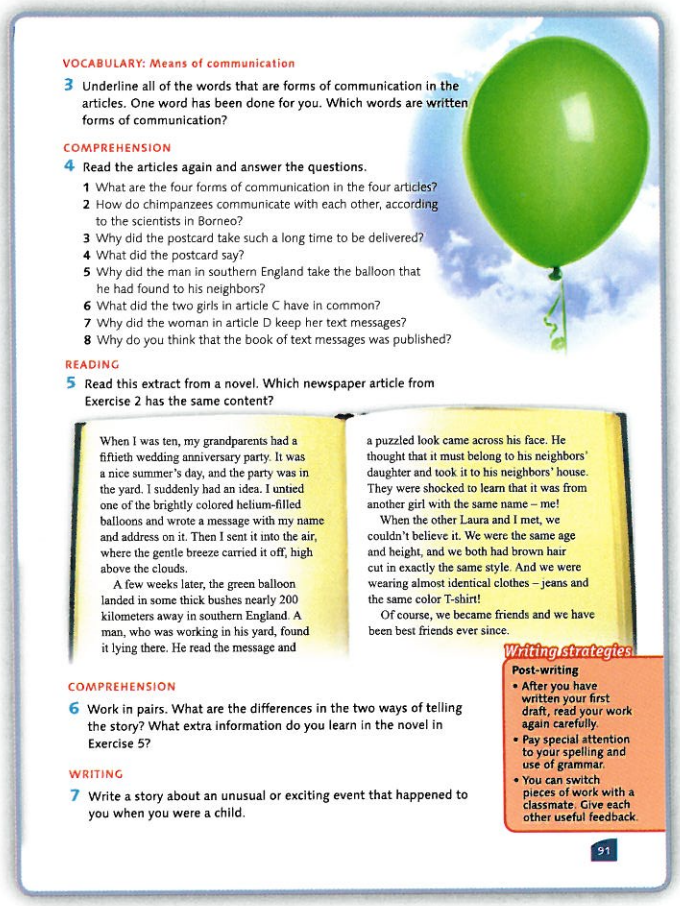
The extract from the novel is far more descriptive, with more adjectives (e.g, *nice, brightly-colored, gentle, green, thick, puzzled*), but has fewer facts than the article. It is written in the first person by Laura and includes more personal detail; how she felt, what happened next, etc. The article only contains facts with few descriptive words.

WRITING

7 Read the instructions. Encourage the students to use the language from the unit in their texts. When they have finished, ask the students to read the *Writing strategies* box and to follow the guidance it offers.
Choose students to read out their paragraphs.

Answers

Students' own answers



VOCABULARY: Means of communication

3 Underline all of the words that are forms of communication in the articles. One word has been done for you. Which words are written forms of communication?

COMPREHENSION

4 Read the articles again and answer the questions.

1 What are the four forms of communication in the four articles?
2 How do chimpanzees communicate with each other, according to the scientists in Borneo?
3 Why did the postcard take such a long time to be delivered?
4 What did the postcard say?
5 Why did the man in southern England take the balloon that he had found to his neighbors?
6 What did the two girls in article C have in common?
7 Why did the woman in article D keep her text messages?
8 Why do you think that the book of text messages was published?

READING

5 Read this extract from a novel. Which newspaper article from Exercise 2 has the same content?

When I was ten, my grandparents had a fiftieth wedding anniversary party. It was a nice summer's day, and the party was in the yard. I suddenly had an idea. I untied one of the brightly colored helium-filled balloons and wrote a message with my name and address on it. Then I sent it into the air, where the gentle breeze carried it off, high above the clouds.

A few weeks later, the green balloon landed in some thick bushes nearly 200 kilometers away in southern England. A man, who was working in his yard, found it lying there. He read the message and a puzzled look came across his face. He thought that it must belong to his neighbors' daughter and took it to his neighbors' house. They were shocked to learn that it was from another girl with the same name – me!

When the other Laura and I met, we couldn't believe it. We were the same age and height, and we both had brown hair cut in exactly the same style. And we were wearing almost identical clothes – jeans and the same color T-shirt!

Of course, we became friends and we have been best friends ever since.

COMPREHENSION

6 Work in pairs. What are the differences in the two ways of telling the story? What extra information do you learn in the novel in Exercise 5?

WRITING

7 Write a story about an unusual or exciting event that happened to you when you were a child.

Writing strategies

Post-writing

- After you have written your first draft, read your work again carefully.
- Pay special attention to your spelling and use of grammar.
- You can switch pieces of work with a classmate. Give each other useful feedback.

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LESSONS 7 AND 8

Workbook, page W67, Exercises 11, 12, and 13

LESSON 9

Project

Ask the students to look at page 92 in their Student's Book and to describe the people in the pictures (*the dramatist and poet William Shakespeare, the novelist Jane Austen, and the poet John Keats*). Read the task with them. Go over the three bullet points in the *Your task* box one by one with the class. Do the same with the questions, eliciting information and ideas from the students.

The students write their answers. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.

Give the students sheets of paper to write their final projects on. These could be displayed on the classroom wall.

LESSON 10

REVIEW C

Student's Book, pages 93 and 94

The students work on their own to complete the vocabulary exercises and then in pairs to complete the grammar exercises. Tell them that for multiple-choice questions, there is only one correct answer for each question.

VOCABULARY

Answers
1 d **2** e **3** b **4** b **5** a **6** a **7** a
8 1e 2c 3a 4b 5f 6d
9 1c 2f 3d 4a 5b 6e

GRAMMAR

Suggested answers
10 *Mrs. Field is a teacher who has inspired me. She has helped me enjoy learning English.*
11 *The artist, who was from France, painted a picture of a river scene, which was very beautiful.*
12 *I really enjoy drawing. I started drawing when I was twelve. I prefer using pencils.*
13 *Samira said that she really enjoyed drawing. She said she had started drawing when she was twelve.*
14 Students' own answers

Workbook, pages W68 and W69, Progress test 3

OPENER

Look at page 95. Tell the students that this page tells them what they will be doing in the seventh module. They are going to look at different cultures around the world.

Ask the students to describe each picture and to try to answer the questions. If they can't answer, tell them they will find out more later on in the module. The main picture shows part of a building at Knossos, on Crete, where the Minoan civilization was centered until destroyed most probably by some combination of earthquakes, volcanic eruptions, and tidal waves; the picture at the top shows an ancient board game that was unearthed from an archeological site in Iraq, while the picture at the bottom right shows three durians, strong-smelling fruits which are eaten in Thailand and other Asian countries.

Then ask the students about themselves, for example, *Which countries have you visited? Which countries would you like to visit, and why? What is the most unusual food you have ever eaten? What did that food taste like? Where did you eat it? Would you eat it again? Have you ever seen any ancient treasure, maybe in a museum?*

MODULE 7

World cultures

Outcomes

- To read about food in different cultures, the history of pizza, favorite foods, three world treasures, and the Minoan civilization
- To listen to a recipe and a report about Pompeii
- To use vocabulary related to food, food groups, cooking, natural disasters, and treasures
- To talk about your favorite food, the correct amount of each food type, a recipe, what could have happened, a person who had left a bag, and treasures
- To use reported questions, and modal verbs of possibility in the past (*must/could/would/might have* + past participle)
- To write about your favorite food, a recipe for your favorite dish, a paragraph about the things that would have been different about your life, and a paragraph about a treasure



Unit 13 Food

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an interview about food in different cultures
- to talk about food
- to write about a conversation about food

Functions
- expressing likes and dislikes
- making preferences
- reporting conversations

Language focus
- reported questions

Vocabulary
- food

Materials
- Student's Book pages 96–97, Workbook page W70, CD

Student's Book, pages 96 and 97

BEFORE YOU BEGIN

1 Ask the students to look at the pictures on page 96. They have already seen the durian fruit, even if they weren't able to identify it, on page 95. Ask if they know what the other pictures show. Tell them that they can check their answers later in the lesson. The students then discuss the question in pairs. Ask a few pairs to share their ideas with the class.
Explain to students that the difference between food and foods is that the first is noncount and general and the second is used for specifying types of food.

Answers
Students' own answers

2 Tell the students that they are going to read a text about different foods in different cultures to check their answers to Exercise 1. Before they begin, read the *Reading strategies* box with the class. Play the CD. The students listen and read at the same time. The students match the foods to the pictures.

Audioscript 13.1 – see page 135

Answers
a flower stew **b** durian fruit
c ceviche (raw fish)


Unit 13
Food
Grammar
reported questions
Reading strategies
Matching
• Read the interview.
• Underline words describing food.
• Match the foods to the correct picture.
BEFORE YOU BEGIN
1 Look at the pictures. Which foods would you like to try? Discuss in pairs.
2 13.1 Read and listen to the interview. Match the foods mentioned in the interview with the correct picture.
Different cultures, different food
Sam has just returned from a trip around the world, and he's going to tell us about some of the food he ate. Can you tell me about the strangest thing you ate?
That was definitely the durian.
What's that?
It's a very strange fruit with a spiky skin.
Where did you eat it?
I ate it in Thailand.
Why is the durian fruit unusual?
It is huge, and it's very spiky. But its smell is so strong that it has been officially banned from many public places in Asia!
How do you eat it?
You cut it open, chop the flesh, and eat it raw.
What was it like?
I didn't like it very much! I preferred the other strange thing I ate, which was in South Africa. It was a stew made from flowers. This dish smelled incredible! The flowers grow on top of the water in lakes. You cook them with meat and vegetables in a large pot.
Did you eat any raw meat on your trip?
No, I didn't, but I tried raw fish. It's called ceviche, and I had it in Peru. It's a seafood dish, made from fresh raw fish which has been marinated in lemon juice.
What does it taste like?
It's very nice, actually!
Have you ever eaten any unusual meat?
Yes, I've had ostrich meat in South Africa. And I had barbecued crocodile steaks in Australia once.
Did you enjoy ostrich meat and crocodile steaks?
Yes, I did. They were delicious.
96

COMPREHENSION

3 Tell the students that they are going to read and listen to the article again. Read the questions first. The students read and listen while you play the CD again. As they listen, they should answer the questions.
The students check their answers in pairs. Then check answers as a class.

Audioscript 13.1 – see page 135

Answers
1 because it has a very strong smell **2** He didn't like it very much. **3** meat, vegetables, and flowers **4** It is marinated in lemon juice. **5** He tried ostrich meat and barbecued crocodile steaks. **6** Students' own answers

GRAMMAR: Reported questions

4 Remind the students that in Unit 6, they looked at reported speech. Tell the students that today they are going to look at reported questions. Look at the first reported question in Exercise 4 and the example answer. Ask the students to tell you what changes have been made to report the question (*the question* Can you tell me *becomes* if he could tell her, *and the verb changes from* ate *to* had eaten).

Tell the students to look at the reported questions in Exercise 4 and tell them to write what the original questions were. They can work in pairs. Point out that they may need to use nouns and other verbs from those featured in the text on page 96 (because the interviewer often uses the pronoun *it*). Go around and monitor their work and help the students if necessary. Check answers as a class.

Answers
1 *Can you tell me about the strangest thing you ate?* **2** Where did you eat durian? **3** Why is the durian fruit unusual? **4** What is durian like? **5** Did you eat any raw meat? **6** What does *ceviche* taste like? **7** Have you ever eaten any unusual meat? **8** Did you enjoy ostrich meat and crocodile steaks?

Workbook, page W70, Exercises 1 and 2

SPEAKING

5 Read the instructions as a class. Explain to the students that when they listen to their partner answering, they must remember or note down what they say so they can report it to another partner. Go around and monitor as they are talking.

Answers
Students' own answers

6 The students work with new partners and report what they asked their first partner and what they answered. Remind them to use reported speech, as in the example sentence. Monitor as they are talking, helping where necessary.

Then ask a few pairs of students to report the conversations to the class.

Suggested answer
I asked Helia what her favorite food was. She said that her favorite was tabouleh.

Workbook, page W70, Exercises 3 and 4

7 Read the instruction as a class. Make sure that the students understand all the questions. Give them time to take notes.

Answers
Students' own answers

8 The students work in pairs to ask and answer the questions, using their notes. Monitor as they are talking, helping where necessary. Make sure that the students also take a note of their partner's replies.

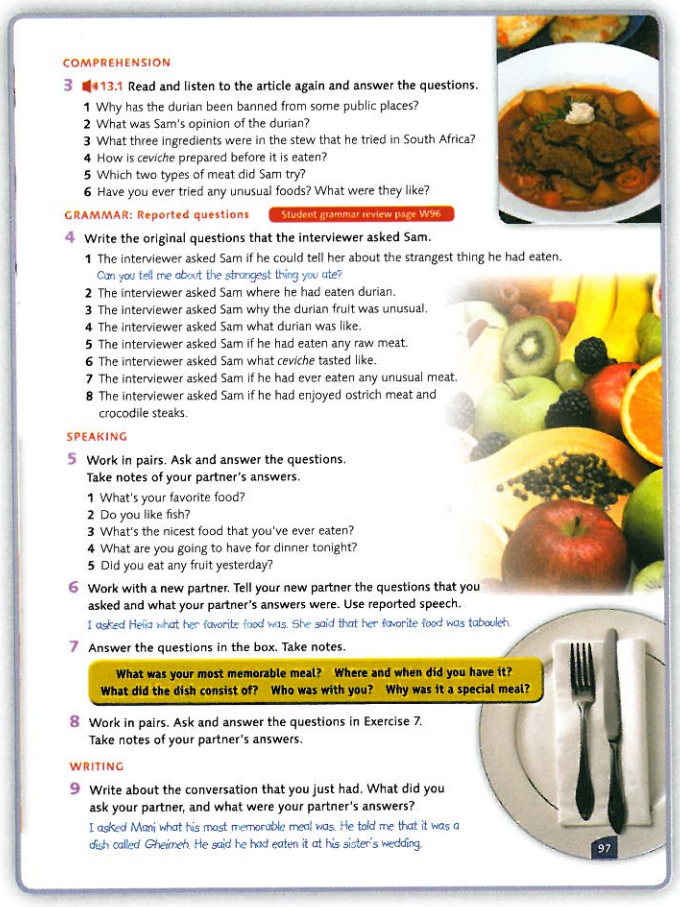
Answers
Students' own answers

WRITING

9 Read the instruction as a class. Explain to the students that they are going to report the conversation from Exercise 8. Read the example. Tell them to do the same with their own sentences.

When they have finished, choose one or two students to read out their work.

Suggested answers
I asked Mani what his most memorable meal was. He told me that it was a dish called Gheimeh. He said he had eaten it at his sister's wedding.



COMPREHENSION

3 13.1 Read and listen to the article again and answer the questions.
1 Why has the durian been banned from some public places?
2 What was Sam's opinion of the durian?
3 What three ingredients were in the stew that he tried in South Africa?
4 How is *ceviche* prepared before it is eaten?
5 Which two types of meat did Sam try?
6 Have you ever tried any unusual foods? What were they like?

GRAMMAR: Reported questions — Student grammar review page W96

4 Write the original questions that the interviewer asked Sam.
1 The interviewer asked Sam if he could tell her about the strangest thing he had eaten.
Can you tell me about the strangest thing you ate?
2 The interviewer asked Sam where he had eaten durian.
3 The interviewer asked Sam why the durian fruit was unusual.
4 The interviewer asked Sam what durian was like.
5 The interviewer asked Sam if he had eaten any raw meat.
6 The interviewer asked Sam what *ceviche* tasted like.
7 The interviewer asked Sam if he had ever eaten any unusual meat.
8 The interviewer asked Sam if he had enjoyed ostrich meat and crocodile steaks.

SPEAKING

5 Work in pairs. Ask and answer the questions. Take notes of your partner's answers.
1 What's your favorite food?
2 Do you like fish?
3 What's the nicest food that you've ever eaten?
4 What are you going to have for dinner tonight?
5 Did you eat any fruit yesterday?

6 Work with a new partner. Tell your new partner the questions that you asked and what your partner's answers were. Use reported speech.
I asked Helia what her favorite food was. She said that her favorite was tabouleh.

7 Answer the questions in the box. Take notes.
What was your most memorable meal? Where and when did you have it? What did the dish consist of? Who was with you? Why was it a special meal?

8 Work in pairs. Ask and answer the questions in Exercise 7. Take notes of your partner's answers.

WRITING

9 Write about the conversation that you just had. What did you ask your partner, and what were your partner's answers?
I asked Mani what his most memorable meal was. He told me that it was a dish called Gheimeh. He said he had eaten it at his sister's wedding.

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LESSONS 3 AND 4

Overview

Outcomes
- to read a text about pizza
- to write questions about a text
- to talk about the healthy-eating plate

Functions
- expressing likes and dislikes
- reporting conversations
- expressing eating habits

Language focus
- reported questions

Vocabulary
- food
- food groups

Materials
- Student's Book pages 98–99, Workbook page W71

Student's Book, pages 98 and 99

SPEAKING

1 Ask the students to look at the pictures and to describe what they can see. The students discuss the question in pairs. Have a class vote to see how many students like pizza.

Answers
Students' own answers

READING

2 Ask the students what they would expect to find in a Margherita pizza. They can do this in pairs or you can do it as a class and write their ideas on the board. Ask them to read about the history of pizza to check their answers. Check answers as a class. Point out that the ingredients are shown in the pictures on the page.

Answers
mozzarella cheese, basil, and tomatoes

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
Buffalo's milk is used to make mozzarella.



Reading strategies

Reading for specific information
- Read the question and underline the keywords.
- Find the corresponding information in the text and use this to help you answer the question.

SPEAKING

1 Work in pairs. Do you like pizza?

READING

2 What three ingredients do you think are traditionally in a Margherita pizza? Read the text and check your answer.

The history of pizza

Although many people claim that pizza is of Italian origin, a form of pizza has been enjoyed by people in many different parts of the world for centuries. The earliest form of pizza was a rough bread that was baked beneath the stones of a fire. It was then seasoned with different toppings. In the sixth century BCE, the soldiers of Darius the Great (521–486 BCE), who needed food to take with them on long marches, baked a kind of flat bread on their shields and then covered it with cheese and dates. Pizza is also mentioned in the third century BCE, when there was written evidence of a flat round bread with olive oil, herbs, and honey on the top. It was baked on hot stones.

When people explored the remains of Pompeii, Italy, which had been covered in ash after the eruption of the volcano Mount Vesuvius, they found evidence of a flat flour cake that was baked and widely eaten in Pompeii at that time. There was also evidence of the first pizza restaurants in Pompeii in the sixteenth century. Visitors can see the pizza ovens in the ruins, even today.

In 1522, travelers returning to Europe from Peru brought back tomatoes with them. The people of Naples added the new tomatoes to their bread, which consisted of flour, oil, salt, and yeast, and created the first simple pizza.

In 1889, the King of Italy and his wife, Queen Margherita, were on vacation in Naples in Italy. They asked a famous pizza chef, Raffaele Esposito, to come and cook for them. He prepared three kinds of pizza. The Queen's favorite one was the one made with a white cheese called mozzarella, a green herb called basil, and ripe, red tomatoes. These were exactly the colors of the Italian flag. Raffaele Esposito named this pizza in honour of the Queen: the Margherita.

In the late nineteenth century, pizza became a popular snack sold from stalls in the streets in Naples. The stalls soon developed into the pizzeria, an open-air restaurant where people could meet and eat pizza together.

When many Italians emigrated to America in the nineteenth century, they took the recipe for pizza with them. Its popularity there spread all over the world, and today it is a favorite dish in almost every country.

? Which animal provides the milk that is used to make mozzarella cheese?

98

COMPREHENSION

3 Tell the students that they are going to read the text again. Before they do this, ask them to read the *Reading strategies* box. Students read the text again and answer the questions. The students check their answers in pairs. Then check answers as a class.

Answers
1 cheese and dates **2** their shields **3** evidence of pizza ovens and flat flour cakes **4** in 1522 **5** Raffaele Esposito **6** the colors of the Italian flag **7** from stalls in the street, and later from pizzerias **8** in the nineteenth century

4 Read the instructions and ask the students to write down three more questions about the text. Monitor and help as necessary.
When they have finished their questions, they take turns with their partners asking and answering the questions. Encourage them to take notes of the answers.

Answers
Students' own answers

5 The students now report the questions they were asked and the answers they gave. Read the example. The students then complete the task as a class, or in small groups.

Suggested answer
Farid asked me how the earliest form of pizza has been cooked. I said that it has been baked beneath the stones of a fire.

VOCABULARY: Food groups

6 Ask the students to quickly read the text on page 98 again and to underline all the words for ingredients. They can do this in pairs. Check answers as a class and make sure that the students understand all the words.

Answers
cheese, dates, olive oil, herbs, honey, flour, tomatoes, oil, salt, yeast, mozzarella, basil

7 Ask students to look at the five food groups. Make sure they understand what they mean. Now ask them to look at the healthy-eating plate and tell them to work in pairs and match the five groups with the sections of the food plate.
Then ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. Now look at the food plate again and make sure that the students understand what they have to do: they need to place each word from the box into one of the five food groups.
The students work in pairs to complete the task. Monitor as they are working and help them with vocabulary if necessary. Check answers as a class. Write any suggested additional words on the board and check that the students understand them.

Answers
1 a **2** e **3** c **4** b **5** d
1 rice, flour
2 tuna, chicken, nuts, eggs
3 milk, cheese
4 zucchini, eggplants, oranges, apples, bananas
5 butter, chips, candy

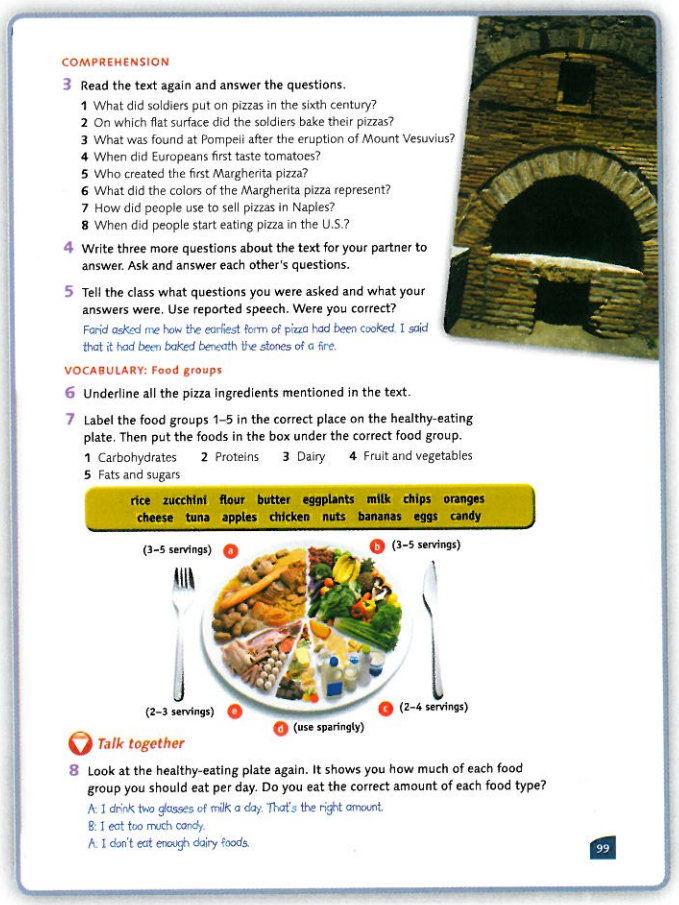
Workbook, page W71, Exercises 5, 6, and 7

Talk together

8 Ask the students to read the question. Tell them to discuss what they eat with their partners and to check if they have a balanced and healthy diet. Ask a few pairs of students to share their ideas with the class. See if they can all agree on what makes a healthy diet.

Suggested answers
A: *I drink two glasses of milk a day. That's the right amount.* ***B:*** *I eat too much candy.* ***A:*** *I don't eat enough dairy foods.*

Workbook, page W71, Exercise 8



COMPREHENSION

3 Read the text again and answer the questions.
1 What did soldiers put on pizzas in the sixth century?
2 On which flat surface did the soldiers bake their pizzas?
3 What was found at Pompeii after the eruption of Mount Vesuvius?
4 When did Europeans first taste tomatoes?
5 Who created the first Margherita pizza?
6 What did the colors of the Margherita pizza represent?
7 How did people use to sell pizzas in Naples?
8 When did people start eating pizza in the U.S.?

4 Write three more questions about the text for your partner to answer. Ask and answer each other's questions.

5 Tell the class what questions you were asked and what your answers were. Use reported speech. Were you correct?
Farid asked me how the earliest form of pizza had been cooked. I said that it had been baked beneath the stones of a fire.

VOCABULARY: Food groups

6 Underline all the pizza ingredients mentioned in the text.

7 Label the food groups 1–5 in the correct place on the healthy-eating plate. Then put the foods in the box under the correct food group.
1 Carbohydrates 2 Proteins 3 Dairy 4 Fruit and vegetables
5 Fats and sugars

rice zucchini flour butter eggplants milk chips oranges
cheese tuna apples chicken nuts bananas eggs candy

Talk together

8 Look at the healthy-eating plate again. It shows you how much of each food group you should eat per day. Do you eat the correct amount of each food type?
A: I drink two glasses of milk a day. That's the right amount.
B: I eat too much candy.
A: I don't eat enough dairy foods.

99

LESSONS 5 AND 6

Overview

Outcomes
- to talk about food
- to listen to a conversation about a recipe
- to read texts about people's favorite foods
- to write a recipe for one's favorite dish

Functions
- expressing likes and dislikes
- making preferences
- giving instructions for a recipe

Language focus
- reported questions

Vocabulary
- cooking verbs

Materials
- Student's Book pages 100–101, Workbook page W72, CD

Student's Book, pages 100 and 101

SPEAKING

1 Ask the students to discuss the questions and have a few pairs share their ideas with the class. Write any useful vocabulary on the board. You might find it useful to review or teach some words that describe different ways of serving eggs, such as *soft-boiled, hard-boiled, fried, sunny side up, over easy, poached,* and *scrambled*.

Answers
Students' own answers

2 The students discuss the questions in pairs. Check answers as a class.

Answers
An omelet; you make it by cooking eggs in a pan.

3 Ask the students to use the pictures to put the stages of cooking an omelet into the correct order. Encourage the students to describe what is happening in each picture. Point out that the pictures a to h do not correspond to the stages a to i in Exercise 5. Tell them they can check their answers later in the lesson.

Answers
Students' own answers

LISTENING

4 Read the instructions and explain that they will hear two girls following the recipe for the omelet. The students must listen carefully to check their answers to Exercise 3.
Check answers as a class.

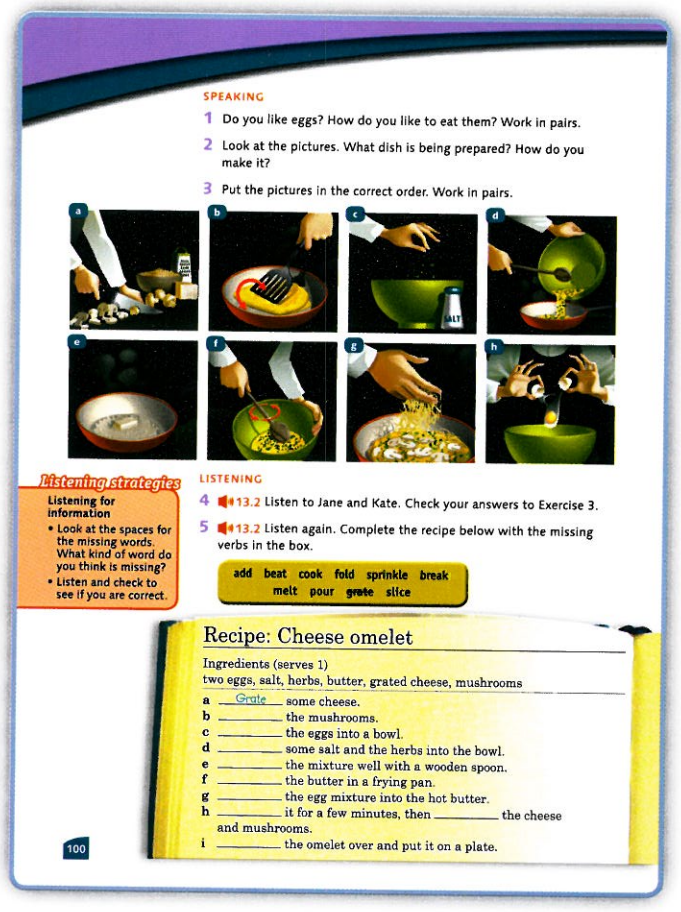
Audioscript 13.2 – see pages 135 and 136

Answers
1 a **2** h **3** c **4** f **5** e **6** d **7** g **8** b

5 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation.
Before they listen again, read the *Listening strategies* box with the class.
The students work in pairs to complete the task. Monitor as they are working and help them with vocabulary if necessary. Check answers as a class.

Audioscript 13.2 – see pages 135 and 136

Answers
a *Grate* **b** Slice **c** Break **d** Sprinkle **e** Beat **f** Melt **g** Pour **h** Cook, add **i** Fold


SPEAKING
1 Do you like eggs? How do you like to eat them? Work in pairs.
2 Look at the pictures. What dish is being prepared? How do you make it?
3 Put the pictures in the correct order. Work in pairs.
Listening strategies
Listening for information
• Look at the spaces for the missing words. What kind of word do you think is missing?
• Listen and check to see if you are correct.
LISTENING
4 13.2 Listen to Jane and Kate. Check your answers to Exercise 3.
5 13.2 Listen again. Complete the recipe below with the missing verbs in the box.
add beat cook fold sprinkle break melt pour grate slice
Recipe: Cheese omelet
Ingredients (serves 1)
two eggs, salt, herbs, butter, grated cheese, mushrooms
a Grate some cheese.
b _____ the mushrooms.
c _____ the eggs into a bowl.
d _____ some salt and the herbs into the bowl.
e _____ the mixture well with a wooden spoon.
f _____ the butter in a frying pan.
g _____ the egg mixture into the hot butter.
h _____ it for a few minutes, then _____ the cheese and mushrooms.
i _____ the omelet over and put it on a plate.
100

GRAMMAR: Reported questions

6 Tell the students that they are going to listen to the conversation again. First, read the first sentence. Ask the students if they can fill in the blanks with reported speech (*Jane asked Kate what she was making*). Write this on the board as an example if necessary.
The students listen and complete the task. The students check their answers in pairs. Then check answers as a class. Refer them to the *Student grammar review* on page W96 if they need more information.

Audioscript 13.2 – see pages 135 and 136

Answers
1 Jane asked Kate what *she was making*.
2 Kate asked Jane if she wanted to help.
3 Jane asked what she had to do first. **4** Jane asked Kate what filling she was going to have.
5 Jane asked if she was doing it right. **6** Jane asked Kate if they were ready to cook the omelet.

READING

7 Ask the students to look at the pictures on page 101 and to say what they can see. Read the question and ask the students to read the texts quickly to find the answers. Tell them to ignore the options at this stage. Check answers as a class.

Answers
1 lamb and white beans (picture c) **2** tabouleh (picture b) **3** grilled cheese (picture a)

VOCABULARY: Cooking verbs

8 Ask the students to read the texts in Exercise 7 again, but this time to choose the correct cooking verbs from the options given. Students check their answers in pairs. Then check answers as a class.

Answers
1 *boils* **2** marinates **3** roasts **4** sprinkle
5 chop **6** mix **7** season **8** slice **9** melt

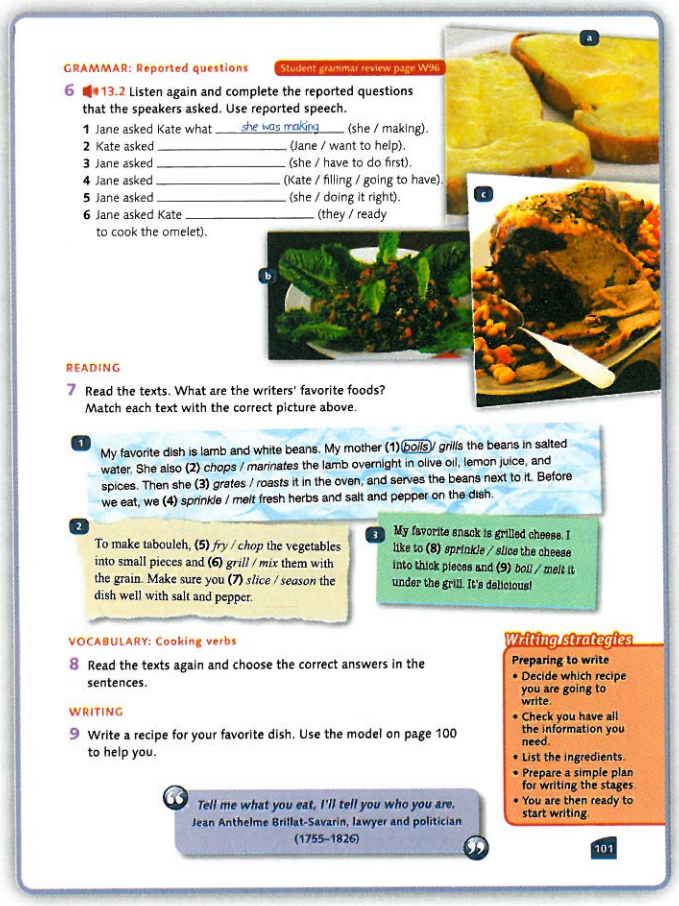
Workbook, page W72, Exercises 9, 10, 11, and 12

WRITING

9 Read the instructions as a class. Ask the students to first read the *Writing strategies* box.
Monitor as they are writing and help them with any vocabulary.
When they have finished, choose one or two students to read out their paragraphs.

Answers
Students' own answers

Quotation
Ask students to read the quotation. Ask them what the quotation means (*People's personalities can be affected by what they eat*). Ask if they agree or disagree with this quotation and to give reasons for their opinions.



GRAMMAR: Reported questions — Student grammar review page W96

6 13.2 Listen again and complete the reported questions that the speakers asked. Use reported speech.
1 Jane asked Kate what she was making (she / making).
2 Kate asked _____ (Jane / want to help).
3 Jane asked _____ (she / have to do first).
4 Jane asked _____ (Kate / filling / going to have).
5 Jane asked _____ (she / doing it right).
6 Jane asked Kate _____ (they / ready to cook the omelet).

READING
7 Read the texts. What are the writers' favorite foods? Match each text with the correct picture above.

1 My favorite dish is lamb and white beans. My mother (1) *boils* / *grills* the beans in salted water. She also (2) *chops* / *marinates* the lamb overnight in olive oil, lemon juice, and spices. Then she (3) *grates* / *roasts* it in the oven, and serves the beans next to it. Before we eat, we (4) *sprinkle* / *melt* fresh herbs and salt and pepper on the dish.

2 To make tabouleh, (5) *fry* / *chop* the vegetables into small pieces and (6) *grill* / *mix* them with the grain. Make sure you (7) *slice* / *season* the dish well with salt and pepper.

3 My favorite snack is grilled cheese. I like to (8) *sprinkle* / *slice* the cheese into thick pieces and (9) *boil* / *melt* it under the grill. It's delicious!

VOCABULARY: Cooking verbs
8 Read the texts again and choose the correct answers in the sentences.

WRITING
9 Write a recipe for your favorite dish. Use the model on page 100 to help you.

Tell me what you eat, I'll tell you who you are.
Jean Anthelme Brillat-Savarin, lawyer and politician (1755–1826)

Writing strategies
Preparing to write
- Decide which recipe you are going to write.
- Check you have all the information you need.
- List the ingredients.
- Prepare a simple plan for writing the stages.
- You are then ready to start writing.

101

LESSONS 7 AND 8

Workbook, page W73, Exercises 13 and 14

Unit 14 World treasures

LESSONS 1 AND 2

Overview

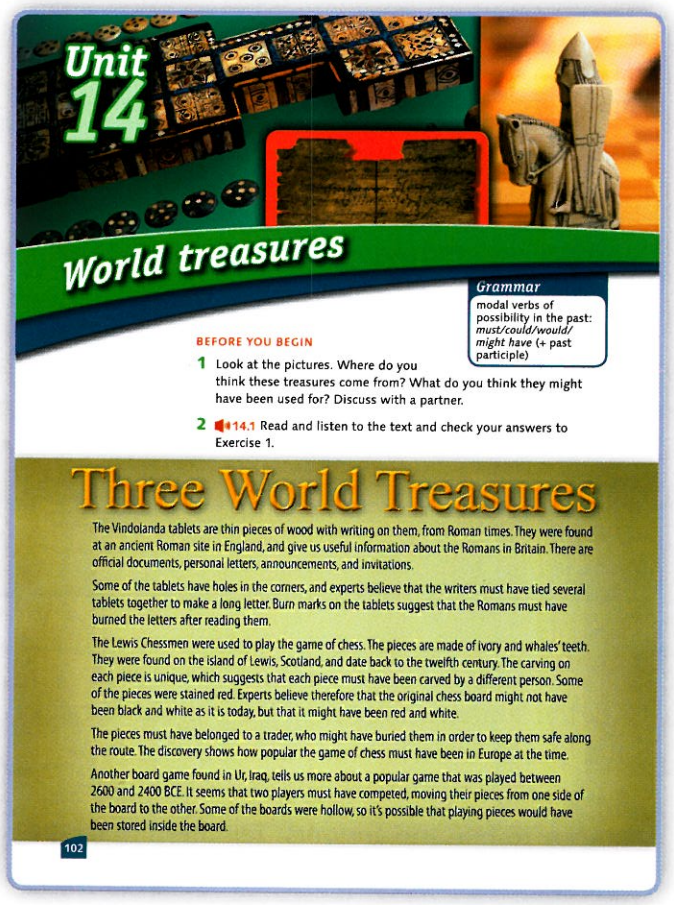
Outcomes
- to listen and read a text about world treasures
- to talk about what might have happened in pictures

Functions
- making guesses
- making speculations

Language focus
- modal verbs of possibility in the past: *must/could/would/might have* (+ past participle)

Vocabulary
- world treasures

Materials
- Student's Book pages 102–103, Workbook page W74, CD


Unit 14

World treasures

Grammar
modal verbs of possibility in the past: *must/could/would/might have* (+ past participle)

BEFORE YOU BEGIN

1 Look at the pictures. Where do you think these treasures come from? What do you think they might have been used for? Discuss with a partner.

2 14.1 Read and listen to the text and check your answers to Exercise 1.

Three World Treasures

The Vindolanda tablets are thin pieces of wood with writing on them, from Roman times. They were found at an ancient Roman site in England, and give us useful information about the Romans in Britain. There are official documents, personal letters, announcements, and invitations.

Some of the tablets have holes in the corners, and experts believe that the writers must have tied several tablets together to make a long letter. Burn marks on the tablets suggest that the Romans must have burned the letters after reading them.

The Lewis Chessmen were used to play the game of chess. The pieces are made of ivory and whales' teeth. They were found on the island of Lewis, Scotland, and date back to the twelfth century. The carving on each piece is unique, which suggests that each piece must have been carved by a different person. Some of the pieces were stained red. Experts believe therefore that the original chess board might not have been black and white as it is today, but that it might have been red and white.

The pieces must have belonged to a trader, who might have buried them in order to keep them safe along the route. The discovery shows how popular the game of chess must have been in Europe at the time.

Another board game found in Ur, Iraq, tells us more about a popular game that was played between 2600 and 2400 BCE. It seems that two players must have competed, moving their pieces from one side of the board to the other. Some of the boards were hollow, so it's possible that playing pieces would have been stored inside the board.

102

Student's Book, pages 102 and 103

BEFORE YOU BEGIN

1 Ask the students if they have been to a museum recently and, if so, what they saw there. Now ask them to discuss the questions. They can check their answers later in the lesson.

Answers
Students' own answers

2 Tell the students they are going to read a text about the items in the pictures. Play the CD. The students listen and read at the same time. The students check their answers to Exercise 1.

Audioscript 14.1 – see page 136

Answers
The picture on the left shows a board game found at Ur in Iraq; the picture in the center shows a wooden tablet for writing on, found at Vindolanda, a Roman site in England; and the picture on the right shows a chess piece, to be used in a game of chess, found on the island of Lewis in Scotland.

COMPREHENSION

3 Tell the students that they are going to read and listen to the article again. Read the questions first. The students read and listen while you play the CD again. As they listen, they should answer the questions.
Students check their answers in pairs. Then check answers as a class.

Audioscript 14.1 – see page 136

Answers
1 They tell us more about the Romans in Britain. **2** They were used to write official documents, personal letters, announcements, and invitations. **3** The holes were possibly used to tie the tablets together. **4** The Romans used to burn their letters after reading them. **5** Each is unique, suggesting that they might have been carved by different people. **6** possibly because the chess board was white and red **7** to keep them safe **8** to store the playing pieces

GRAMMAR: Modal verbs of possibility in the past

4 Write the time and day on the board, then say to the students *It must be [8:30] on [Wednesday] because …* and elicit an answer (*we are having an English class*). Remind the students that we can use *must* + base form to talk about things you are sure about in the present. Ask the students which modal verbs you can use if you are less sure about something (*could* or *might*) and elicit sentences which use these modal verbs e.g. *It could be a hot summer. / It might rain tomorrow*.
Read the instructions and tell the students to look at the example. Explain that when we speculate about the past, we use the same modal verbs followed by *have* plus the past participle (*must/could/might + have been,* etc.). Point out that there is a *Student grammar review* on page W96.
The students can refer to this if they need to.
Monitor their work as they complete the task, helping where necessary. Check answers as a class.

Answers
1 *must have tied* **2** must have burned
3 might not have been **4** might have buried
5 must have been **6** would have been stored

5 This activity will help you check that the students have understood the grammar. Do the first one as a class. Read both possible answers to the class in the sentence, and ask them to put up their hands when they think you are reading the correct one. Ask students to explain why they have chosen that particular version of the sentence. When you have established the correct answer, have students explain why it could not possibly be the other option.
The students complete the task in pairs in the same way as you demonstrated. Monitor while they are doing the exercise and rectify any misconceptions. Check answers as a class.

Answers
1 couldn't have been **2** must have been
3 might have left, might have left

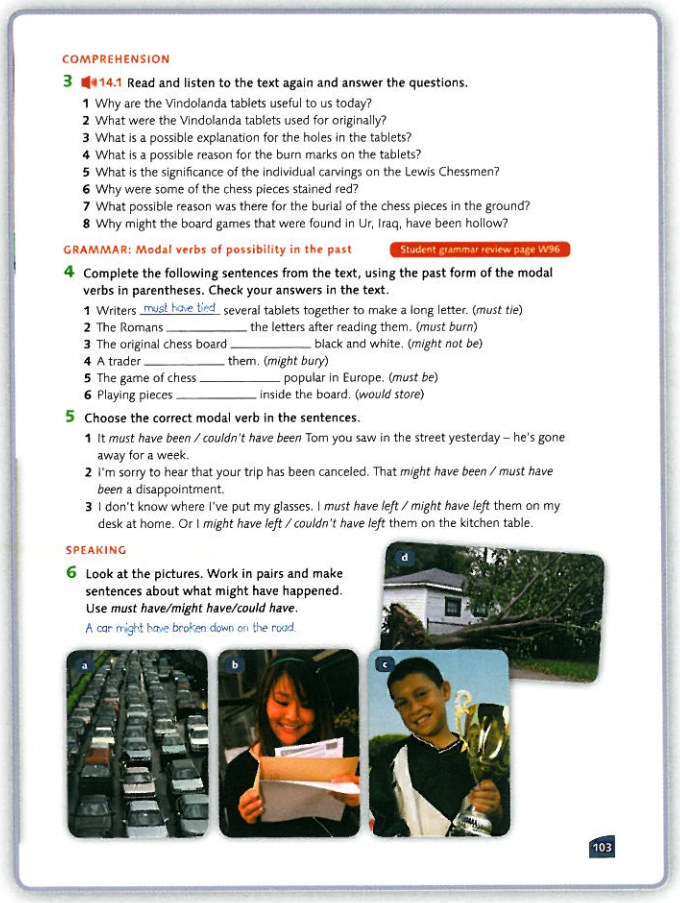
Workbook, page W74, Exercises 1, 2, and 3

SPEAKING

6 Read the instructions and ask the students to speculate about the reasons behind each picture, as in the example. They can do this in pairs. Monitor their work as they complete the task, helping where necessary.
Ask a few pairs of students to share their ideas with the class.

Suggested answers
a *A car might have broken down on the road.*
b She could have gotten a very good grade in a test. **c** He might have won a competition.
d The tree must have blown down in a storm.

Workbook, page W74, Exercise 4



COMPREHENSION

3 14.1 **Read and listen to the text again and answer the questions.**
1 Why are the Vindolanda tablets useful to us today?
2 What were the Vindolanda tablets used for originally?
3 What is a possible explanation for the holes in the tablets?
4 What is a possible reason for the burn marks on the tablets?
5 What is the significance of the individual carvings on the Lewis Chessmen?
6 Why were some of the chess pieces stained red?
7 What possible reason was there for the burial of the chess pieces in the ground?
8 Why might the board games that were found in Ur, Iraq, have been hollow?

GRAMMAR: Modal verbs of possibility in the past — Student grammar review page W96

4 **Complete the following sentences from the text, using the past form of the modal verbs in parentheses. Check your answers in the text.**
1 Writers must have tied several tablets together to make a long letter. (*must tie*)
2 The Romans _____ the letters after reading them. (*must burn*)
3 The original chess board _____ black and white. (*might not be*)
4 A trader _____ them. (*might bury*)
5 The game of chess _____ popular in Europe. (*must be*)
6 Playing pieces _____ inside the board. (*would store*)

5 **Choose the correct modal verb in the sentences.**
1 It *must have been / couldn't have been* Tom you saw in the street yesterday – he's gone away for a week.
2 I'm sorry to hear that your trip has been canceled. That *might have been / must have been* a disappointment.
3 I don't know where I've put my glasses. I *must have left / might have left* them on my desk at home. Or I *might have left / couldn't have left* them on the kitchen table.

SPEAKING

6 **Look at the pictures. Work in pairs and make sentences about what might have happened. Use *must have/might have/could have*.**
A car might have broken down on the road.

103

LESSONS 3 AND 4

Overview

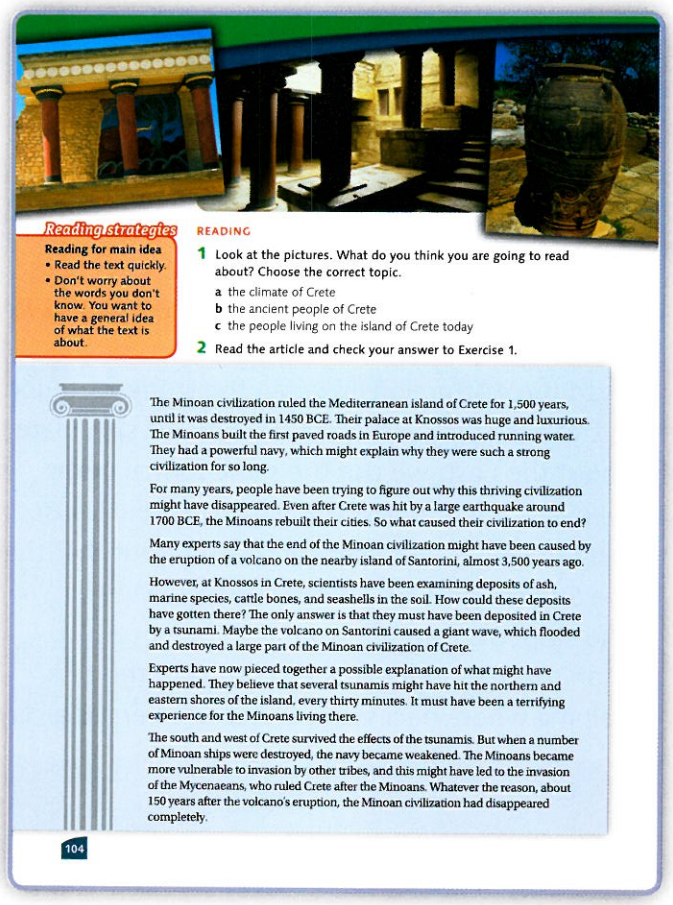
Outcomes
- to read an article about the Minoan civilization
- to talk about a person who had left a bag in a train station
- to write a paragraph about one's life in another country

Functions
- making guesses
- making suggestions
- making speculations

Language focus
- modal verbs of possibility in the past: *must/could/would/might have* (+ past participle)

Vocabulary
- natural disasters

Materials
- Student's Book pages 104–105, Workbook page W75



Student's Book, pages 104 and 105

READING

1 Tell students to describe and comment upon the pictures, trying to keep talking for as long as they can. When they are talking, monitor them and ask questions if they are struggling.
After this, work with them to predict different subjects for the article, based on the pictures. Make sure that all students are giving reasons for their predictions. Ask students to discuss the question in pairs. They can check their answer later in the lesson.

Answers
Students' own answers

2 Tell the students they are going to read a text about the structures and items shown in the pictures (buildings and artifacts from Knossos on Crete). Before they begin, read the *Reading strategies* box with the class.
The students read quickly to check their answer to Exercise 1.

Answer
b

COMPREHENSION

3 Tell the students that they are going to read the text again and choose the correct words to complete the sentences. Read the sentences first. The students read the text again. As they read, they should choose the correct answer.
The students check their answers in pairs. Then check answers as a class.

Answers
1 1,500 years **2** wasn't **3** might have been
4 volcano **5** Only part of

VOCABULARY: Natural disasters

4 Tell the students that all the words in the left-hand column are natural disasters. Work on pronunciation first, by mouthing the words and having students say the words out loud, copying your mouth shape. Choose several students to say each word alone, to check individual pronunciation, and have the rest of the class repeat the word after they have said it. Ask the class if they know what each one is, exactly. Do not confirm or correct yet. Encourage them to figure out their meanings by matching the words to the definitions. They can do this individually or in pairs. Check answers as a class.

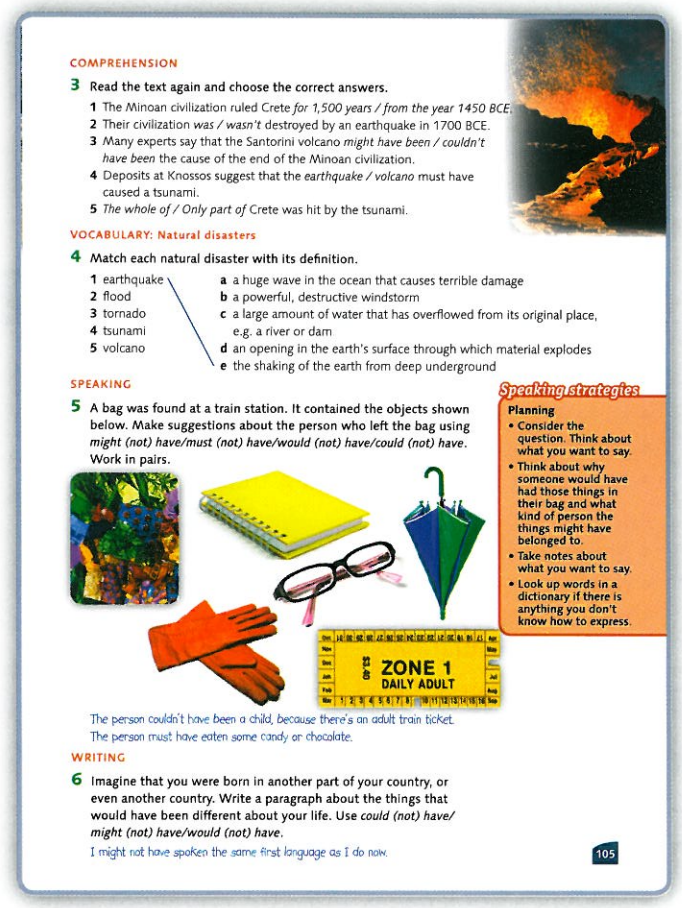
Answers
1 e 2 c 3 b 4 a 5 d

Workbook, page W75, Exercises 5, 6, and 7

SPEAKING

5 Read the instructions and ask the students to first describe what they can see in the pictures. Then ask them to speculate about the person, as in the examples.
Before they start, read the *Speaking strategies* box with the class. The students can then complete the task in pairs.
Monitor their work as they complete the task, helping where necessary.
Ask a few pairs of students to share their dialogues with the class.

Suggested answers
The person couldn't have been a child, because there's an adult train ticket. The person must have eaten some candy or chocolate. The person might have been going to a business meeting, because there is a notebook. The person must have had poor eyesight, because there is a pair of glasses. The person couldn't have been traveling in the summer, because there are gloves and an umbrella. The person would have left his/her bag on the train, because he/she was in a hurry.



COMPREHENSION

3 Read the text again and choose the correct answers.
1 The Minoan civilization ruled Crete *for 1,500 years / from the year 1450 BCE.*
2 Their civilization *was / wasn't* destroyed by an earthquake in 1700 BCE.
3 Many experts say that the Santorini volcano *might have been / couldn't have been* the cause of the end of the Minoan civilization.
4 Deposits at Knossos suggest that the *earthquake / volcano* must have caused a tsunami.
5 *The whole of / Only part of* Crete was hit by the tsunami.

VOCABULARY: Natural disasters

4 Match each natural disaster with its definition.
1 earthquake — e
2 flood — c
3 tornado — b
4 tsunami — a
5 volcano — d
a a huge wave in the ocean that causes terrible damage
b a powerful, destructive windstorm
c a large amount of water that has overflowed from its original place, e.g. a river or dam
d an opening in the earth's surface through which material explodes
e the shaking of the earth from deep underground

SPEAKING

5 A bag was found at a train station. It contained the objects shown below. Make suggestions about the person who left the bag using *might (not) have/must (not) have/would (not) have/could (not) have.* Work in pairs.

The person couldn't have been a child, because there's an adult train ticket.
The person must have eaten some candy or chocolate.

Speaking strategies
Planning
- Consider the question. Think about what you want to say.
- Think about why someone would have had those things in their bag and what kind of person the things might have belonged to.
- Take notes about what you want to say.
- Look up words in a dictionary if there is anything you don't know how to express.

WRITING

6 Imagine that you were born in another part of your country, or even another country. Write a paragraph about the things that would have been different about your life. Use *could (not) have/might (not) have/would (not) have.*
I might not have spoken the same first language as I do now.

105

Workbook, page W75, Exercise 8

WRITING

6 Read the instructions as a class. Ask the students to plan what they are going to write first. Remind them to think about structure when they are planning, as well as content. They can discuss ideas with a partner once they have written a first draft of their plan.
Monitor as they are writing and help them with any ideas.
When they have finished, choose one or two students to read out their paragraphs. Other students should give constructive feedback in the form of what they liked and what they would like to see more of next time.

Answers
Students' own answers

LESSONS 5 AND 6

Overview

Outcomes
- to listen to information about Pompeii
- to talk about an archeological site
- to talk about treasures
- to write a paragraph about a treasure

Functions
- giving background information
- describing pictures
- recounting a personal experience
- making speculations

Language focus
- modal verbs of possibility in the past: *must/could/would/might have* (+ past participle)

Vocabulary
- treasures

Materials
- Student's Book pages 106–107, Workbook pages W76–W77, CD

Student's Book, pages 106 and 107

LISTENING

1 Tell the students that they are going to listen to some information about Pompeii. Read the questions. The students work in pairs. Tell the students they can check their answers in the next exercise.

Answers
Students' own answers

2 The students listen carefully to check their answers to Exercise 1.
Check answers as a class.

Audioscript 14.2 – see page 136

Answers
1 near Naples in Italy **2** about 20,000
3 on August 24, 79 **4** It was buried by hot ash from a volcanic eruption.

3 The students describe the pictures in as much detail as possible, either as a class or in pairs. Help them with any vocabulary. Tell the students that they are going to listen to the CD again. As they listen, they place the pictures in the order that they hear them mentioned. You may need to play the CD more than once. They can compare answers with their partners. Check answers as a class.

Audioscript 14.2 – see page 136

Answers
1 the main street **2** the main square
3 a restaurant **4** the House of the Faun
5 the bakery and the mill **6** the amphitheater

4 Tell the students they are going to listen again. This time, they need to complete the sentences in each of the incomplete captions a to f below the pictures.
You can play the CD more than once, if necessary. The students can compare answers with their partners. Check answers as a class.

Audioscript 14.2 – see page 136

Answers
a stepping stones **b** the finest house in Pompeii **c** 5,000 people **d** for more than 1,000 years **e** a modern-day pizza oven **f** held the pots for food



Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
UNESCO declared Pompeii a World Heritage site in 1997.

Workbook, page W76, Exercises 9 and 10

Talk together

5 Read the questions. The students can discuss their answers in pairs. If the students have not visited an archeological site, ask if they have seen any artifacts from such sites displayed in museums. Ask a few pairs of students to share their answers with the class.

Answers
Students' own answers

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation (*What is the present today becomes the past tomorrow*). Ask the students if they know any other proverbs related to time.

VOCABULARY: Treasures

6 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. The students work in pairs to complete the task. Check answers as a class.

Answers
a bracelet **b** teapot **c** jar **d** helmet
e board game

SPEAKING

7 Ask the students to read the questions. Tell them to discuss their answers with their partner. Then ask different pairs to compare their answers. Open out this exchange of speculative answers into a class discussion and have students compare ideas.

Suggested answers
1 a Someone might have worn this. It might have been a wedding gift. **b** This might have been used to make tea. **c** This could have been used to store water. **d** A soldier might have worn this in battle. **e** This looks like a game someone might have played.
2 a gold **b** pottery (clay) **c** pottery (clay) **d** bronze **e** wood **3** in excavations or archeological digs

WRITING

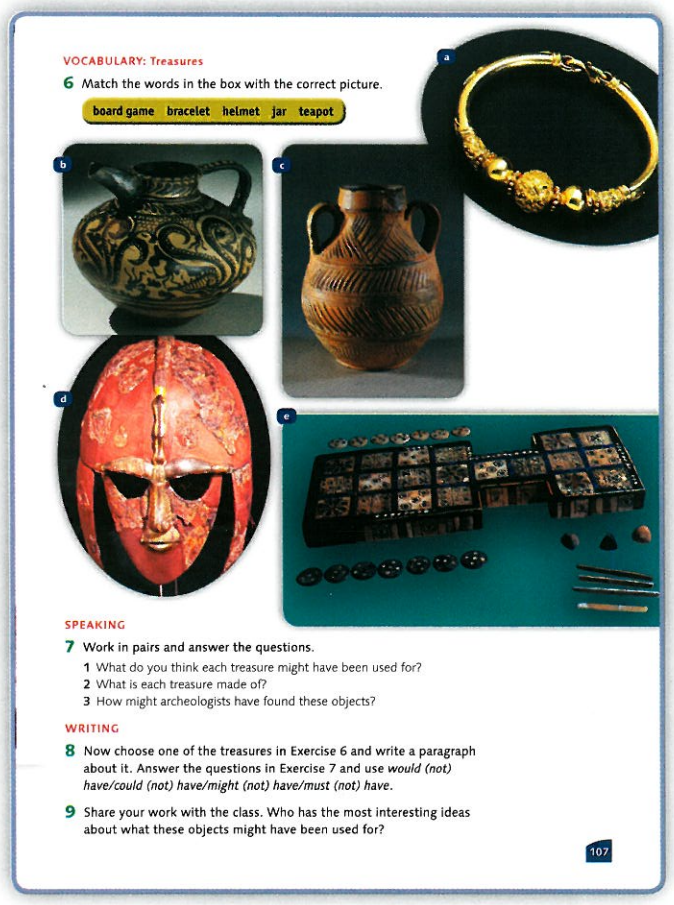
8 Read the instructions as a class. Tell the students that they are now going to write about one of these treasures, using their ideas from Exercise 7. Remind them to use modal verbs of possibility. Monitor as they are writing, pointing out any errors.

Answers
Students' own answers

9 When they have finished, choose one or two students to read out their paragraphs. Have a vote to see who has the most interesting ideas.

Answers
Students' own answers

Workbook, pages W76 and W77, Exercises 11 and 12


VOCABULARY: Treasures

6 Match the words in the box with the correct picture.

board game bracelet helmet jar teapot

SPEAKING

7 Work in pairs and answer the questions.

1 What do you think each treasure might have been used for?
2 What is each treasure made of?
3 How might archeologists have found these objects?

WRITING

8 Now choose one of the treasures in Exercise 6 and write a paragraph about it. Answer the questions in Exercise 7 and use *would (not) have/could (not) have/might (not) have/must (not) have*.

9 Share your work with the class. Who has the most interesting ideas about what these objects might have been used for?

107

LESSONS 7 AND 8

Workbook, page W77, Exercises 13, 14, and 15

Project

Ask students to look at page 108 in their Student's Book and to describe the pictures and to speculate which country and its culture is being illustrated by these images (*Italy: the pictures show a pasta dish, the Colosseum in Rome, and a Venetian carnival mask*). Read the task with them. Go over the bullet points in the *Your task* box one by one with the class. Do the same with the questions, eliciting information and ideas from the students.

The students write their answers. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, instead of giving them the answer immediately.

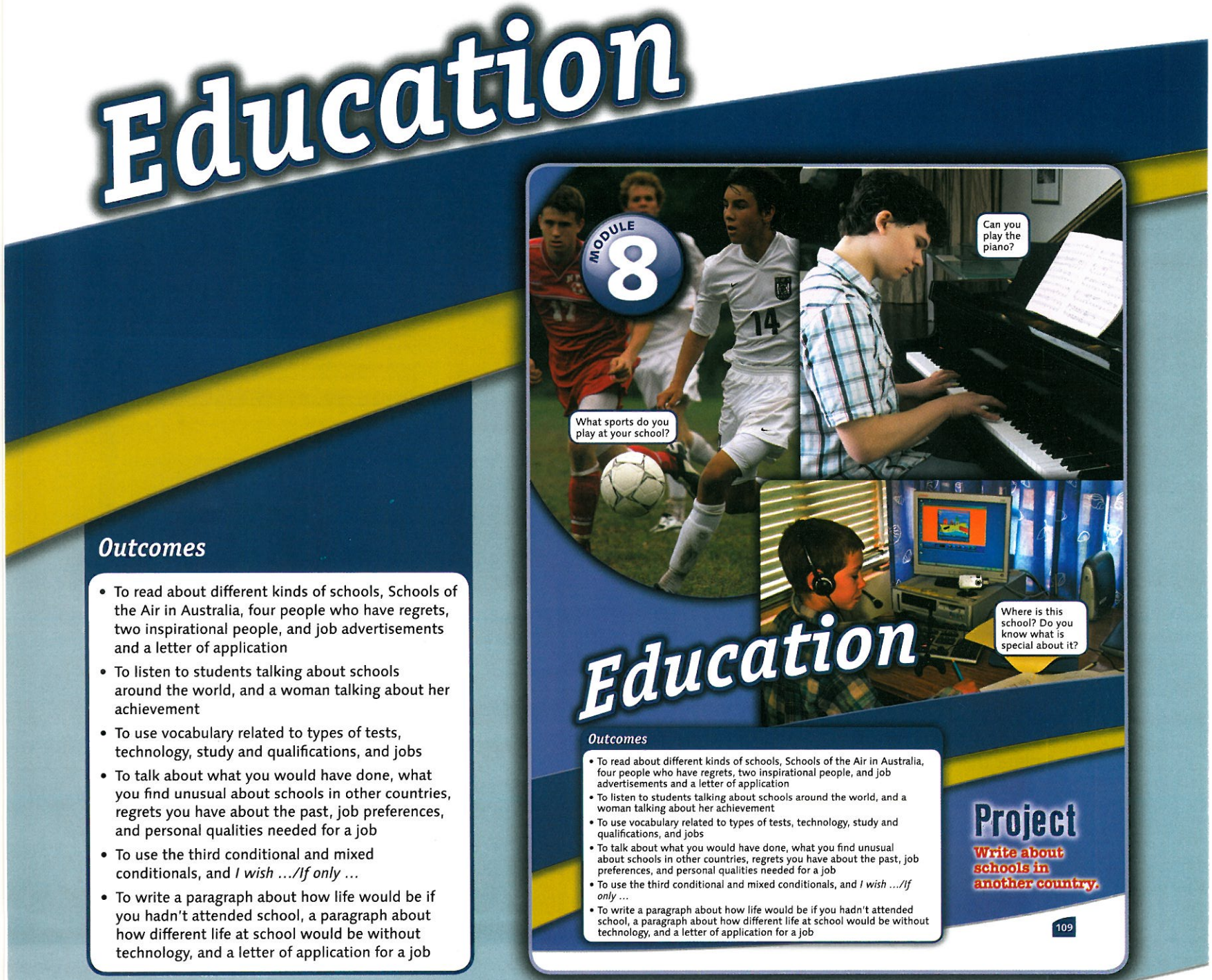
Give students sheets of paper to write their final projects on. Encourage them to use pictures to illustrate their project. The completed projects could be displayed on the classroom wall.

OPENER

Look at page 109. Tell the students that this page tells them what they will be doing in the eighth module. They are going to look at various types of education.

Ask the students to describe each picture as a class and then choose students to answer the questions. If they can't answer, tell them they will find out more later in the unit. The pictures show an inter-school soccer game in progress, a music student practicing the piano, and a school student in Australia having a class via a video link as part of the so-called School of the Air program that provides education to children who live in small rural communities where there is no local school.

Then ask the students about themselves, for example, *Which sports do you play at your school? Do you play on a school sports team? Do you study music at your school? Do you play the piano or another musical instrument? If so, where and how often do you have lessons? Do you enjoy going to school or would you prefer to have all your classes at home?*



Outcomes

- To read about different kinds of schools, Schools of the Air in Australia, four people who have regrets, two inspirational people, and job advertisements and a letter of application
- To listen to students talking about schools around the world, and a woman talking about her achievement
- To use vocabulary related to types of tests, technology, study and qualifications, and jobs
- To talk about what you would have done, what you find unusual about schools in other countries, regrets you have about the past, job preferences, and personal qualities needed for a job
- To use the third conditional and mixed conditionals, and *I wish .../If only ...*
- To write a paragraph about how life would be if you hadn't attended school, a paragraph about how different life at school would be without technology, and a letter of application for a job

Unit 15 Schools and learning

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about different kinds of schools
- to talk about what one would have done in different situations

Functions
- giving personal information
- expressing conditions
- making guesses

Language focus
- the third conditional

Vocabulary
- schools – types of tests

Materials
- Student's Book pages 110–111, Workbook page W78, CD

Student's Book, pages 110 and 111

BEFORE YOU BEGIN

1 Tell the students that they are going to read about three different schools. First, ask them to discuss schools in their country. The students discuss the questions in pairs. Then ask pairs of students to compare answers and then close the topic with a brief class discussion.

Answers
Students' own answers

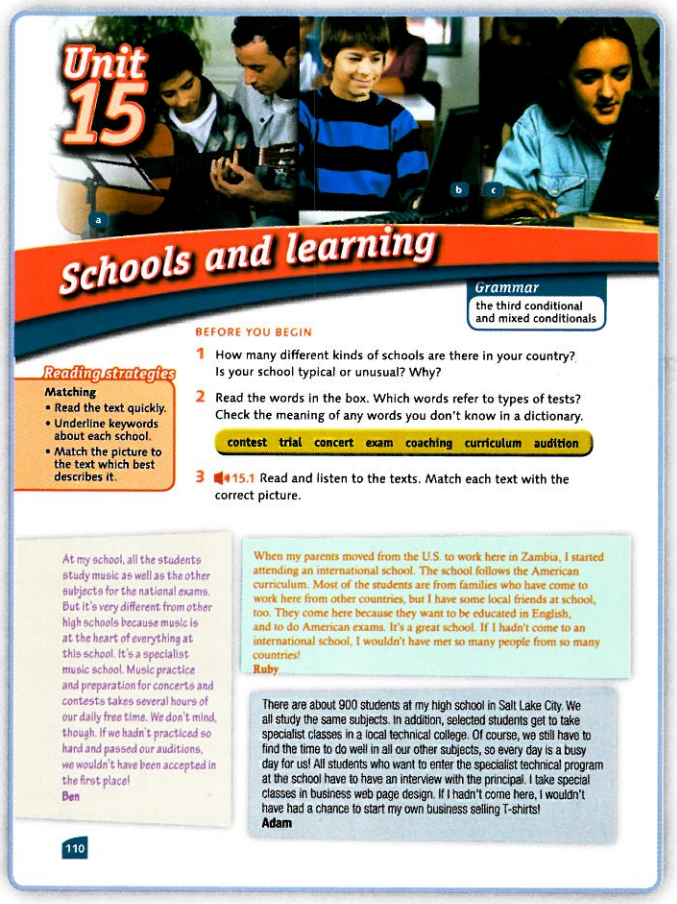
2 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. The students work in pairs to complete the task. The students can check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answers
contest, trial, exam, audition

3 Ask the students to look at the pictures on page 110. Read the instructions and go over the *Reading strategies* box with the students. Play the CD while the students read the three texts. The students complete the task.
Check answers as a class.

Audioscript 15.1 – see pages 136 and 137

Answers
Ben – picture a; Ruby – picture c;
Adam – picture b


Unit 15
Schools and learning
Grammar
the third conditional and mixed conditionals
BEFORE YOU BEGIN
1 How many different kinds of schools are there in your country? Is your school typical or unusual? Why?
2 Read the words in the box. Which words refer to types of tests? Check the meaning of any words you don't know in a dictionary.
contest trial concert exam coaching curriculum audition
3 15.1 Read and listen to the texts. Match each text with the correct picture.
Reading strategies
Matching
• Read the text quickly.
• Underline keywords about each school.
• Match the picture to the text which best describes it.
At my school, all the students study music as well as the other subjects for the national exams. But it's very different from other high schools because music is at the heart of everything at this school. It's a specialist music school. Music practice and preparation for concerts and contests takes several hours of our daily free time. We don't mind, though. If we hadn't practiced so hard and passed our auditions, we wouldn't have been accepted in the first place!
Ben
When my parents moved from the U.S. to work here in Zambia, I started attending an international school. The school follows the American curriculum. Most of the students are from families who have come to work here from other countries, but I have some local friends at school, too. They come here because they want to be educated in English, and to do American exams. It's a great school. If I hadn't come to an international school, I wouldn't have met so many people from so many countries!
Ruby
There are about 900 students at my high school in Salt Lake City. We all study the same subjects. In addition, selected students get to take specialist classes in a local technical college. Of course, we still have to find the time to do well in all our other subjects, so every day is a busy day for us! All students who want to enter the specialist technical program at the school have to have an interview with the principal. I take special classes in business web page design. If I hadn't come here, I wouldn't have had a chance to start my own business selling T-shirts!
Adam
110

COMPREHENSION

4 Tell the students that they are going to read and listen to the three texts again. First, the students read the questions. Then ask them to listen as they read and answer the questions. Play the CD a second time.
The students check their answers in pairs. Then check answers as a class.

Audioscript 15.1 – see pages 136 and 137

Answers
1 It's a specialist music school. **2** because he needs to practice and prepare for concerts and contests **3** They don't mind. **4** business web page design **5** He has been able to start his own business selling T-shirts. **6** because she moved with her parents to Zambia **7** the American curriculum **8** because she has met people from lots of different countries

GRAMMAR: The third conditional

5 Read the instructions and tell the students to look at the example sentence. Before they start, ask the students if this sentence describes the past, present, or future (*the past*). Explain that third conditional sentences are used to talk about things that could have happened in the past but did not. In sentence 1, they *did* practice and they *were* accepted.
The students can work in pairs, if you wish, to complete the task. Point out that there is a *Student grammar review* on page W97. They can refer to this if they need to.
Monitor their work as they complete the task, helping where necessary. Check answers as a class. Make sure they use the correct verb tenses (*if* + past perfect, *would (not)* + present perfect).

Answers
1 *hadn't practiced, wouldn't have been accepted* **2** hadn't come, wouldn't have had **3** hadn't come, wouldn't have met

6 Read the instruction and tell the students to complete the other sentences in the same way. They can do this individually or in pairs. Check answers as a class.

Answers
1 *hadn't lost, wouldn't have had* **2** had known, would have/would've stayed **3** would have helped/would've helped, had asked **4** wouldn't have read, had realized **5** wouldn't have known, hadn't told **6** would have/would've found, had looked

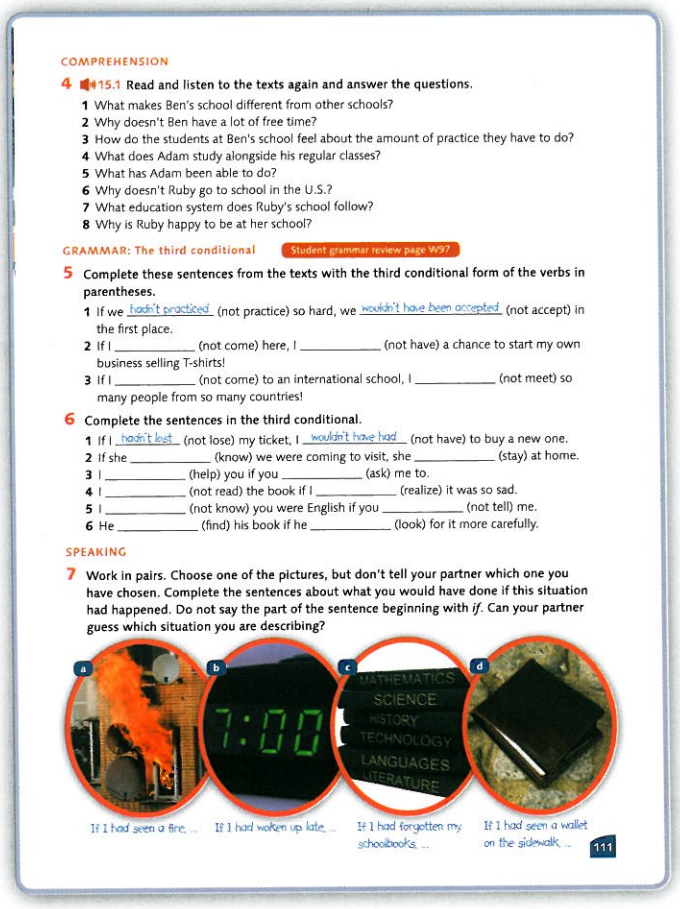
Workbook, page W78, Exercises 1 and 2

SPEAKING

7 Read the instructions and ask the students to look at the examples: they should complete the sentences using the third conditional without saying which picture they are referring to. Their partner guesses. Then they change roles.
Monitor their work as they complete the task, helping where necessary.
Ask a few pairs of students to share their sentences with the class.

Suggested answers
a *If I had seen a fire*, I would have called the fire department. **b** *If I had woken up late*, I would have missed the flight to Canada. **c** *If I had forgotten my schoolbooks*, I would have apologized to all my teachers. **d** *If I had seen a wallet on the sidewalk*, I would have taken it to a police station.

Workbook, page W78, Exercises 3, 4, and 5



COMPREHENSION

4 15.1 **Read and listen to the texts again and answer the questions.**
1 What makes Ben's school different from other schools?
2 Why doesn't Ben have a lot of free time?
3 How do the students at Ben's school feel about the amount of practice they have to do?
4 What does Adam study alongside his regular classes?
5 What has Adam been able to do?
6 Why doesn't Ruby go to school in the U.S.?
7 What education system does Ruby's school follow?
8 Why is Ruby happy to be at her school?

GRAMMAR: The third conditional — Student grammar review page W97

5 **Complete these sentences from the texts with the third conditional form of the verbs in parentheses.**
1 If we hadn't practiced (not practice) so hard, we wouldn't have been accepted (not accept) in the first place.
2 If I _____ (not come) here, I _____ (not have) a chance to start my own business selling T-shirts!
3 If I _____ (not come) to an international school, I _____ (not meet) so many people from so many countries!

6 **Complete the sentences in the third conditional.**
1 If I hadn't lost (not lose) my ticket, I wouldn't have had (not have) to buy a new one.
2 If she _____ (know) we were coming to visit, she _____ (stay) at home.
3 I _____ (help) you if you _____ (ask) me to.
4 I _____ (not read) the book if I _____ (realize) it was so sad.
5 I _____ (not know) you were English if you _____ (not tell) me.
6 He _____ (find) his book if he _____ (look) for it more carefully.

SPEAKING

7 **Work in pairs. Choose one of the pictures, but don't tell your partner which one you have chosen. Complete the sentences about what you would have done if this situation had happened. Do not say the part of the sentence beginning with *if*. Can your partner guess which situation you are describing?**

If I had seen a fire, ... If I had woken up late, ... If I had forgotten my schoolbooks, ... If I had seen a wallet on the sidewalk, ...

111

LESSONS 3 AND 4

Overview

Outcomes
- to read a text about a special school
- to talk about conditions in different situations
- to write a paragraph about different outcomes in one's life

Functions
- making guesses
- expressing conditions

Language focus
- mixed conditionals

Vocabulary
- schools – learning

Materials
- Student's Book pages 112–113, Workbook page W79

Student's Book, pages 112 and 113

READING

1 Ask the students to look at the pictures on page 112. Tell them to work with a partner and have a conversation about the pictures. Tell them to focus on keeping the conversation going naturally, so they can think about the differences between the pictures, what this might mean in terms of what they show, and their own responses to the pictures (i.e. Do they like what is shown in the pictures?). Read the question and see if students can suggest an answer. Write some of the answers in note form on the board. They can check their answer after reading the text.

Answers
Students' own answers

2 Tell the students that they are going to read about a special school. Ask them to compare how this school differs from their own, as well as answering the question asked in Exercise 1. Remind them to skim the text for quick reading, and if necessary ask them to explain why skimming is useful for an exercise like this. The students read the text quickly to check their answers to Exercise 1.

Answer
He is having classes via the Internet.

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
The first School of the Air was in Cloncurry in the north-west of Australia.



Reading strategies

Reading for specific information
- Read the text and underline the keywords.
- Find the corresponding information in the text and use this to help you answer the question.

READING

1 Look at the pictures. How do you think that this student is having classes?

2 Read the text and check your answers.

It's 7:30 a.m. and it's time for the principal to talk to the students at this Australian school before they start the day's classes. But this principal is speaking into a video camera, and all the students are at home.

Australia has several different Schools of the Air to teach children who live too far away to attend the nearest school. If this program hadn't started, many Australians in these remote areas would not have access to education in their own homes today.

? Where was the first School of the Air in Australia?

Until 1960, children living in remote communities had to attend a boarding school, or complete their classes by mail. If it hadn't been for Schools of the Air, they would still use this method today. Schools of the Air used to deliver classes via radio air waves. Now classes can be delivered via satellite, the Internet, and teleconferencing. Students use high-frequency radio transmitters which allow the user to send and receive messages. This means that students can talk to each other as well as to the teacher during classes.

Students really look forward to the classes because that is often the only time they are able to talk to other children, too. To help them socialize, there are residential camps and activity days at the school's headquarters, and these are also opportunities for students and teachers to interact face-to-face.

High school students receive at least one half-hour class per week for each subject in which they are enrolled. The rest of the day is spent working at home with their parents, and students' work is sent back to the school by mail.

Technology has made communication between students and teachers much easier and faster. Teachers can now use video cameras and electronic whiteboards, and students can watch classes via webcam. Students can e-mail teachers and each other, and use interactive technology to participate in group discussions with other students, as well as answer questions on the whiteboard. If it hadn't been for the Internet, this wouldn't be possible. Thanks to technology, the future of Schools of the Air looks very promising.

112

COMPREHENSION

3 Tell the students that they are going to read the text again. First, read the *Reading strategies* box on page 112 with them. Then ask the students to read the text again to choose the correct answers. The students check their answers in pairs. Then check answers as a class.

Answers
1 *b* **2** a **3** a **4** b **5** a

GRAMMAR: Mixed conditionals

4 Read the instructions. Remind students that third conditional sentences refer to an "unreal" past that can't be changed. Second conditional sentences refer to what is possible (but unlikely) in the present or future.
Students can work in pairs. Point out that there is a *Student grammar review* on page W97. They can refer to this if they need to. Check answers as a class.

Answers
1 *hadn't started*, wouldn't have **2** hadn't been, would still use **3** hadn't been, wouldn't be

Workbook, page W79, Exercises 6, 7, and 8

SPEAKING

5 Read the instructions and the example sentences as a class. Make sure that students are clear about what they have to do.
Say ... *I had gotten a better grade in my English test*. Encourage the students to act the example sentence with you. Say the whole sentence a few times and have students focus on the intonation. Do a back-chaining exercise where you say the last three words of the sentence, students repeat, then you add in one more word from the end of the sentence to the beginning and, each time, students repeat. Then ask them to repeat the whole sentence after you.
In pairs, the students complete the task. Go around and monitor, helping if necessary. Ask a few pairs to share their sentences with the class.

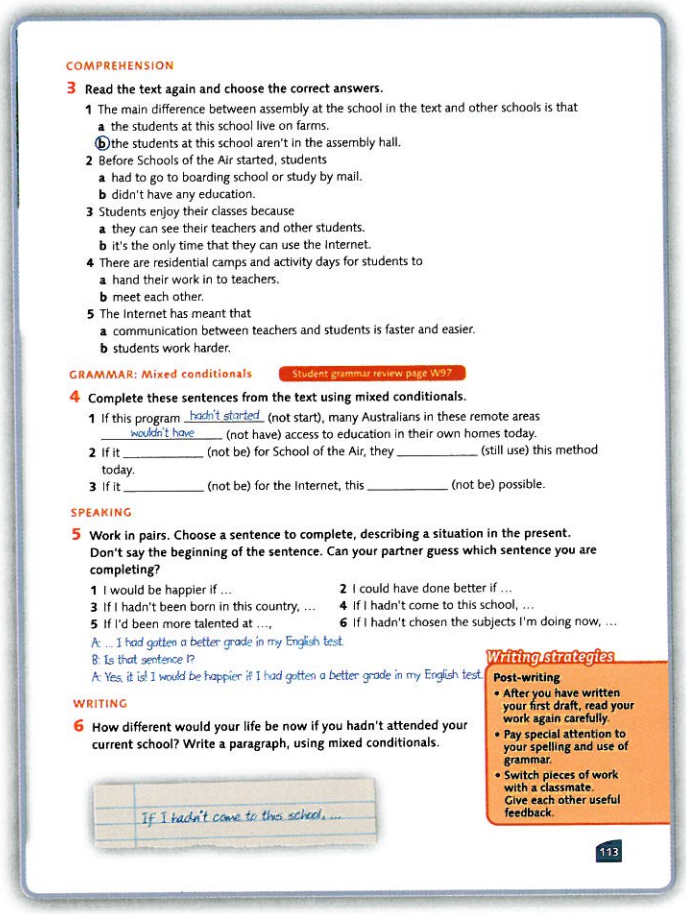
Suggested answers
1 ***A:*** *... I had gotten a better grade in my English test.* ***B:*** *Is that sentence 1?* ***A:*** *Yes, it is! I would be happier if I had gotten a better grade in my English test.* **2** ... I had worked harder last year. **3** ... I wouldn't be able to speak [language]. **4** ... I would probably go to [name of another school]. **5** ... [a sport], I'd probably be on the school team. **6** ... I would probably choose [other subjects].

Workbook, page W79, Exercise 9

WRITING

6 Read the instructions and encourage the students to discuss their ideas in pairs before they start. Have the students take notes as they discuss. They can then compare notes and give feedback.
The students complete the exercise individually. Monitor as they are writing, pointing out any errors. Suggest alternative phrasing, instead of correcting grammar.
Ask students why they need to follow post-writing strategies, such as checking and correcting. Explain that a piece of writing can change a lot, even after it has been written, and knowing how to edit your work is an important skill. Make sure that they follow each step, with emphasis on peer correction.
When they have finished, read the *Writing strategies* box with the class. Encourage the students to follow this advice.

Answers
Students' own answers



COMPREHENSION

3 **Read the text again and choose the correct answers.**

1 The main difference between assembly at the school in the text and other schools is that
a the students at this school live on farms.
b the students at this school aren't in the assembly hall.
2 Before Schools of the Air started, students
a had to go to boarding school or study by mail.
b didn't have any education.
3 Students enjoy their classes because
a they can see their teachers and other students.
b it's the only time that they can use the Internet.
4 There are residential camps and activity days for students to
a hand their work in to teachers.
b meet each other.
5 The Internet has meant that
a communication between teachers and students is faster and easier.
b students work harder.

GRAMMAR: Mixed conditionals — Student grammar review page W97

4 **Complete these sentences from the text using mixed conditionals.**

1 If this program hadn't started (not start), many Australians in these remote areas wouldn't have (not have) access to education in their own homes today.
2 If it _____ (not be) for School of the Air, they _____ (still use) this method today.
3 If it _____ (not be) for the Internet, this _____ (not be) possible.

SPEAKING

5 **Work in pairs. Choose a sentence to complete, describing a situation in the present. Don't say the beginning of the sentence. Can your partner guess which sentence you are completing?**

1 I would be happier if ...
2 I could have done better if ...
3 If I hadn't been born in this country, ...
4 If I hadn't come to this school, ...
5 If I'd been more talented at ...,
6 If I hadn't chosen the subjects I'm doing now, ...

A: ... I had gotten a better grade in my English test.
B: Is that sentence 1?
A: Yes, it is! I would be happier if I had gotten a better grade in my English test.

WRITING

6 **How different would your life be now if you hadn't attended your current school? Write a paragraph, using mixed conditionals.**

If I hadn't come to this school, ...

Writing strategies
Post-writing
- After you have written your first draft, read your work again carefully.
- Pay special attention to your spelling and use of grammar.
- Switch pieces of work with a classmate. Give each other useful feedback.

113

LESSONS 5 AND 6

Overview

Outcomes
- to listen to information about schools around the world
- to talk about schools in different countries
- to recognize silent letters
- to write a paragraph about technology in schools

Functions
- making guesses
- expressing conditions
- giving congratulations, good wishes and commiserations

Language focus
- the third conditional
- mixed conditionals
- pronunciation – silent letters

Vocabulary
- schools – technology

Materials
- Student's Book pages 114–115, Workbook page W80, CD

Student's Book, pages 114 and 115

LISTENING

1 Read the question and ask the students to discuss the question in pairs. Compare a few students' answers as a class.

Suggested answers
China; the U.S.

2 Look at the words in the box and briefly review the names of countries. Read the instructions and the information in the chart. The students complete the task in pairs, using the first column in the chart. Tell them they can check their answers later.

Answers
Students' own answers

3 Tell students they are going to listen to an interview with students who experienced schools in different countries. First, read the *Listening strategies* box with the class.
The students then listen to the interviews and complete the second column in the chart with the correct information. Play the CD. The students discuss the statements and their answers in pairs. Check answers as a class. How correct were the students' guesses?

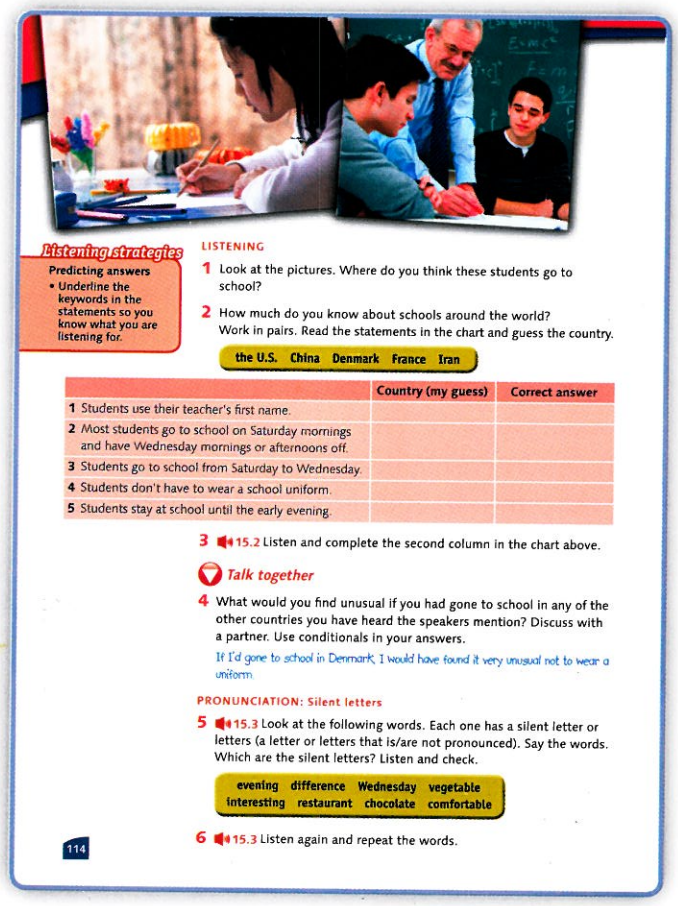
Audioscript 15.2 – see page 137

Answers
1 Denmark **2** France **3** Iran **4** Denmark **5** China

Talk together

4 Ask the students to read the instructions. Ask them first to take notes about the differences between their school and the ones in the listening text. Then encourage them to make conditional sentences, as in the example.
Ask a few pairs of students to share their ideas with the class.

Suggested answer
If I'd gone to school in Denmark, I would have found it very unusual not to wear a uniform.



Listening strategies
Predicting answers
• Underline the keywords in the statements so you know what you are listening for.

LISTENING
1 Look at the pictures. Where do you think these students go to school?
2 How much do you know about schools around the world? Work in pairs. Read the statements in the chart and guess the country.
the U.S. China Denmark France Iran

	Country (my guess)	Correct answer
1 Students use their teacher's first name.		
2 Most students go to school on Saturday mornings and have Wednesday mornings or afternoons off.		
3 Students go to school from Saturday to Wednesday.		
4 Students don't have to wear a school uniform.		
5 Students stay at school until the early evening.		

3 15.2 Listen and complete the second column in the chart above.

Talk together
4 What would you find unusual if you had gone to school in any of the other countries you have heard the speakers mention? Discuss with a partner. Use conditionals in your answers.
If I'd gone to school in Denmark, I would have found it very unusual not to wear a uniform.

PRONUNCIATION: Silent letters
5 15.3 Look at the following words. Each one has a silent letter or letters (a letter or letters that is/are not pronounced). Say the words. Which are the silent letters? Listen and check.
evening difference Wednesday vegetable interesting restaurant chocolate comfortable
6 15.3 Listen again and repeat the words.

114

Workbook, page W80, Exercise 10

PRONUNCIATION: Silent letters

5 Tell the students that they are going to listen to some words that contain silent letters: these are letters that are part of the written word but which are not pronounced. If any students seem confused by the idea of silent letters, remind them that they should already be familiar with the silent 'k' in words such as *know*, *knowledge*, and *knock*, the 'h' in *honest*, and the first 'c' in *science*. Ask the

students to say the eight words in the box to each other and to figure out which letter is silent.
Play the CD so that the students can check their answers. Check answers as a class.

Audioscript 15.3 – see page 137

Answers
1 ev<u>e</u>ning **2** diff<u>e</u>rence **3** We<u>d</u>n<u>e</u>sday
4 veg<u>e</u>table **5** int<u>e</u>resting **6** rest<u>au</u>rant
7 choc<u>o</u>late **8** comf<u>or</u>table

6 Play the CD again and ask the students to repeat the words correctly.

Audioscript 15.3 – see page 137

SPEAKING

7 Ask the students to read the instructions. Ask them to discuss the questions in pairs. Check answers as a class.

Suggested answers
They are taking a test: Good luck!
A boy is showing his father that he has passed a test: Great job!
They are about to play soccer: Good luck!

8 Ask the students to read the situations on the left and to match them to the correct expression on the right. They can do this in pairs. Check answers as a class.

Answers
1 *b* **2** d **3** e **4** a **5** c

Workbook, page W80, Exercise 11

VOCABULARY: Technology

9 Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. The students work in pairs to complete the task. Check answers as a class.

Answers
a *computer* **b** printer **c** headphones
d portable hard drive **e** webcam **f** speaker
g USB stick **h** mouse **i** keyboard

10 Ask the students to read the question. Tell them to discuss the answers with their partner. Ask a few pairs of students to share their ideas with the class and put any useful vocabulary on the board.

Answers
Students' own answers

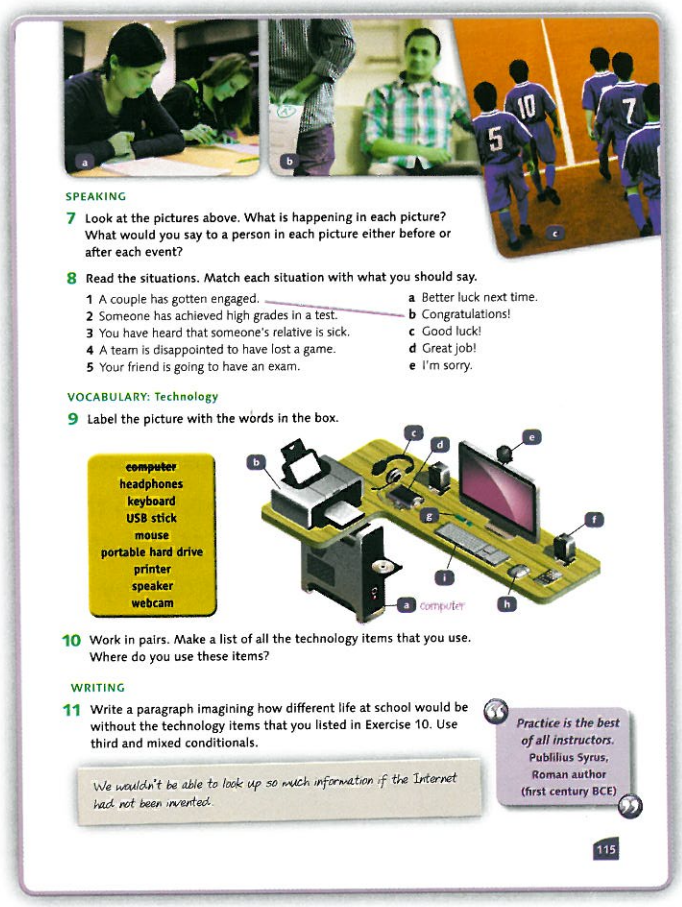
Workbook, page W80, Exercise 12

WRITING

11 Read the instructions as a class. Tell the students that they are now going to write about how school would be different without the items from Exercise 10. They should write sentences similar to the example. The students can discuss their ideas in pairs before they start.
Monitor as they are writing, pointing out any errors.
When they have finished, choose one or two students to read out their paragraphs.

Answers
Students' own answers

Quotation
Ask the students to read the quotation. Ask them what the quotation means (*You learn best by practicing or doing things again and again*). Ask them if they agree or disagree with this quotation and to give reasons for their opinions. Encourage them to draw on their own experiences.



SPEAKING

7 Look at the pictures above. What is happening in each picture? What would you say to a person in each picture either before or after each event?

8 Read the situations. Match each situation with what you should say.

1 A couple has gotten engaged. — b
2 Someone has achieved high grades in a test. — d
3 You have heard that someone's relative is sick. — e
4 A team is disappointed to have lost a game. — a
5 Your friend is going to have an exam. — c

a Better luck next time.
b Congratulations!
c Good luck!
d Great job!
e I'm sorry.

VOCABULARY: Technology

9 Label the picture with the words in the box.

computer
headphones
keyboard
USB stick
mouse
portable hard drive
printer
speaker
webcam

10 Work in pairs. Make a list of all the technology items that you use. Where do you use these items?

WRITING

11 Write a paragraph imagining how different life at school would be without the technology items that you listed in Exercise 10. Use third and mixed conditionals.

We wouldn't be able to look up so much information if the Internet had not been invented.

Practice is the best of all instructors.
Publilius Syrus, Roman author (first century BCE)

115

LESSONS 7 AND 8

Workbook, page W81, Exercises 13, 14, and 15

Unit 16 Careers

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read texts about regrets
- to talk about regrets

Functions
- describing pictures
- expressing regrets

Language focus
- *I wish .../If only ...*

Vocabulary
- study and qualifications

Materials
- Student's Book pages 116–117, Workbook pages W82–W83, CD

Student's Book, pages 116 and 117

BEFORE YOU BEGIN

1 Ask the students to discuss the question. Check answers as a class. Ask the students if they or any member of their family can play the piano or another musical instrument.

Suggested answers
a playing the piano **b** having a class
c driving/having a driving lesson

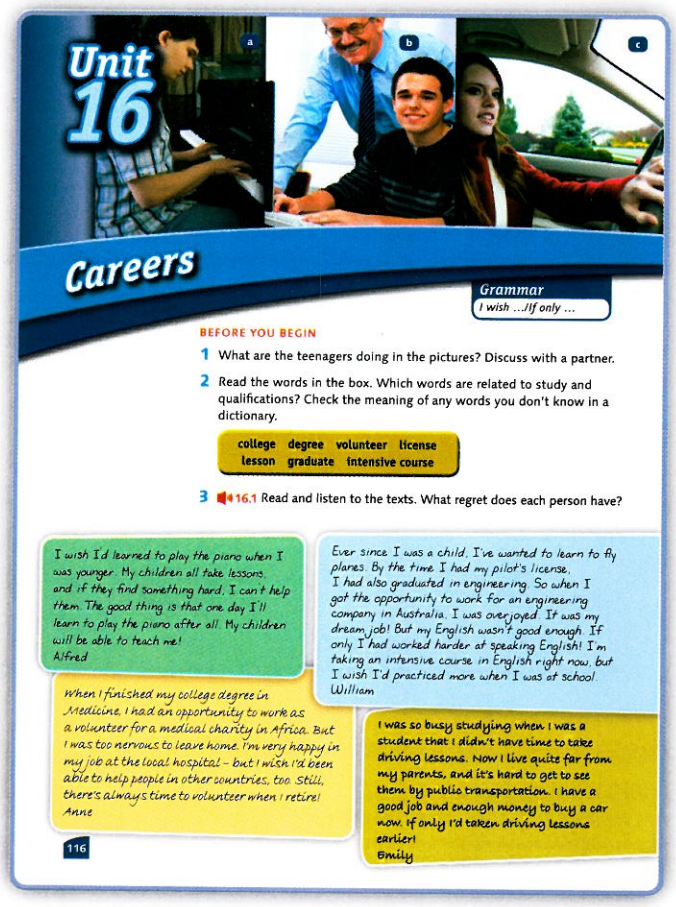
2 Choose students to read the words from the box out loud to check pronunciation. The students can check the meaning of any words they don't know in a dictionary. The students work in pairs to answer the question. Check answers as a class.

Answers
college, degree, license, lesson, graduate, intensive course

3 Tell the students they are going to read and listen to four texts about people's regrets. The students must find out what these regrets are.
Play the CD. The students listen and read at the same time. Check answers as a class.

Audioscript 16.1 – see page 137

Answers
Alfred regrets not learning the piano when he was younger. William regrets not working harder to learn English. Anne regrets not taking the opportunity to volunteer for a medical charity in Africa. Emily regrets not taking driving lessons.



COMPREHENSION

4 Tell the students that they are going to read and listen to the article again. Read the questions first. The students read and listen while you play the CD again. As they listen, they should answer the questions.
The students check their answers in pairs. Then check answers as a class.

Audioscript 16.1 – see page 137

Answers
1 so that he could help his children while they are learning to play **2** He thinks that his children will teach him. **3** He wanted to learn to fly planes. **4** because his English wasn't good enough **5** He is taking an intensive course in English. **6** to work as a volunteer for a medical charity in Africa **7** She was nervous about leaving home. **8** when she retires **9** She didn't have time. **10** She would be able to see her parents more often.

GRAMMAR: *I wish .../If only ...*

5 Read the instruction. Explain that both these expressions are used to talk about past regrets. Tell the students to look at the example and point out that the simple past tense in the first sentence (*didn't learn*) becomes the past perfect (*had learned*) after *I wish/If only*. Point out that the negative verbs in the matter regretted (*didn't take driving lessons*) become affirmative in the imagined alternative past (*had taken*), and vice versa (for example, *I turned down the opportunity to work as a volunteer* would become *I wish/If only I hadn't turned down the opportunity to work as a volunteer*). Encourage the students to use the contracted form of *I had* in their answers.
Monitor their work as they complete the task, helping where necessary. Point out that there is a *Student grammar review* on page W97, which they can refer to if needed.
Check answers as a class.

Answers
1 *I'd learned* **2** I'd been able **3** I'd worked harder **4** I'd practiced **5** I'd taken

Workbook, page W82, Exercises 1 and 2

6 Read the instructions. Before students start to decide what the people in the pictures are saying, they should discuss what is happening in each picture. Tell them to think about what has happened just before, what is happening now, and what will happen in the future. Also tell them to think about how they are feeling.
The students work in pairs to make sentences about the pictures using the structures *I wish .../If only ....* Encourage them to be imaginative in their answers. Check answers as a class.

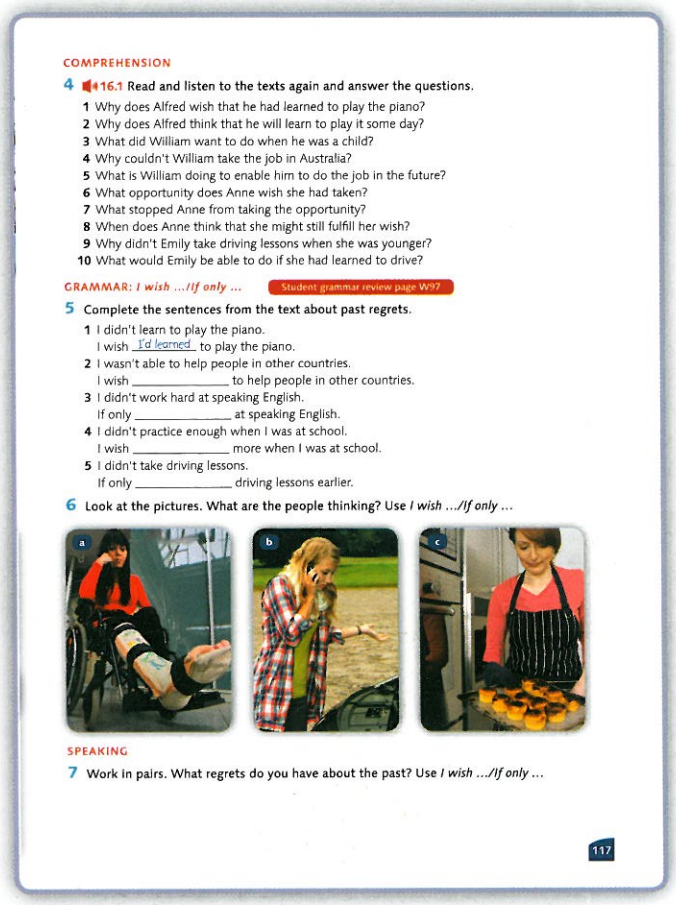
Suggested answers
a If only I hadn't broken my leg. / I wish I hadn't gone skiing. **b** I wish I knew what to do. / I wish my car hadn't broken down. **c** If only I hadn't burned the cakes. / I wish I had taken them out sooner.

SPEAKING

7 Read the instructions. Give the students time to think about what they can say, then they can discuss their regrets in pairs.
Monitor their work as they complete the task, helping where necessary.
Ask a few pairs of students to share their regrets with the class.

Answers
Students' own answers

Workbook, pages W82 and W83, Exercises 3, 4, and 5



COMPREHENSION

4 16.1 Read and listen to the texts again and answer the questions.
1 Why does Alfred wish that he had learned to play the piano?
2 Why does Alfred think that he will learn to play it some day?
3 What did William want to do when he was a child?
4 Why couldn't William take the job in Australia?
5 What is William doing to enable him to do the job in the future?
6 What opportunity does Anne wish she had taken?
7 What stopped Anne from taking the opportunity?
8 When does Anne think that she might still fulfill her wish?
9 Why didn't Emily take driving lessons when she was younger?
10 What would Emily be able to do if she had learned to drive?

GRAMMAR: *I wish .../If only ...* Student grammar review page W97

5 Complete the sentences from the text about past regrets.
1 I didn't learn to play the piano.
I wish I'd learned to play the piano.
2 I wasn't able to help people in other countries.
I wish _____ to help people in other countries.
3 I didn't work hard at speaking English.
If only _____ at speaking English.
4 I didn't practice enough when I was at school.
I wish _____ more when I was at school.
5 I didn't take driving lessons.
If only _____ driving lessons earlier.

6 Look at the pictures. What are the people thinking? Use *I wish .../If only ...*

SPEAKING

7 Work in pairs. What regrets do you have about the past? Use *I wish .../If only ...*

117

LESSONS 3 AND 4

Overview

Outcomes
- to talk about one's teachers
- to read a text about inspirational people
- to talk about jobs and skills

Functions
- giving personal information
- making guesses
- expressing likes and dislikes
- giving reasons
- expressing opinions

Language focus
- *I wish .../If only ...*

Vocabulary
- jobs

Materials
- Student's Book pages 118–119, Workbook page W83

Student's Book, pages 118 and 119

READING

1 Ask the students to discuss the question in pairs and then as a class. Ask the students to think of suitable adjectives to describe the teachers. Write these adjectives on the board. If necessary, offer prompts such as *patient, kind, generous, sympathetic, truthful, inspirational, knowledgeable, good at explaining things*.

Answers
Students' own answers

2 Ask the students to look at the pictures on page 118 (*Muhammad Yunus is pictured on the left; Sanjit Roy on the right*). Read the question and go over the *Reading strategies* box with the class. Ask the students to follow the advice in the box to complete the task. Tell the students that they can check their answers after reading the text. If necessary, remind the students that they can check the meaning of any words they don't know in a dictionary.

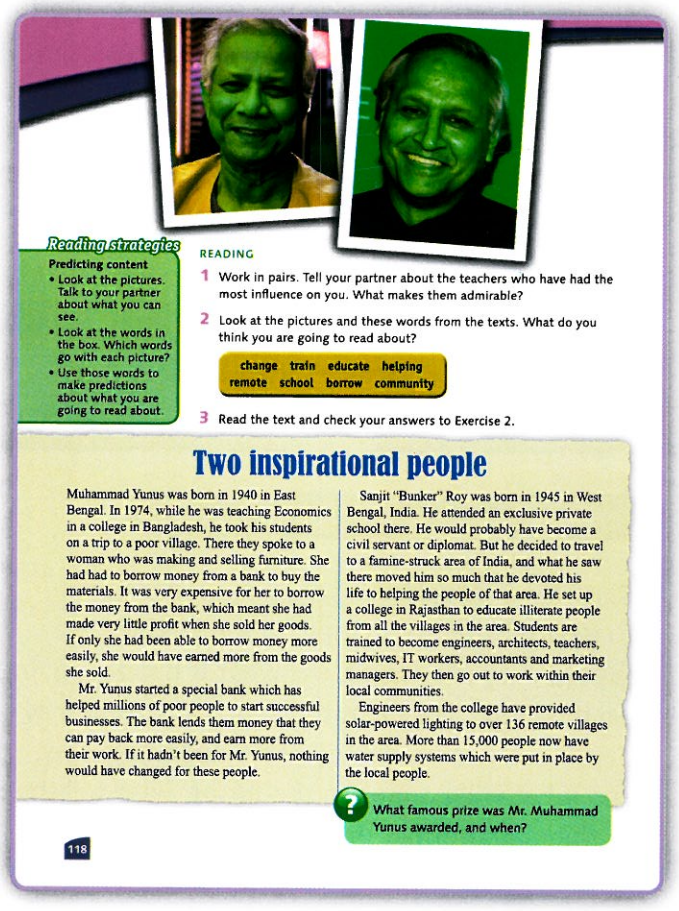
Answers
Students' own answers

3 Ask the students to read the text quickly to check their answers. Have students decide whether they need to skim or scan for the answers, and remind them how to skim (*look for topic sentences, and find keywords in each paragraph*). They can match the keywords in Exercise 2 to the article.

Answers
The texts are about Muhammad Yunus and Sanjit "Bunker" Roy, who have both set up charitable projects to help change the lives of poor people.

Research box
Ask the students if they know the answer to the question. If not, give them time to look up the answer on the Internet or in reference books.

Answer
He won the Nobel Peace Prize in 2006.



Reading strategies
Predicting content
- Look at the pictures. Talk to your partner about what you can see.
- Look at the words in the box. Which words go with each picture?
- Use those words to make predictions about what you are going to read about.

READING
1 Work in pairs. Tell your partner about the teachers who have had the most influence on you. What makes them admirable?
2 Look at the pictures and these words from the texts. What do you think you are going to read about?

change train educate helping
remote school borrow community

3 Read the text and check your answers to Exercise 2.

Two inspirational people

Muhammad Yunus was born in 1940 in East Bengal. In 1974, while he was teaching Economics in a college in Bangladesh, he took his students on a trip to a poor village. There they spoke to a woman who was making and selling furniture. She had had to borrow money from a bank to buy the materials. It was very expensive for her to borrow the money from the bank, which meant she had made very little profit when she sold her goods. If only she had been able to borrow money more easily, she would have earned more from the goods she sold.

Mr. Yunus started a special bank which has helped millions of poor people to start successful businesses. The bank lends them money that they can pay back more easily, and earn more from their work. If it hadn't been for Mr. Yunus, nothing would have changed for these people.

Sanjit "Bunker" Roy was born in 1945 in West Bengal, India. He attended an exclusive private school there. He would probably have become a civil servant or diplomat. But he decided to travel to a famine-struck area of India, and what he saw there moved him so much that he devoted his life to helping the people of that area. He set up a college in Rajasthan to educate illiterate people from all the villages in the area. Students are trained to become engineers, architects, teachers, midwives, IT workers, accountants and marketing managers. They then go out to work within their local communities.

Engineers from the college have provided solar-powered lighting to over 136 remote villages in the area. More than 15,000 people now have water supply systems which were put in place by the local people.

? What famous prize was Mr. Muhammad Yunus awarded, and when?

118

COMPREHENSION

4 Tell the students that they are going to read the text again in more detail. Read the questions first and check that the students understand each one. The students read the text on page 118 again and choose the correct answers.
The students check their answers in pairs. Then check answers as a class.

Answers
1 a **2** b **3** b **4** b

Workbook, page W83, Exercises 6 and 7

VOCABULARY: Jobs

5 Ask the students to read the text again quickly and to find and underline all the jobs. Ask students whether this kind of reading (*searching for specific information*) is skimming or scanning (*it is scanning*). When they have read the text again, ask them how many job words they recognize from their own language, and also how many of the jobs they had to infer. Do they know what these jobs are?
The students check their answers in pairs. Check answers as a class.

Answers
civil servant, diplomat, engineers, architects, teachers, midwives, IT workers, accountants, marketing managers

6 Explain that the students are going to read eight job advertisements, but for each one, the title of the job or profession is missing, and the options are listed in the box. Go over the example advertisement for an architect to check that they have understood the task. The students can work in pairs to complete the task. Check answers as a class. Ask the students which words or phrases helped them with their answers.

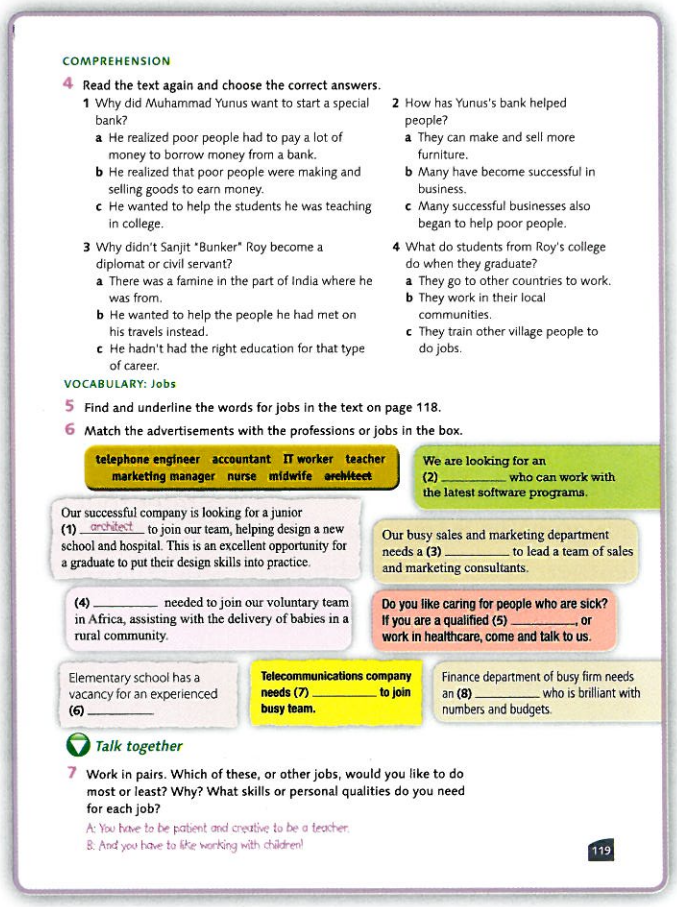
Answers
1 *architect* **2** IT worker **3** marketing manager
4 Midwife **5** nurse **6** teacher
7 telephone engineer **8** accountant

Workbook, page W83, Exercises 8 and 9

Talk together

7 Read the instructions and have pairs of students act out the example dialogue. Then ask the students, in pairs, to ask and answer questions about other jobs referred to in Exercise 6. Encourage them to follow the same procedure with other job titles that they know.
Monitor their work as they complete the task, helping where necessary.
Ask a few pairs of students to share their dialogues with the class. Put any useful vocabulary that they produce on the board.

Suggested answers
A: *You have to be patient and creative to be a teacher.* ***B:*** *And you have to like working with children!*



COMPREHENSION

4 Read the text again and choose the correct answers.

1 Why did Muhammad Yunus want to start a special bank?
- a He realized poor people had to pay a lot of money to borrow money from a bank.
- b He realized that poor people were making and selling goods to earn money.
- c He wanted to help the students he was teaching in college.

2 How has Yunus's bank helped people?
- a They can make and sell more furniture.
- b Many have become successful in business.
- c Many successful businesses also began to help poor people.

3 Why didn't Sanjit "Bunker" Roy become a diplomat or civil servant?
- a There was a famine in the part of India where he was from.
- b He wanted to help the people he had met on his travels instead.
- c He hadn't had the right education for that type of career.

4 What do students from Roy's college do when they graduate?
- a They go to other countries to work.
- b They work in their local communities.
- c They train other village people to do jobs.

VOCABULARY: Jobs

5 Find and underline the words for jobs in the text on page 118.

6 Match the advertisements with the professions or jobs in the box.

telephone engineer accountant IT worker teacher marketing manager nurse midwife ~~architect~~

Our successful company is looking for a junior (1) architect to join our team, helping design a new school and hospital. This is an excellent opportunity for a graduate to put their design skills into practice.

We are looking for an (2) _____ who can work with the latest software programs.

Our busy sales and marketing department needs a (3) _____ to lead a team of sales and marketing consultants.

(4) _____ needed to join our voluntary team in Africa, assisting with the delivery of babies in a rural community.

Do you like caring for people who are sick? If you are a qualified (5) _____, or work in healthcare, come and talk to us.

Elementary school has a vacancy for an experienced (6) _____

Telecommunications company needs (7) _____ to join busy team.

Finance department of busy firm needs an (8) _____ who is brilliant with numbers and budgets.

Talk together

7 Work in pairs. Which of these, or other jobs, would you like to do most or least? Why? What skills or personal qualities do you need for each job?

A: You have to be patient and creative to be a teacher.
B: And you have to like working with children!

119

LESSONS 5 AND 6

Overview

Outcomes
- to listen to an interview with an elderly woman
- to talk about people's regrets
- to read job advertisements and a letter of application
- to write a letter of application

Functions
- describing pictures
- making guesses
- expressing regrets
- applying for a job

Language focus
- *I wish .../If only ...*

Vocabulary
- jobs

Materials
- Student's Book pages 120–121, Workbook page W84, CD

Student's Book, pages 120 and 121

LISTENING

1 Tell the students to describe what they can see in the pictures (*which show two groups of older learners or mature students*). Tell them that they are going to listen to a text about a certain type of learner. Read the question. The students work in pairs. Check answers as a class.

Answers
Students' own answers

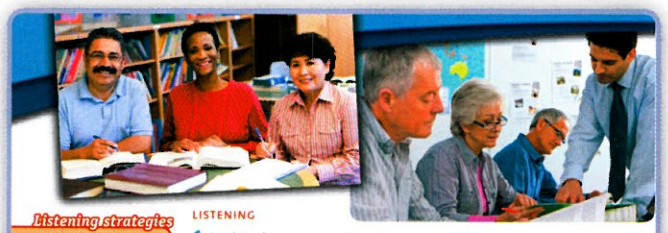
2 Read the *Listening strategies* box with the class. Ask the students to read the extracts from the recording and to discuss the question in pairs. If you think they may need some help, you could point out that several of the sentences suggest regret as they feature *I wish ...* or *If only ...*

Answers
Students' own answers

3 Tell the students that they can listen to the interview to check their answers to Exercise 2, that is, check the accuracy of their predictions. Check answers as a class.

Audioscript 16.2 – see page 138

Answer
The recording is about a woman who couldn't read or write, but who learned late in life and then wrote a book.



Listening strategies

Predicting
- Look at the pictures and talk to your partner about what you can see.
- Use this information to make predictions about what you are going to hear.

LISTENING

1 Look at the pictures. What can you see?

2 Read the following extracts from the recording. What do you think you are going to hear about? Discuss with a partner.
- I only wish I'd done it sooner, because many people have told me they have found it inspirational.
- Everything was a struggle.
- So I enrolled ... and it's made such a difference to my life!
- I wish I'd had the courage to seek help years before.
- If only there had been special tests to find out what my problem was when I was at school.

3 16.2 Listen to an interview with an elderly woman and check your answers to Exercise 2.

4 16.2 Listen again and answer the questions.
1 Why is it an especially admirable achievement that Wendy has written a book?
2 Why does Wendy wish that she had written the book earlier?
3 What three things couldn't Wendy do in the past, before her life changed?
4 Why did Wendy's social life suffer as a result of her lack of skills?
5 What did Wendy see at her son's school that inspired her to speak out about her lack of skills?
6 What advice did Wendy receive?
7 What job does Wendy do now, and how does she feel about it?

Learning is not a product of schooling but the lifelong attempt to acquire it.
Albert Einstein (1879–1955)

GRAMMAR: *I wish .../If only ...* Student grammar review page W97

5 What regrets do these people have? Say sentences with *I wish .../If only ...* Compare in pairs.

1 I didn't go to college. — If only/I wish I'd gone to college.
2 I didn't write a book.
3 I was too nervous to apply for my dream job.
4 I didn't want to travel.
5 I didn't become a teacher.
6 Nobody helped me.

120

4 Tell the students that they are going to listen again. First, read the questions with the students to check that they understand the task. Then play the CD again while the students complete the task.
The students check their answers in pairs. Then check answers as a class.

Audioscript 16.2 – see page 138

Answers
1 because she only recently learned to read and write **2** because many people have told her that they have found it inspirational **3** She couldn't travel anywhere if she didn't know the route, she couldn't read the labels on food in the supermarket, and she couldn't follow a recipe. **4** because she was worried that someone would ask her to read something **5** She saw six-year-old students learning to read and enjoying it. **6** Her son's teacher advised her to take a class for adults in her local community college. **7** She is a receptionist at her doctor's surgery. She loves it.

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation (*You continue to learn throughout your life, not just at school*). Ask students if they agree or disagree with the quotation and to give reasons for their opinions.

GRAMMAR: *I wish .../If only ...*

5 Ask the students what the woman in the recording regrets about her past (*she wishes she had learned to read sooner*). Write this sentence on the board and remind the students that we use the past perfect after *I wish .../If only ...* to talk about regrets in the past.
Look at the example sentence in the book. Tell the students that they can choose whether they want to use *I wish* or *If only*. Make sure that the students change the negative to the affirmative in sentence 5, and change *nobody* to *somebody* in sentence 6. Encourage them to use the contraction *I'd* in their answers, intead of *I had*.
The students complete the task in pairs.
Check answers as a class.

Answers
1 *If only/I wish I'd gone to college.* **2** If only/I wish I'd written a book. **3** If only/I wish I hadn't been too nervous to apply for my dream job. **4** If only/I wish I'd wanted to travel. **5** If only/I wish I'd become a teacher. **6** If only/I wish somebody had helped me.

Workbook, page W84, Exercise 10

READING

6 Read the instructions as a class. Ask the students to read the texts quickly and to match the correct advertisement with the letter of application.

Answer
advertisment b

7 Read the instructions as a class. Ask the students to read the letter quickly to answer. The students can do this in pairs. Check answers as a class.

Answers
1 B **2** A **3** C **4** D

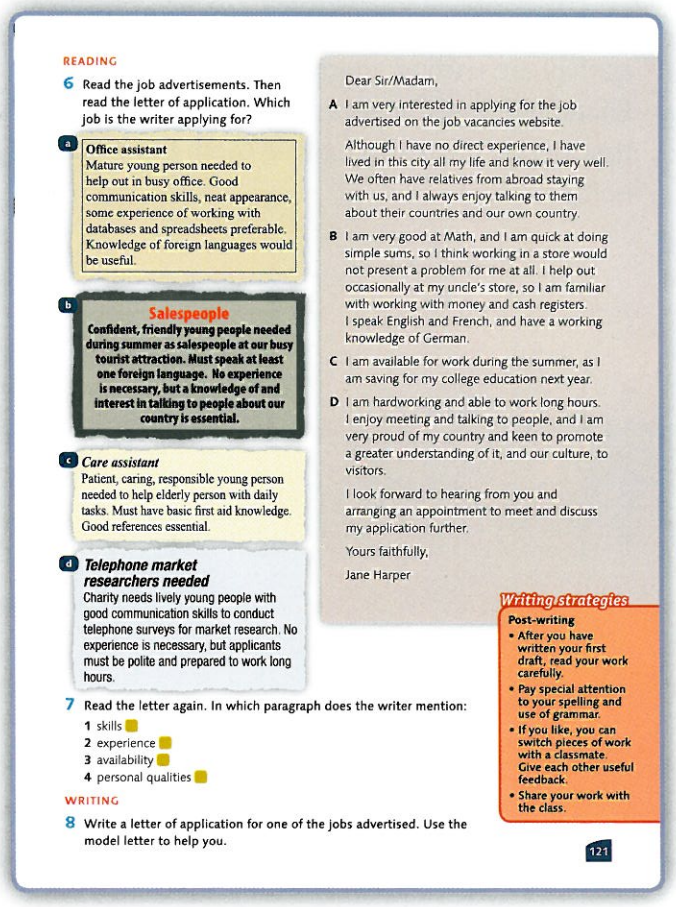
Workbook, page W84, Exercises 11 and 12

WRITING

8 Read the instructions as a class. Ask the students to plan their letter carefully, using the letter on the page and the key points in Exercise 7 to help them.
Monitor as they are writing their notes and help them with any ideas.
Go over the *Writing strategies* box with them before they write their final letter.
When they have finished, choose one or two students to read out their letters.

Answers
Students' own answers

Workbook, page W84, Exercise 13



READING

6 Read the job advertisements. Then read the letter of application. Which job is the writer applying for?

a **Office assistant**
Mature young person needed to help out in busy office. Good communication skills, neat appearance, some experience of working with databases and spreadsheets preferable. Knowledge of foreign languages would be useful.

b **Salespeople**
Confident, friendly young people needed during summer as salespeople at our busy tourist attraction. Must speak at least one foreign language. No experience is necessary, but a knowledge of and interest in talking to people about our country is essential.

c ***Care assistant***
Patient, caring, responsible young person needed to help elderly person with daily tasks. Must have basic first aid knowledge. Good references essential.

d ***Telephone market researchers needed***
Charity needs lively young people with good communication skills to conduct telephone surveys for market research. No experience is necessary, but applicants must be polite and prepared to work long hours.

Dear Sir/Madam,

A I am very interested in applying for the job advertised on the job vacancies website.

Although I have no direct experience, I have lived in this city all my life and know it very well. We often have relatives from abroad staying with us, and I always enjoy talking to them about their countries and our own country.

B I am very good at Math, and I am quick at doing simple sums, so I think working in a store would not present a problem for me at all. I help out occasionally at my uncle's store, so I am familiar with working with money and cash registers. I speak English and French, and have a working knowledge of German.

C I am available for work during the summer, as I am saving for my college education next year.

D I am hardworking and able to work long hours. I enjoy meeting and talking to people, and I am very proud of my country and keen to promote a greater understanding of it, and our culture, to visitors.

I look forward to hearing from you and arranging an appointment to meet and discuss my application further.

Yours faithfully,

Jane Harper

7 Read the letter again. In which paragraph does the writer mention:
1 skills
2 experience
3 availability
4 personal qualities

WRITING

8 Write a letter of application for one of the jobs advertised. Use the model letter to help you.

Writing strategies
Post-writing
- After you have written your first draft, read your work carefully.
- Pay special attention to your spelling and use of grammar.
- If you like, you can switch pieces of work with a classmate. Give each other useful feedback.
- Share your work with the class.

121

LESSONS 7 AND 8

Workbook, page W85, Exercises 14, 15, and 16

LESSON 9

Project

Ask the students to look at page 122 in their Student's Book and to describe the people in the pictures. Read the task with the students. Go over the bullet points in the *Your task* box one by one with the class. Do the same with the questions, eliciting information and ideas from the students.

The students write their answers. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.

LESSON 10

REVIEW D

Student's Book, pages 123 and 124

The students work on their own to complete the vocabulary exercises and then in pairs to complete the grammar exercises. Tell them that for multiple-choice questions, there is only one answer for each question.

VOCABULARY

Answers
1 c **2** a **3** c **4** a **5** e **6** c **7** d
8 1b 2d 3f 4c 5a 6e
9 1c 2d 3f 4a 5b 6e

GRAMMAR

Suggested answers
10 ***A:*** *Where did you go?* ***B:*** *I visited India. / I asked Farid where he had gone. He told me that he had visited India.*
11 a *The window might have been broken by a ball.* **b** A woman must have forgotten her purse. **c** Two people must have bought tickets for a vacation in another country.
12 **1** *If I hadn't run so fast, I wouldn't have tripped and fallen.* **2** If I had put a stamp on the envelope, you would have gotten my letter. **3** If I hadn't entered the competition, I wouldn't have won. **4** If I hadn't studied so hard for the test, I wouldn't have gotten a good grade. **5** If I had felt well, I would have gone to school. **6** If I hadn't been studying, I would have remembered / wouldn't have forgotten to call you.
13 ***A:*** *I once broke my finger when I fell off my bike.* ***B:*** *I was so shy when I was in elementary school.* ***A:*** *I wish I hadn't broken my finger.* ***B:*** *If only I hadn't been so shy.*

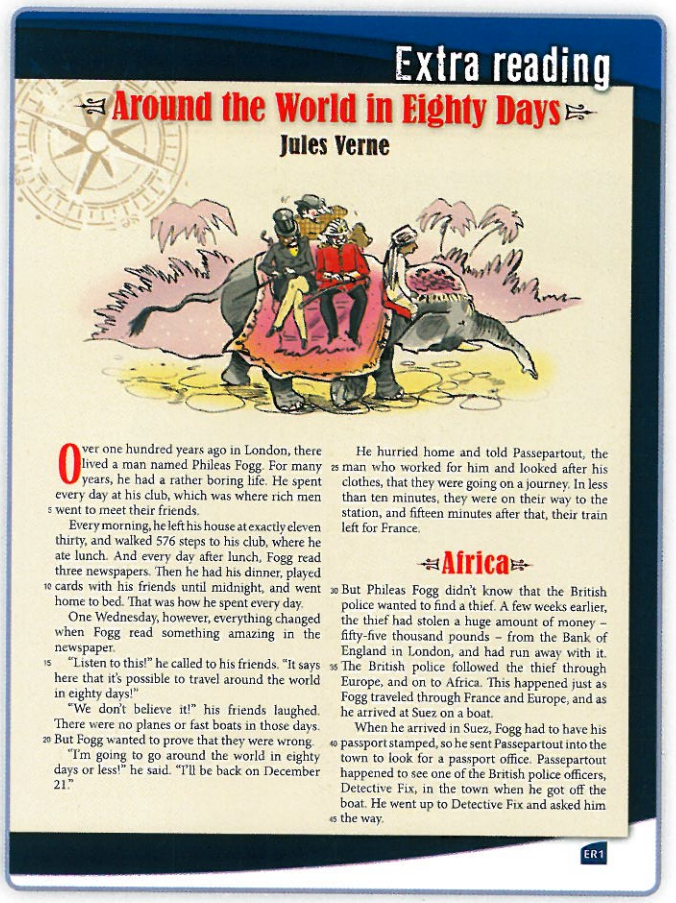
Workbook, pages W86 and W87, Progress test 4

Workbook, pages W88 and W89, Final test

Extra reading

Around the World in Eighty Days

Student's Book, pages ER1, ER2, ER3, ER4, and ER5


Extra reading

Around the World in Eighty Days

Jules Verne

Over one hundred years ago in London, there lived a man named Phileas Fogg. For many years, he had a rather boring life. He spent every day at his club, which was where rich men went to meet their friends.

Every morning, he left his house at exactly eleven thirty, and walked 576 steps to his club, where he ate lunch. And every day after lunch, Fogg read three newspapers. Then he had his dinner, played cards with his friends until midnight, and went home to bed. That was how he spent every day.

One Wednesday, however, everything changed when Fogg read something amazing in the newspaper.

"Listen to this!" he called to his friends. "It says here that it's possible to travel around the world in eighty days!"

"We don't believe it!" his friends laughed. There were no planes or fast boats in those days. But Fogg wanted to prove that they were wrong.

"I'm going to go around the world in eighty days or less!" he said. "I'll be back on December 21."

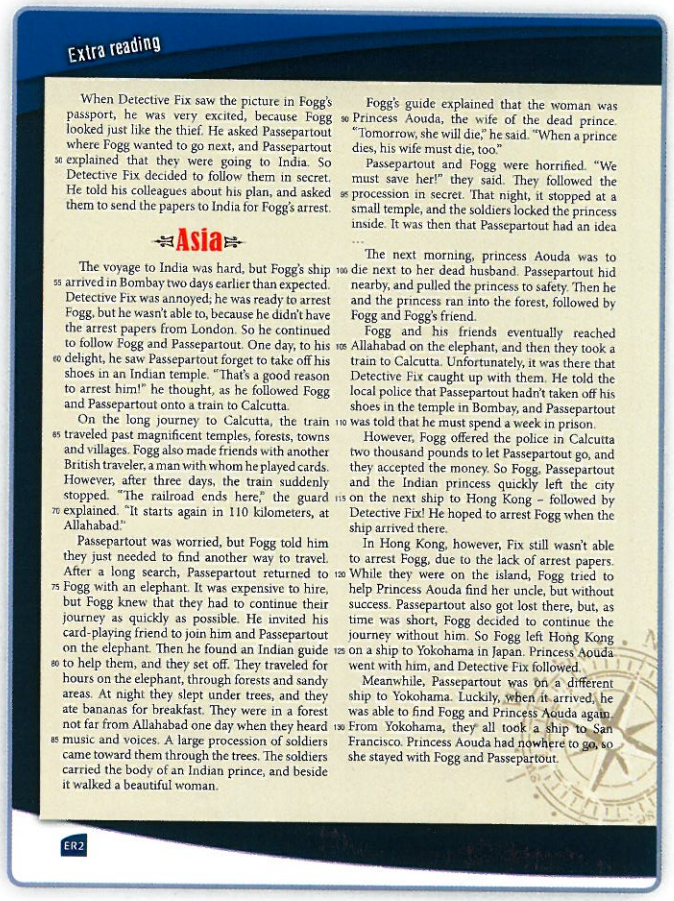
He hurried home and told Passepartout, the man who worked for him and looked after his clothes, that they were going on a journey. In less than ten minutes, they were on their way to the station, and fifteen minutes after that, their train left for France.

Africa

But Phileas Fogg didn't know that the British police wanted to find a thief. A few weeks earlier, the thief had stolen a huge amount of money – fifty-five thousand pounds – from the Bank of England in London, and had run away with it. The British police followed the thief through Europe, and on to Africa. This happened just as Fogg traveled through France and Europe, and as he arrived at Suez on a boat.

When he arrived in Suez, Fogg had to have his passport stamped, so he sent Passepartout into the town to look for a passport office. Passepartout happened to see one of the British police officers, Detective Fix, in the town when he got off the boat. He went up to Detective Fix and asked him the way.

ER1


Extra reading

When Detective Fix saw the picture in Fogg's passport, he was very excited, because Fogg looked just like the thief. He asked Passepartout where Fogg wanted to go next, and Passepartout explained that they were going to India. So Detective Fix decided to follow them in secret. He told his colleagues about his plan, and asked them to send the papers to India for Fogg's arrest.

Asia

The voyage to India was hard, but Fogg's ship arrived in Bombay two days earlier than expected. Detective Fix was annoyed; he was ready to arrest Fogg, but he wasn't able to, because he didn't have the arrest papers from London. So he continued to follow Fogg and Passepartout. One day, to his delight, he saw Passepartout forget to take off his shoes in an Indian temple. "That's a good reason to arrest him!" he thought, as he followed Fogg and Passepartout onto a train to Calcutta.

On the long journey to Calcutta, the train traveled past magnificent temples, forests, towns and villages. Fogg also made friends with another British traveler, a man with whom he played cards. However, after three days, the train suddenly stopped. "The railroad ends here," the guard explained. "It starts again in 110 kilometers, at Allahabad."

Passepartout was worried, but Fogg told him they just needed to find another way to travel. After a long search, Passepartout returned to Fogg with an elephant. It was expensive to hire, but Fogg knew that they had to continue their journey as quickly as possible. He invited his card-playing friend to join him and Passepartout on the elephant. Then he found an Indian guide to help them, and they set off. They traveled for hours on the elephant, through forests and sandy areas. At night they slept under trees, and they ate bananas for breakfast. They were in a forest not far from Allahabad one day when they heard music and voices. A large procession of soldiers came toward them through the trees. The soldiers carried the body of an Indian prince, and beside it walked a beautiful woman.

Fogg's guide explained that the woman was Princess Aouda, the wife of the dead prince. "Tomorrow, she will die," he said. "When a prince dies, his wife must die, too."

Passepartout and Fogg were horrified. "We must save her!" they said. They followed the procession in secret. That night, it stopped at a small temple, and the soldiers locked the princess inside. It was then that Passepartout had an idea ...

The next morning, princess Aouda was to die next to her dead husband. Passepartout hid nearby, and pulled the princess to safety. Then he and the princess ran into the forest, followed by Fogg and Fogg's friend.

Fogg and his friends eventually reached Allahabad on the elephant, and then they took a train to Calcutta. Unfortunately, it was there that Detective Fix caught up with them. He told the local police that Passepartout hadn't taken off his shoes in the temple in Bombay, and Passepartout was told that he must spend a week in prison.

However, Fogg offered the police in Calcutta two thousand pounds to let Passepartout go, and they accepted the money. So Fogg, Passepartout and the Indian princess quickly left the city on the next ship to Hong Kong – followed by Detective Fix! He hoped to arrest Fogg when the ship arrived there.

In Hong Kong, however, Fix still wasn't able to arrest Fogg, due to the lack of arrest papers. While they were on the island, Fogg tried to help Princess Aouda find her uncle, but without success. Passepartout also got lost there, but, as time was short, Fogg decided to continue the journey without him. So Fogg left Hong Kong on a ship to Yokohama in Japan. Princess Aouda went with him, and Detective Fix followed.

Meanwhile, Passepartout was on a different ship to Yokohama. Luckily, when it arrived, he was able to find Fogg and Princess Aouda again. From Yokohama, they all took a ship to San Francisco. Princess Aouda had nowhere to go, so she stayed with Fogg and Passepartout.

ER2

Read the title of the text with the students. Ask them to look at the pictures and say what they can see. Ask them if they know anything about the story. Ask the students to work in pairs to discuss what the story might be about. They can use modals of possibility to do this, for example, *It must be about traveling*. *It might be about a race*, and so on. If you wish, you can have some of the students offer their predictions to the class before you start them on reading the story.

The students read the story on pages ER1 to ER3. Choose students to read the story out loud if you wish, or ask them to read it silently. You may like to pre-teach some of the vocabulary before they read, or discuss the meanings of new words as a class. You may, however, prefer to avoid confirming the meanings of the words in the vocabulary exercise for now.

When they have finished reading the story, ask *Did you like it? Why / Why not?* Then ask the students to complete the exercises on page ER4. When the students have completed the exercises, check the answers as a class.

VOCABULARY

1 Explain to the students that they have to find the words in the story. Ask them to read the sentence that contains the word carefully, to figure out its meaning. They then match the word with the correct definition.

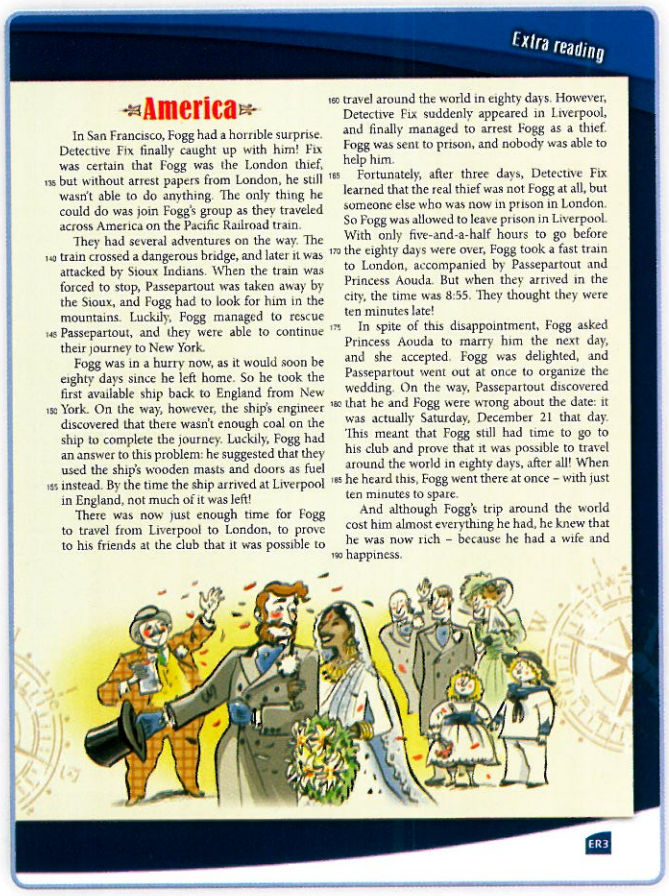
Answers
1 e **2** f **3** c **4** a **5** b **6** d

COMPREHENSION

2 Read the questions with the students and explain that they have to find the answers in the story. Remind them to read quickly to find the part of the text where the answer is and then to read more slowly to answer the question fully. Encourage them to answer using full sentences.

Answers

1 He was a man who lived his life by a fixed, unchanging routine. **2** Passepartout, the man who worked for him, left with him. **3** They wanted to find a thief who had stolen fifty-five thousand pounds from a bank. **4** He thought that Fogg was the thief. **5** He rescued the Indian Princess Aouda. **6** They crossed a dangerous bridge and were attacked by Sioux Indians. **7** He was arrested by Detective Fix. **8** No, they thought that they were ten minutes late. **9** Fogg and Princess Aouda got married. **10** Yes, they had traveled around the world in 79 days!



Extra reading

America

In San Francisco, Fogg had a horrible surprise. Detective Fix finally caught up with him! Fix was certain that Fogg was the London thief, but without arrest papers from London, he still wasn't able to do anything. The only thing he could do was join Fogg's group as they traveled across America on the Pacific Railroad train.

They had several adventures on the way. The train crossed a dangerous bridge, and later it was attacked by Sioux Indians. When the train was forced to stop, Passepartout was taken away by the Sioux, and Fogg had to look for him in the mountains. Luckily, Fogg managed to rescue Passepartout, and they were able to continue their journey to New York.

Fogg was in a hurry now, as it would soon be eighty days since he left home. So he took the first available ship back to England from New York. On the way, however, the ship's engineer discovered that there wasn't enough coal on the ship to complete the journey. Luckily, Fogg had an answer to this problem: he suggested that they used the ship's wooden masts and doors as fuel instead. By the time the ship arrived at Liverpool in England, not much of it was left!

There was now just enough time for Fogg to travel from Liverpool to London, to prove to his friends at the club that it was possible to travel around the world in eighty days. However, Detective Fix suddenly appeared in Liverpool, and finally managed to arrest Fogg as a thief. Fogg was sent to prison, and nobody was able to help him.

Fortunately, after three days, Detective Fix learned that the real thief was not Fogg at all, but someone else who was now in prison in London. So Fogg was allowed to leave prison in Liverpool. With only five-and-a-half hours to go before the eighty days were over, Fogg took a fast train to London, accompanied by Passepartout and Princess Aouda. But when they arrived in the city, the time was 8:55. They thought they were ten minutes late!

In spite of this disappointment, Fogg asked Princess Aouda to marry him the next day, and she accepted. Fogg was delighted, and Passepartout went out at once to organize the wedding. On the way, Passepartout discovered that he and Fogg were wrong about the date: it was actually Saturday, December 21 that day. This meant that Fogg still had time to go to his club and prove that it was possible to travel around the world in eighty days, after all! When he heard this, Fogg went there at once – with just ten minutes to spare.

And although Fogg's trip around the world cost him almost everything he had, he knew that he was now rich – because he had a wife and happiness.

ER3

SPEAKING

3 Go over the task with the students and draw their attention to the model sentences. If there is time, allow the students to change roles and maybe change partner, to avoid repetition in the dialogues. Give the students ten to fifteen minutes to create and practice their dialogue. Choose groups to perform their dialogues in front of the class.

Suggested answers

A: *What was the most exciting experience on your trip?* ***B:*** *The most exciting experience was probably traveling on the elephant in India.*

4 In pairs, the students discuss the countries they would like to visit and give their reasons. Choose students to give their answers and explain them.

Answers

Students' own answers

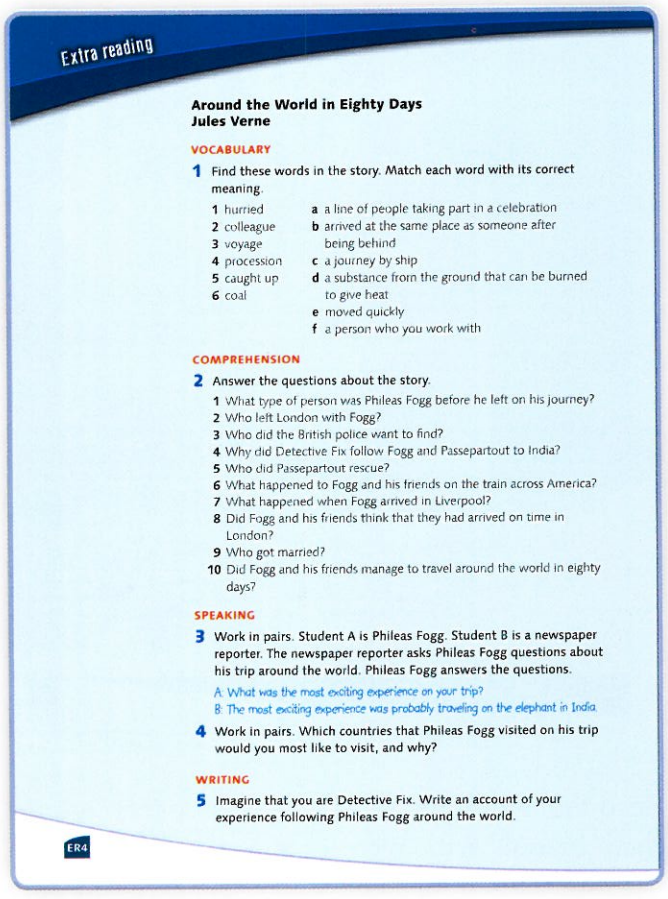
WRITING

5 Ask the students to remind you what happened in the story. Explain that they have to imagine that they are Detective Fix and describe what it was like to follow Phileas Fogg.

Remind the students to plan their accounts first. Monitor as they do this. Once you have seen all the plans, the students can write their accounts. When they have finished, they can switch accounts with another student. They correct each other's work if necessary. Choose some students to read their accounts out loud.

Answers

Students' own answers



Extra reading

Around the World in Eighty Days
Jules Verne

VOCABULARY

1 Find these words in the story. Match each word with its correct meaning.

1 hurried	a a line of people taking part in a celebration
2 colleague	b arrived at the same place as someone after being behind
3 voyage	c a journey by ship
4 procession	d a substance from the ground that can be burned to give heat
5 caught up	e moved quickly
6 coal	f a person who you work with

COMPREHENSION

2 Answer the questions about the story.

1 What type of person was Phileas Fogg before he left on his journey?
2 Who left London with Fogg?
3 Who did the British police want to find?
4 Why did Detective Fix follow Fogg and Passepartout to India?
5 Who did Passepartout rescue?
6 What happened to Fogg and his friends on the train across America?
7 What happened when Fogg arrived in Liverpool?
8 Did Fogg and his friends think that they had arrived on time in London?
9 Who got married?
10 Did Fogg and his friends manage to travel around the world in eighty days?

SPEAKING

3 Work in pairs. Student A is Phileas Fogg. Student B is a newspaper reporter. The newspaper reporter asks Phileas Fogg questions about his trip around the world. Phileas Fogg answers the questions.

A: What was the most exciting experience on your trip?
B: The most exciting experience was probably traveling on the elephant in India.

4 Work in pairs. Which countries that Phileas Fogg visited on his trip would you most like to visit, and why?

WRITING

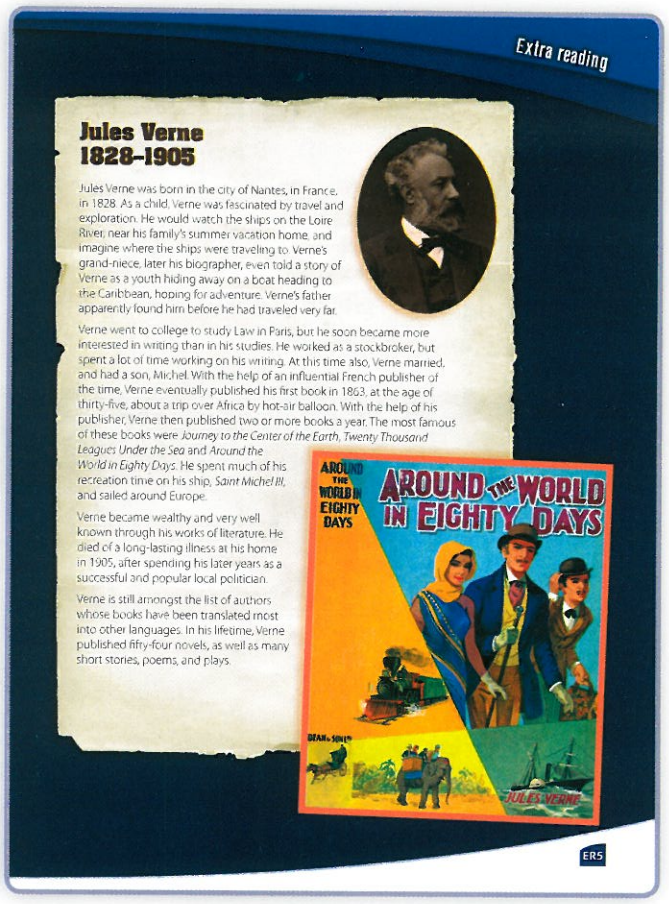
5 Imagine that you are Detective Fix. Write an account of your experience following Phileas Fogg around the world.

ER4

Jules Verne 1828–1905

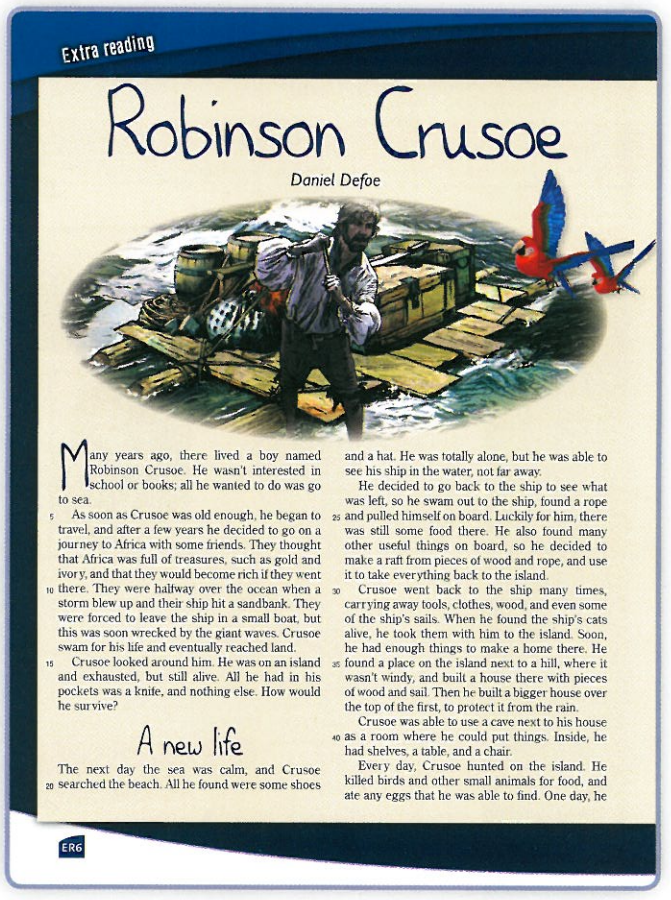
Now ask the students to look at page ER5. Ask them to look at the pictures and say what they can see. Before they read the whole text about Jules Verne, ask them to quickly read the first paragraph only to find out what the author did in his life that would have helped him write *Around the World in Eighty Days* (Verne loved to watch the ships near his home. He hid on a boat looking for adventure. He sailed around Europe.)

Ask them to read the remaining text about Jules Verne. Hold a short class discussion about his life. You could ask them to find out about other books that the author wrote (for example *Twenty Thousand Leagues Under the Sea*, *Journey to the Center of the Earth*).



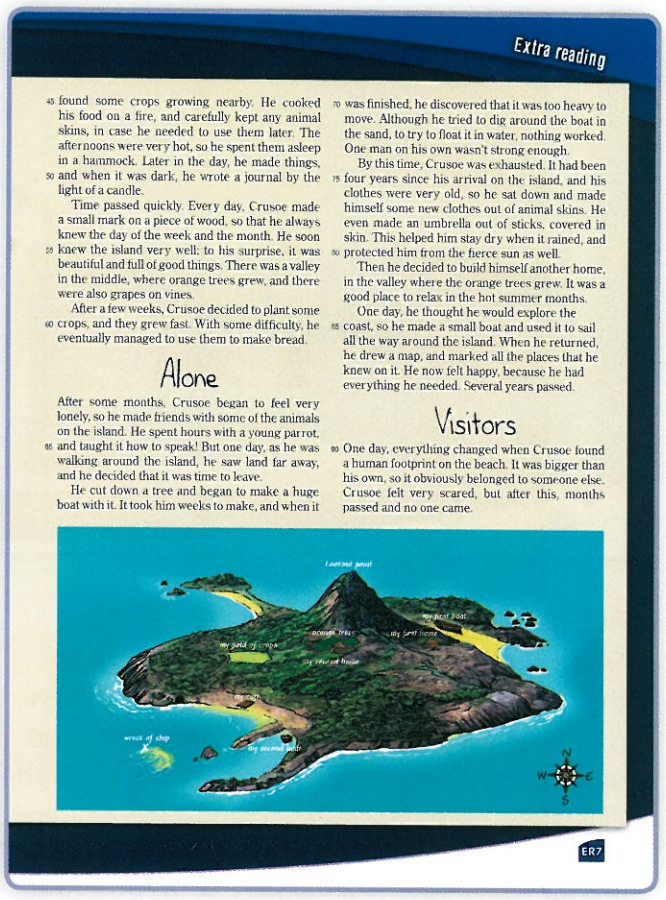
Robinson Crusoe

Student's Book, pages ER6, ER7, ER8, ER9, and ER10



Read the title of the text with the students. Ask them to look at the pictures and say what they can see. Do they know the story of Robinson Crusoe? Ask the students to work in pairs to discuss what the story might be about. They can use modals of possibility to do this, for example, *It might be about a man who gets shipwrecked. It could be about somewhere tropical because I can see parrots*, and so on. If you wish, you can ask some of the students to offer their predictions to the class.

The students read the story on pages ER6 to ER8. Choose students to read the story out loud if you wish, or ask them to read it silently. You may like to pre-teach some of the vocabulary before they read, or discuss the meanings of new words as a class. When they have finished reading the story, ask *Did you like it? Why / Why not?* The students complete the exercises on page ER9. Check answers as a class.



VOCABULARY

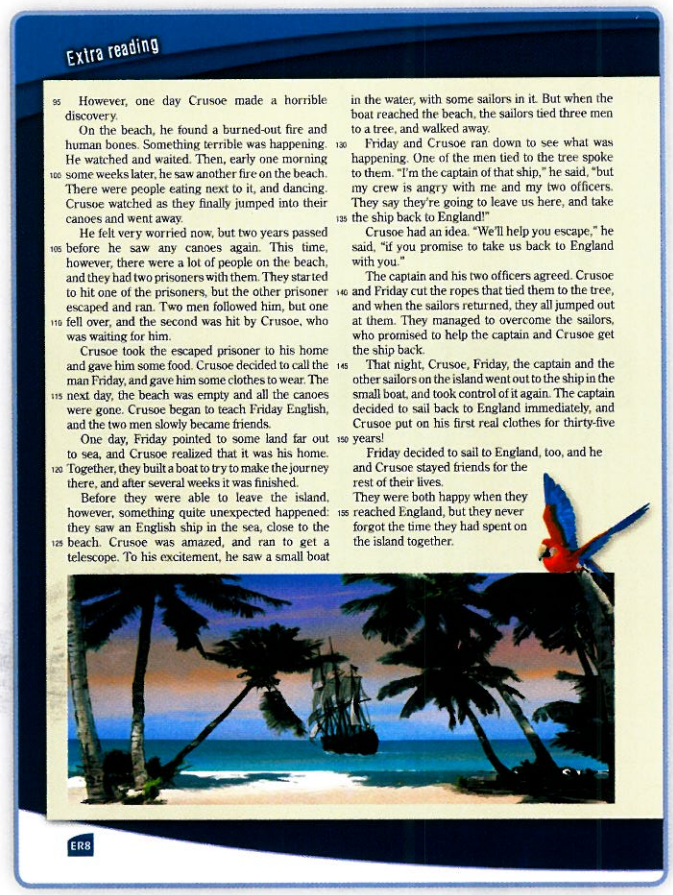
1 Explain to the students that they have to find the words in the story. Ask them to read the sentence that contains the word carefully, to figure out its meaning. They then match the word with the correct definition.

Answers
1 e **2** g **3** i **4** b **5** a **6** c **7** h **8** j **9** f **10** d

COMPREHENSION

2 Ask the students to read the story again and decide if the sentences are true or false. Encourage them to write correct versions of the false sentences. Choose students to give their answers and explain them.

Answers
1 True **2** False. Crusoe found many useful things on the ship. **3** True **4** False. Crusoe ate birds, small animals, and eggs. **5** True **6** False. Crusoe was scared when he found the footprint. **7** True **8** True **9** False. Crusoe rescued the captain. **10** False. Friday decided to sail to England, too.


Extra reading

However, one day Crusoe made a horrible discovery.

On the beach, he found a burned-out fire and human bones. Something terrible was happening. He watched and waited. Then, early one morning some weeks later, he saw another fire on the beach. There were people eating next to it, and dancing. Crusoe watched as they finally jumped into their canoes and went away.

He felt very worried now, but two years passed before he saw any canoes again. This time, however, there were a lot of people on the beach, and they had two prisoners with them. They started to hit one of the prisoners, but the other prisoner escaped and ran. Two men followed him, but one fell over, and the second was hit by Crusoe, who was waiting for him.

Crusoe took the escaped prisoner to his home and gave him some food. Crusoe decided to call the man Friday, and gave him some clothes to wear. The next day, the beach was empty and all the canoes were gone. Crusoe began to teach Friday English, and the two men slowly became friends.

One day, Friday pointed to some land far out to sea, and Crusoe realized that it was his home. Together, they built a boat to try to make the journey there, and after several weeks it was finished.

Before they were able to leave the island, however, something quite unexpected happened: they saw an English ship in the sea, close to the beach. Crusoe was amazed, and ran to get a telescope. To his excitement, he saw a small boat in the water, with some sailors in it. But when the boat reached the beach, the sailors tied three men to a tree, and walked away.

Friday and Crusoe ran down to see what was happening. One of the men tied to the tree spoke to them. "I'm the captain of that ship," he said, "but my crew is angry with me and my two officers. They say they're going to leave us here, and take the ship back to England!"

Crusoe had an idea. "We'll help you escape," he said, "if you promise to take us back to England with you."

The captain and his two officers agreed. Crusoe and Friday cut the ropes that tied them to the tree, and when the sailors returned, they all jumped out at them. They managed to overcome the sailors, who promised to help the captain and Crusoe get the ship back.

That night, Crusoe, Friday, the captain and the other sailors on the island went out to the ship in the small boat, and took control of it again. The captain decided to sail back to England immediately, and Crusoe put on his first real clothes for thirty-five years!

Friday decided to sail to England, too, and he and Crusoe stayed friends for the rest of their lives.

They were both happy when they reached England, but they never forgot the time they had spent on the island together.

ER8

SPEAKING

3 Go over the task with the students and draw their attention to the model sentences. If there is time, allow the students to change roles and maybe change partner, to avoid repetition in the dialogues. Give the students ten to fifteen minutes to create and practice their dialogue. Choose groups to perform their dialogues in front of the class.

Suggested answers
A: *How long did you live on the island?* ***B:*** *I lived on the island for thirty-five years.*

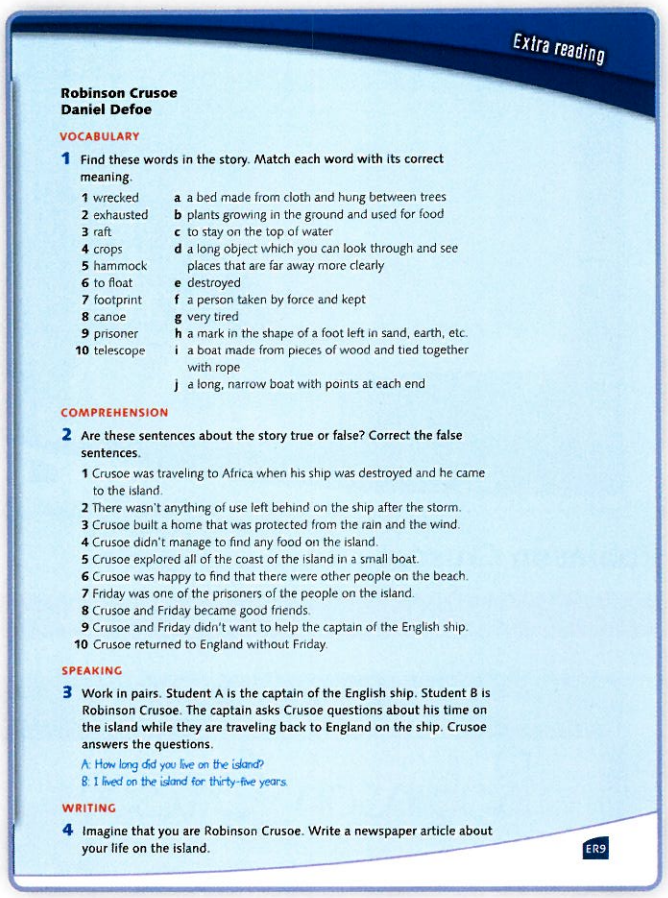
WRITING

4 Explain to the students that they have to write a newspaper report written by Robinson Crusoe after his experience on the island. Discuss some ideas first and ask the students to plan their articles before they start writing. Monitor as they do this. Once you have seen all the plans, the students can write their articles.
When they have finished, they correct each other's work if necessary. Choose some students to read their work to the class.

Answers
Students' own answers

Daniel Defoe, c. 1659–1731

Now ask students to look at the pictures on page ER10 and say what they can see. Before they read the whole text about Daniel Defoe, ask them to quickly read the first paragraph only to find out what the author did in his life that would have helped him write *Robinson Crusoe* (*Defoe was a merchant selling wool across Europe, so he would have traveled a lot by sea. He knew what it was like to have not much money. He was interested in other stories about travel.*) Ask them to read the remaining text about Daniel Defoe. Hold a short class discussion about other writers the students might know from this period. Who is their favorite author?


Extra reading

Robinson Crusoe
Daniel Defoe

VOCABULARY

1 Find these words in the story. Match each word with its correct meaning.

1 wrecked	a a bed made from cloth and hung between trees
2 exhausted	b plants growing in the ground and used for food
3 raft	c to stay on the top of water
4 crops	d a long object which you can look through and see places that are far away more clearly
5 hammock	e destroyed
6 to float	f a person taken by force and kept
7 footprint	g very tired
8 canoe	h a mark in the shape of a foot left in sand, earth, etc.
9 prisoner	i a boat made from pieces of wood and tied together with rope
10 telescope	j a long, narrow boat with points at each end

COMPREHENSION

2 Are these sentences about the story true or false? Correct the false sentences.

1 Crusoe was traveling to Africa when his ship was destroyed and he came to the island.
2 There wasn't anything of use left behind on the ship after the storm.
3 Crusoe built a home that was protected from the rain and the wind.
4 Crusoe didn't manage to find any food on the island.
5 Crusoe explored all of the coast of the island in a small boat.
6 Crusoe was happy to find that there were other people on the beach.
7 Friday was one of the prisoners of the people on the island.
8 Crusoe and Friday became good friends.
9 Crusoe and Friday didn't want to help the captain of the English ship.
10 Crusoe returned to England without Friday.

SPEAKING

3 Work in pairs. Student A is the captain of the English ship. Student B is Robinson Crusoe. The captain asks Crusoe questions about his time on the island while they are traveling back to England on the ship. Crusoe answers the questions.

A: How long did you live on the island?
B: I lived on the island for thirty-five years.

WRITING

4 Imagine that you are Robinson Crusoe. Write a newspaper article about your life on the island.

ER9


Extra reading

Daniel Defoe
c. 1659–1731

Daniel Defoe was born in London around the year 1659 in an area that was affected by the Great Fire of London in 1666. However, his family were very lucky as their house was not destroyed in the fire, like so many others. Defoe left school at the age of eighteen and he became a merchant, mainly selling woolen goods across Europe. Defoe's business was successful, though he still had money problems, which affected him for much of his life. In 1684, he married the daughter of a London merchant and they later had eight children.

Defoe was involved in the politics of the time, and he wrote many leaflets, poems, and essays about his political views. He became quite well known at the time, and he spent a short time in prison. On his release from prison, Defoe wrote *The Storm*, which was a collection of witness accounts of the Great Storm of 1703 in the cities of London and Bristol. Defoe's journalistic work was much admired. In the early 1700s Defoe wrote many other political documents, but it was not until later that Defoe's more well-known novels were published, beginning with *Robinson Crusoe* in 1719.

Scholars have debated the inspiration for the story and character of Robinson Crusoe. One possibility is the Latin translation of the novel *Alive, Son of Awake*, written by the Muslim scholar Ibn Tufail in the twelfth century. The publication of *Robinson Crusoe* brought about a new genre in travel literature and was the first of many novels later written by Defoe.

Daniel Defoe died in 1731. Over the course of his lifetime, he wrote more than 500 books, leaflets, and journals on a variety of topics. Defoe is also well known for making the novel popular in England.

ROBINSON CRUSOE

ER10

3.1

1

Reiko: Next Monday is the second Monday in January, and once again we are celebrating *Seijin-no-hi*, when Japanese people reach adulthood. On that day, Japanese people celebrate becoming adults, at twenty years old. As usual, next week the event starts with a special **ceremony** in the morning. All young adults living in the area, who are twenty or will be twenty that year, are invited. This year, my friends and I are going too! There will be speeches, and the "new" adults will get small gifts. In the past, women used to buy kimonos – traditional Japanese dress – for the occasion. Kimonos are very expensive to buy now, so my friends and I are going to borrow them for our *Seijin-no-hi*. I think I'll wear a red one.

2

Huang: Next week, we are celebrating the Taiwan Lantern Festival. It is an **event** that takes place every year in Taiwan. We're going to decorate lanterns with wishes and images and then release them into the sky. The sky will look phenomenal and full of light. The festival was originally a **celebration** of the town's welfare. People used to light up lanterns in the sky to keep disease away from the town and to let others know that the town was safe.

3

Anna: In Bacolod, a city in the Philippines, the Maskarra **festival** takes place every October. People, who all wear smiling masks and colorful costumes, take part in lots of different, fun competitions and have special Philippine food. Maskarra started in 1980, after the region experienced some unhappy events. The message people wanted to give each other was, "Cheer up, because things are going to get better." This year, Maskarra starts on Saturday October 20. It's going to be so much fun.

3.2

1

One of the most interesting festivals I've ever been to is the Camel Fair, in India. It takes place in January every year. The Camel Fair begins with the highlight: a colorful procession of camels. Even the camels wear colorful costumes! They are decorated in ribbons and cloths made of bright colors. There are acrobatics displays and competitions for camels – and people too! In the evening, there is live music by local musicians, and the festival ends in a fantastic fireworks display. Hundreds of tourists and local people come to the festival every year. It really is an amazing sight to see.

2

I'm from Quebec, in Canada. Our Winter Carnival is famous all over the world! It takes place every year between January and February, and lasts for seventeen days. Each weekend, there are different activities, entertainments, and sports. Hundreds of people visit it every year. There are processions of colorful floats, marching bands, and the highlight of the carnival – the giant snowman, the king of the carnival! Everyone wears the red woolen hat and scarf of the giant snowman, Bon Homme. I love the ice sculptures too. They are made by top sculptors from all around the world. There is even an amazing ice palace. It consists of 9,000 tons of snow, made into thousands of bricks!

3

I'm Turkish. My favorite festival is Children's Day. It takes place every year on April 23. Children all over Turkey dress up in special costumes or wear the traditional costume for the festival: for boys, it's loose silk pants, a white shirt, and a special hat with decorations. For girls, it's a colorful dress and a head covering. The festival started in 1920. The highlight of the festival takes place in Ankara, the capital city. Here there is a spectacular performance of singing. Children from all over the world come to take part in traditional dances and songs from their countries. It's a truly international celebration of children.

3.3

Parsa: **Is your brother coming** home from college for the weekend, Nader?
Nader: Yes, he is. **He's coming** tomorrow!
Parsa: **Are you looking forward** to seeing him again?
Nader: Yes, I am. I haven't seen him for a long time. We **are going to** have so much to talk about. And the best thing is that we **are going** to the festival together.
Parsa: What time **does the main procession start**?
Nader: It **starts** early on Saturday morning, I think. **Are you going** to the festival, too?
Parsa: I'm not sure. **I'll** ask my parents about it tonight.

3.4

Well, first I'm going to invite the whole family to our house for a special meal on New Year's Day. I'm going to clean the house a month before and redecorate the living room, so that it is clean and fresh. I'll start to cook the food two weeks before the celebrations start. Another thing I need to do is buy and then wrap up gifts for everyone, in red paper! I'm going to find small dragon toys for the children and get red paper lanterns to hang up. I also need to get everyone's clothes ready to dress up in. And I'll wake up everyone early on New Year's Day, so they can join in with the fun! On the day of the Lantern Festival, I'll find out what time the parade is!

4.1

Customs and traditions across the world

Every society and culture has its own customs and traditions. When you travel to another country, you should make sure that you know these unwritten "rules" so that you don't offend anyone.

- If someone gives you a gift in India, you must not open it in front of the person who has given it to you. You must open it in private.
- In many countries around the world, you have to take off your shoes before entering someone's home.
- In the country in Brazil, many homes don't have doorbells. So when you visit someone, you must stand outside and clap your hands. If nobody comes to open the door, you can knock on the door, but you can't go inside until it is opened.
- In Bangladesh, women must not shake hands when they greet someone. Instead, they should greet others with a polite nod.
- If you are waiting to shake the hand of the Queen of England, you have to wait until she puts out her hand first.
- Accepting invitations can be very confusing. If you are invited to a dinner party which starts at seven o'clock, what time should you arrive? In Turkey, you should arrive exactly on time. In Argentina, you should arrive up to an hour late, as arriving on time is considered impolite!
- In the Far East, it's considered rude to tap your chopsticks against your bowl. You shouldn't point to someone while holding chopsticks, either.
- Even if you're very hungry and you're eating a meal in China, you must not finish your food. It's considered rude, because it suggests that you are very hungry and that you haven't had enough to eat.
- You are allowed to eat noodles noisily in Japan – it shows your host or hostess that you are enjoying your meal!

4.2

In India, when a woman is pregnant, the family usually has a ceremony, known as *ghod bharai*, in order to celebrate the arrival of the baby. It is a time of festivity.

A *ghod bharai* is held in the seventh month of the pregnancy. It is believed that the baby is in a safe phase then. A traditional Indian *ghod bharai*'s purpose is to bless the mother-to-be and shower her with many gifts. It is considered bad luck to buy the baby clothes or items before it is born. That's why a *ghod bharai* is a celebration of the mother instead of the newborn.

The literal translation of *ghod bharai* is "fill the lap." The women of the family and friends of the mother-to-be hold this celebration to bless and pamper the mother. The expectant mother dresses up just like a bride. She then sits on a chair or a couch so that her family and friends can bless her and place their gifts on her lap. They also feed her traditional Indian treats.

The women-only gathering is not over yet! After the guests bestow their blessings and gifts upon the mother-to-be, the real party begins. They celebrate by playing games and trying to guess the baby's gender.

5.1

The Seven Ancient Wonders of the World

More than 2,000 years ago, the Ancient Greeks traveled far and wide to see great landmarks, just like we do today.

Five of the Ancient Wonders were built by the Ancient Greeks; only the Pyramids of Giza and the Hanging Gardens of Babylon were not.

The Pyramids of Giza (in Egypt) are the oldest of the Ancient Wonders. They are built from millions of stone blocks, and are also the only Ancient Wonder that still exists today. They are visited by thousands of tourists every year.

The Hanging Gardens of Babylon (in modern Iraq) were designed by the King of Babylon, who ruled between 605 and 562 BCE. They were placed on a brick terrace, twenty-three meters above ground. Machines, which were operated by slaves, watered the beautiful plants.

The Mausoleum at Halicarnassus (in modern Turkey) was a famous tomb in ancient times. It was built of marble for a rich ruler, but most of it was destroyed by an earthquake.
The Colossus at Rhodes (an island in the Mediterranean) was a huge bronze statue of the Greek sun god, Helios. It was about the same size as the Statue of Liberty in New York. It is possible that the Colossus at Rhodes will be rebuilt in the future.
The Temple of Artemis at Ephesus (in modern Turkey) was dedicated to the Greek goddess of the moon. It was built of marble, but it was destroyed in a fire many centuries ago.
The Statue of Zeus in Olympia (in Greece) was an incredible sight. It was made out of gold and ivory, and was six times bigger than a man.
The Lighthouse at Alexandria (in Egypt) was the first lighthouse in the world. It was 134 meters high. Lighthouses today are lit by lamps, but the lighthouse at Alexandria had a fire at the top of the building. It was visible far out to sea.

5.2

The Great Wall of China will always be considered one of the most spectacular sights on Earth. The Great Wall of China extends about 8,850 kilometers and is the biggest man-made structure in the world. For this reason alone, it deserves its place as one of the Seven New Wonders.
There are many amazing facts about the Great Wall that make it a Wonder. For example, it is a huge landmark, which is visible from space. The First Emperor of China decided that a very long wall was necessary to protect the northern part of his kingdom, about 2,500 years ago.
The Great Wall was built over ten years, by 300,000 people. There were once many shorter walls in the north of China. The Great Wall was made by joining all of these short walls into one very long wall. It is made mainly from stone, but on top of the wall, bricks are also used. As it's so long and wide, travelers used to use it as a road.
Although some parts of the Great Wall that are visited by tourists are well preserved, other parts are falling down today. Fortunately, however, because the Great Wall is one of the Seven New Wonders of the World, its preservation will be ensured in the future.

6.1

1

Dear Lucy,
We're traveling through South Africa. Right now, we're in Cape Town. I'm writing from the top of Table Mountain. I can see the whole city from here! There's a cable car to take people up and down the mountain, but Dad just said he wants us to walk down. I'm a little nervous about that!
Love, Carol

2

Dear Mana,
Istanbul is a noisy, busy city – I love it! Our hotel is in a perfect location for sightseeing. The tram is very close to the hotel, and on a trip downtown we can see all of the famous sights. We're also quite near the harbor where ferries sail up and down the Bosphorus.
Tomorrow we're taking a bus down to the coast.
I hope you are well,
Neda

3

Hello Mike,
We're having a great time in France. We're staying with some friends in the country. Every day we take canoes on the river. Sometimes we stop at little villages along the way. We go to markets and buy delicious food, and then we have picnics on the riverbank. It's very relaxing! Tomorrow we get the train back to Paris, and then we're going home.
See you soon,
John

4

Dear Lucy,
I'm visiting my aunt and uncle in Marrakesh. I can't believe how busy the city is! The narrow streets are crowded with people, and donkeys and carts carrying goods. People ride scooters everywhere. I'm doing a lot of souvenir shopping. The problem is I don't know how to get all my shopping home on the plane!
From Tom

New members usually follow a program that is based on aerobic exercise. Aerobic exercise uses all of the body, all of the time. Your heart is strengthened by aerobic exercise, and your circulation improves, too.
Exercise can also be anaerobic, for instance when the body moves suddenly and quickly. Lifting weights, or throwing the javelin, are examples of anaerobic exercise. However, if you need to improve your general level of fitness, aerobic exercise will be better for you.

9.1

Art forms

The first **paintings** appeared 40,000 years ago, when people used to decorate the walls of their caves.
A painting is an art form which consists of layers of colors on a surface, which could be stone (as in cave paintings), paper, wood, cloth, or canvas. There are many types of paintings, but those that are most well known use oil, acrylic paint, and watercolors.
As with paintings, the earliest **drawings** also appeared in prehistoric times. They are made by making lines and shading areas on a flat surface, using ink, pencil, crayon, pastels, charcoal, or chalk. Many artists still use sketches in preparation for paintings or other forms of art. Studying famous artists' sketches can help us understand the ideas and thought processes that led to the final work.
A **print** is an art form which involves transferring an image from one surface to another. Since the late nineteenth century, artists have been signing each print along with a number.
Mixed-media art refers to works that use a combination of materials, for example, a work on canvas that combines paint and ink. Pablo Picasso and George Braque are two artists whose work illustrates this.
A **sculpture** is created by carving and shaping materials, for example, marble, metal, glass, wood, or bronze. In the earliest examples of sculpture (40,000 years ago), stone and ivory were used to create small figures.

9.2

The French **Impressionists** were a group of artists working in and around Paris, France, in the late **nineteenth** century. They painted mostly **landscapes**, using rapid brush strokes and **bright** colors. They created their paintings on small **canvases** that they could carry outside with them, so they would go outside and paint directly what they saw.
Monet painted this scene, done in **oil**, in his yard at Giverny, in Northern France. We can see a water lily pond in his yard, with the Japanese bridge that goes across it.
This is quite an interesting **portrait** of a couple, Mr. Andrews and his new wife. Mr. Andrews was a farmer. The artist, Gainsborough, painted them inside, one by one, and then painted the **landscape** around them afterward.
The **still-life**, *Sunflowers*, was painted by the Dutch artist Vincent van Gogh. In some of van Gogh's sunflower paintings, he echoed the Impressionists' use of color by placing **contrasting** colors next to each other, such as the yellow flowers on a blue **background**, but in other versions he used several yellows in the same painting and the paintings still seem to radiate **light**. Van Gogh used a variety of techniques – from tiny **dots**, which seem to suggest the seed heads of the flowers, to thick, sculptural **strokes**.

10.1

Galleries and museums

Last week we asked readers to tell us about their visits to art galleries or museums that they have enjoyed visiting. Here's a selection of your choices.
James Wilson: I have just returned from a trip to Iran, where I visited the National Museum of Iran in Tehran. It taught me a lot about Persian history through its amazing display of 300,000 artifacts. I've never seen such an extensive display of coins and seals made from gold, silver, and marble. It is highly recommended.
Lydia Stone: Last year when I was in New York City on business, I visited the Metropolitan Museum of Modern Art. It has a vast collection of more than two million paintings, graphics, and sculptures by modern artists. I only saw a small part of the museum – it's impossible to see everything in one day!
Mr. Barclay: I recently visited the Victoria and Albert Museum in London. I was very impressed. It was established in 1852. Its ceramics, glasswork, textiles, costumes, silverwork, ironwork, jewelry, furniture, sculpture, paintings, prints, and pictures span the cultures of Europe, North America, Asia, and North Africa, and date from ancient times to the present day.
Mr. and Mrs. Paterson: We visited the Prado Museum on a vacation to Madrid, Spain, two months ago. I read in my guidebook that the collection comprises 7,600 paintings, 1,000 sculptures, 4,800 prints, and 8,200 drawings!

10.2

Presenter: Louise, can you tell us a little about your job?

Louise: I'm a curator of an art gallery. It's my job to look after the collection of paintings and sculptures we have here. I have to make sure that all the works of art are conserved, restored, and cared for properly. I also organize exhibitions, and we arrange loans to other galleries in the U.S. and overseas. And finally, I write all the material that tells people more about paintings and sculptures in the gallery.

Presenter: Can you describe a typical day?

Louise: Well, there isn't really ever a typical day. Let me tell you about yesterday. I arrived at the gallery at about eight thirty in the morning yesterday. I wanted to get in earlier than usual because we are doing preparations for a major exhibition that is opening here next weekend. I had to plan which paintings to include, and I spent a lot of time talking to people about lending us art. We just received some works from another museum and I had to label every piece very carefully. Then I did some research and started writing visitor's information about each piece. I left work at about seven o'clock in the evening, but I still haven't finished cataloging yet.

Presenter: What do you like most about your job?

Louise: I really appreciate the opportunity to be able to view world-famous and treasured paintings so close up. I also love writing and researching. One of the best moments in my job was when I saw some school students reading what I'd written, and using it in their art projects. I really felt as though I had taught them something.

Presenter: How did you become qualified to do this job?

Louise: Well, I have always loved art, and after I finished school I did a Fine Arts degree in college. Then I got a job as a gallery assistant and I worked my way up from there. Along with a love of art, you have to be able to engage with people, and make the art come alive. And you need an eye for detail.

Presenter: What advice would you give someone interested in doing what you do?

Louise: Working in the art world has become a very competitive field these days, so things are tougher now. It's essential to get as much experience as you can. I recommend doing voluntary work at a museum or gallery. And a degree in Art History or Museum Studies is a very good idea.

11.1

Charles Dickens

Charles Dickens was born on February 7, 1812, in Portsmouth, on the southern coast of England. He was a quiet boy, who loved reading. When he spoke later of his childhood, he said that he remembered listening to children playing outside, as he sat indoors. He always preferred reading to playing with other children.

At the age of twelve, life for his family changed very suddenly. His father had financial problems and was sent to prison in London. Charles was no longer able to attend school regularly. The rest of the family were sent to join his father at the prison, and Charles had to work in a factory. The loneliness he felt there was an important influence on his writing, especially in his books *Great Expectations* and *David Copperfield*.

When he was fourteen, Charles stopped going to school altogether and started working as a clerk in a lawyer's office in London. He hated working there. Luckily, things changed for him again. Charles had always wanted to be a writer, and he became a very respected journalist. He began to write short pieces for publication in the newspaper. In 1836, a series of pieces called *The Pickwick Papers* appeared monthly in the newspaper and were very popular. Dickens was now a famous author.

Throughout his life, Dickens enjoyed traveling. He traveled to many countries, writing novels and giving talks about the cruelty of slavery. Novels such as *Oliver Twist* and *Dombey and Son* highlighted the cruel treatment of people, especially children, and child labor in the nineteenth century.

He died on June 8, 1870, at the age of fifty-eight.

11.2

1

I have to admit struggling to get through this nonfiction book. I found the writing style of this particular book very dry, almost academic. I prefer reading nonfiction books that are simple to understand, like those that have been written for people who don't know anything about the subject. I didn't like the language the writer used. It was too technical. I had to look up so many words!

2

I just couldn't stop reading it, from the opening to the ending. I found the story fascinating and very moving. Other writers have tried to describe his travels, but the narrator with the most reliable point of view is always the person who actually lived through these experiences. I recommend reading this book when you have uninterrupted time, or maybe when you are on a long trip yourself.

3

I've just finished reading this enormous book – almost 1,000 pages and sixty-two chapters! This is a powerful study of family relationships, and the setting, in industrial London, is central to the plot. There's a powerful message about the influence of wealth on the individual, as well as family and friends. I enjoyed learning about the "Industrial Age" in Victorian England. It interested me how it affected life in so many different ways. I've always been interested in history, so this book was ideal for me. My favorite character is Florence, the neglected daughter. I really sympathized with her throughout. And, as with all of this author's novels, the dialogue is witty and engaging.

4

This isn't usually my type of book, but I'm so glad I read it. It's the kind of book you can just pick up, open and enjoy whatever page your eye falls on. It starts in the fourteenth century and goes right through to the twentieth century. There are a lot of names I'd never heard of before but some great old favorites as well. The best thing was the wide range of women represented too. It included Charlotte Smith, who is one of my favorite writers of the Romantic period.

12.1

The language of Braille

Communication, the sharing of information, ideas, and thoughts, can take many forms. Before the development of writing, people communicated via smoke signals, cave paintings, and drum beats. The first systems of writing used pictures to convey meaning. Gradually, as language developed, alphabets evolved, with letters and symbols representing sounds. These sounds in turn made up words.

The invention of the printing press in the fifteenth century led to the first forms of mass media: newspapers and magazines. Until then, it hadn't been possible to reach thousands of readers at the same time. But only sighted people could access these forms of media.

This all changed in 1821. It happened when an officer in the military in France was visiting the Royal Institute for Blind Youth, in Paris. He wanted to demonstrate to the students a system of dots he had invented, which allowed soldiers to communicate without speaking. This method of communication caught the attention of Louis Braille, a young man who was studying at the Institute.

After many years of work, Louis Braille had improved and completed the system of raised dots, known as Braille. The characters consist of six tactile dots that can form sixty-four combinations, spelling out letters, numbers, and symbols.

In 1868, sixteen years after Louis Braille's death, blind people all over the world were using Braille every day. It has also been adapted to scripts in different languages. It enables blind people to read books, maps, and labels, and even to press buttons in an elevator. A wide range of national daily newspapers are available in Braille, too.

Nowadays, screen-reading software means that the text on a computer screen can be heard out loud. Digital talking books that simultaneously generate output in Braille are also available.

12.2

Presenter: Deniz is fifteen. He's a student at school in San Francisco, but in his free time, he writes for a newspaper! Deniz, tell us about the writing you do.

Deniz: I'm a member of an online newspaper for young people aged between eight and eighteen, and all the journalists are young people too. We investigate stories and research topics that we think will interest young people.

Presenter: And how can people read your work?

Deniz: They can go to our website. There's an index there of all the stories that we've written and the videos that we've made. We also have a few magazines in print as well, so you can read our work in various ways.

Presenter: How did you become a journalist?

Deniz: Well, I actually got involved by being interviewed for a news story by another journalist. He was doing a story about children whose parents were immigrants in San Francisco. He wanted to ask me about my parents, who had originally come from Turkey. We did the interview at the headquarters of the newspaper in London, and when I saw all the young journalists working there, I got really interested in joining myself.

Presenter: What kind of stories have you worked on?

Deniz: I've done lots of different stories and I've made videos and podcasts as well. I've also made a radio show about young people and the food that they eat. I recently went to a meeting at City Hall and some of us interviewed the politicians about the way that the media portrays young people. I also did a story on young people who do voluntary work after school.

Presenter: What do you enjoy most about being a journalist?

Deniz: I've met some really interesting people through my writing. I like the way that investigating issues makes you think about things more deeply. It's opened my mind to things that I didn't know about. And it's given me a lot of confidence. I'd always been really shy and quiet, but the experiences and challenges I've had at the newspaper have changed me. I can hardly believe it was me who was interviewing a famous politician last week! And seeing my name as the byline in an article is really rewarding. It always makes me proud.

Presenter: Do you think you'll work in journalism one day?

Deniz: I hope so! I'd really love to report on issues all over the world. I think journalists have a very responsible job. It's their role to tell people about things that are happening all over the world.

12.3

look, newspaper, woman, put, school, pull, blue, student, rules, should

13.1

Different cultures, different food

Interviewer: Sam has just returned from a trip around the world, and he's going to tell us about some of the food he ate. Can you tell me about the strangest thing you ate?

Sam: That was definitely the durian.

Interviewer: What's that?

Sam: It's a very strange fruit with a spiky skin.

Interviewer: Where did you eat it?

Sam: I ate it in Thailand.

Interviewer: Why is the durian fruit unusual?

Sam: It is huge, and it's very spiky. But its smell is so strong that it has been officially banned from many public places in Asia!

Interviewer: How do you eat it?

Sam: You cut it open, chop the flesh, and eat it raw.

Interviewer: What was it like?

Sam: I didn't like it very much! I preferred the other strange thing I ate, which was in South Africa. It was a stew made from flowers. This dish smelled incredible! The flowers grow on top of the water in lakes. You cook them with meat and vegetables in a large pot.

Interviewer: Did you eat any raw meat on your trip?

Sam: No, I didn't, but I tried raw fish. It's called *ceviche*, and I had it in Peru. It's a seafood dish, made from fresh raw fish which has been marinated in lemon juice.

Interviewer: What does it taste like?

Sam: It's very nice, actually!

Interviewer: Have you ever eaten any unusual meat?

Sam: Yes, I've had ostrich meat in South Africa. And I had barbecued crocodile steaks in Australia once.

Interviewer: Did you enjoy ostrich meat and crocodile steaks?

Sam: Yes, I did. They were delicious.

13.2

Jane: What are you making, Kate?

Kate: I'm making an omelet! Do you want to help me?

Jane: OK. What do I have to do first?

Kate: First, we need to get the filling ready.

Jane: What filling are you going to have?

Kate: Cheese and mushrooms, I think. OK, let's grate some cheese. There, I think that's enough. Now, let's slice the mushrooms.

Jane: OK. I've done that. What happens next?

Kate: Well, you break the eggs into a bowl. Like this. Now, sprinkle some salt and the herbs into the bowl. Beat the mixture well with a wooden spoon until it's nice and smooth.

Jane: Am I doing it right?

Kate: Yes, that's fine. Right, now melt the butter in a frying pan.

Jane: Are we ready to cook the omelet?
Kate: Yes, we are. Pour the egg mixture into the hot butter. Cook it for a few minutes. OK, then add the grated cheese and the sliced mushrooms. That's right. Sprinkle the filling on top of the egg mixture. Now, fold the omelet over and put it on a plate. Let's eat it!
Jane: Mmmm! Delicious!

14.1

Three world treasures

The Vindolanda tablets are thin pieces of wood with writing on them, from Roman times. They were found at an ancient Roman site in England, and give us useful information about the Romans in Britain. There are official documents, personal letters, announcements, and invitations.
Some of the tablets have holes in the corners, and experts believe that the writers must have tied several tablets together to make a long letter. Burn marks on the tablets suggest that the Romans must have burned the letters after reading them.
The Lewis Chessmen were used to play the game of chess. The pieces are made of ivory and whales' teeth. They were found on the island of Lewis, Scotland, and date back to the twelfth century. The carving on each piece is unique, which suggests that each piece must have been carved by a different person. Some of the pieces were stained red. Experts believe therefore that the original chess board might not have been black and white as it is today, but that it might have been red and white.
The pieces must have belonged to a trader, who might have buried them in order to keep them safe along the route. The discovery shows how popular the game of chess must have been in Europe at the time.
Another board game found in Ur, Iraq, tells us more about a popular game that was played between 2600 and 2400 BCE. It seems that two players must have competed, moving their pieces from one side of the board to the other. Some of the boards were hollow, so it's possible that playing pieces would have been stored inside the board.

14.2

Pompeii was once a very busy commercial city near the modern city of Naples, in Italy, and about 20,000 people lived there. Then, August 24 in the year 79 CE, hot ash from the volcanic eruption of Mount Vesuvius buried the entire city. In the 1600s, archeologists rediscovered the city's ruins under the ashes, and excavations started in 1748. These excavations have taught us about the lives that the people here must have lived.
This is the main street, Porta Marina. If you look down, you can see the stone rings where ships were tied to the dock. The sea must have come right up here in those days. These streets must have been filled with stores and stalls. There might have been chariots driving here, just where we are walking now. There were more than forty bakeries, and 130 restaurants and hotels. Most of the buildings were decorated with white marble, and it must have been a very beautiful city.
Look at the large stones in the middle of the street. We believe that they might have been stepping stones for people. Every day, the people in Pompeii would wash their streets, and when water was flowing down the streets, people could keep dry by walking on these stepping stones. Chariots could still have driven up and down the streets, because the stones are not too big for them to cross over.
It's interesting to look up at Mount Vesuvius from this main square, the Forum. Of course, the people couldn't have known that they were in danger of a volcanic eruption, because Vesuvius hadn't erupted for more than 1,000 years.
And here is an ancient takeout restaurant! These holes in the counter held the pots for food.
And here we are at what must have been the finest house in Pompeii, the House of the Faun, with the amazing bronze statue of an animal in the garden.
These four big stone cylinders were once the bakery and the mill. The brick oven looks like a modern-day pizza oven. The stone blocks are flour grinders.
And lastly, we arrive at the amphitheater. During Roman times, there might have been up to 5,000 people here, watching shows.
Now, we'll pause for some refreshments at the cafeteria. This is one thing the people living in Pompeii couldn't have done: enjoy ice cold drinks from the refrigerator!

15.1

Ben: At my school, all the students study music as well as the other subjects for the national exams. But it's very different from other high schools because music is at the heart of everything at this school. It's a specialist music school. Music practice and preparation for concerts and contests takes several hours of our daily free time. We don't mind, though. If we hadn't practiced so hard and passed our auditions, we wouldn't have been accepted in the first place!
Ruby: When my parents moved from the U.S. to work here in Zambia, I started attending an international school. The school follows the American curriculum. Most of the students are from families who have come to work here from other countries, but I have some local friends at school,

too. They come here because they want to be educated in English, and to do American exams. It's a great school. If I hadn't come to an international school, I wouldn't have met so many people from so many countries!

Adam: There are about 900 students at my high school in Salt Lake City. We all study the same subjects. In addition, selected students get to take specialist classes in a local technical college. Of course, we still have to find the time to do well in all our other subjects, so every day is a busy day for us! All students who want to enter the specialist technical program at the school have to have an interview with the principal. I take special classes in business web page design. If I hadn't come here, I wouldn't have had a chance to start my own business selling T-shirts!

15.2

Interviewer: So, you've all just come back from exchange programs in other countries!

All: Yes, we have!

Interviewer: Tell me about your experiences. Lucy, you went to Denmark.

Lucy: Yes, I'm from the U.S., but I spent a year at a high school in Copenhagen, Denmark.

Interviewer: And was the school in Denmark different to the one in the U.S.?

Lucy: Oh, very different! Teachers are much stricter in the U.S., on the whole. The relationship between students and teachers in Denmark is a lot friendlier than in the U.S. For example, if I had used my teacher's first name at my school in the U.S., it would have been considered impolite. We have to call our teachers Mr. and Ms. plus the teacher's last name, but in Denmark students use the teacher's first name. Although most schools in the U.S. allow students to wear their everyday clothes, I went to a private school where we had to wear a uniform. In Denmark nobody wears a school uniform. I really liked going to school in Denmark, I think it was much more relaxed than at home.

Interviewer: What about you, Zach? What struck you about the school you went to in China?

Zach: In Chinese schools students always behave very well in the classroom. They are very polite. They stand up when a teacher comes into the classroom. A Chinese school day is much longer than an American school day. While American students usually attend school for about seven hours each weekday, Chinese students spend much more time in school. In China we started school at 7 a.m., and stayed there until 8:20 p.m. Luckily, I had done some research about that before I went to China. If I hadn't known, the long day would have been a big shock to me!

Interviewer: Neda, you went to Iran, but you're from …

Neda: I'm from France. And the biggest difference for me in Iran – and the thing I liked very much – was the different school days. In France, most of us get Wednesday mornings or afternoons off, and we go to school on Saturday mornings instead. We have Sundays off, but in Iran, everyone has Thursday and Friday off! It's much better – more like a long weekend!

15.3

evening, difference, Wednesday, vegetable, interesting, restaurant, chocolate, comfortable

16.1

Alfred: I wish I'd learned to play the piano when I was younger. My children all take lessons, and if they find something hard, I can't help them. The good thing is that one day I'll learn to play the piano after all. My children will be able to teach me!

Anne: When I finished my college degree in Medicine, I had an opportunity to work as a volunteer for a medical charity in Africa. But I was too nervous to leave home. I'm very happy in my job at the local hospital – but I wish I'd been able to help people in other countries, too. Still, there's always time to volunteer when I retire!

William: Ever since I was a child, I've wanted to learn to fly planes. By the time I had my pilot's license, I had also graduated in engineering. So when I got the opportunity to work for an engineering company in Australia, I was overjoyed. It was my dream job! But my English wasn't good enough. If only I had worked harder at speaking English! I'm taking an intensive course in English right now, but I wish I'd practiced more when I was at school.

Emily: I was so busy studying when I was a student that I didn't have time to take driving lessons. Now I live quite far from my parents, and it's hard to get to see them by public transportation. I have a good job and enough money to buy a car now. If only I'd taken driving lessons earlier!

16.2

Presenter: Today we're talking to someone who achieved her life's dream – at the age of sixty. Wendy has actually written a book about her life. But that isn't what she dreamed of doing all her life. What makes it so incredible is the fact that Wendy has only recently learned to read and write. Wendy, congratulations, first of all! It's an awesome achievement for anyone to write a book, but for you, it must have extra special importance.

Wendy: Yes, I'm very happy. It's made me and my family very proud! I only wish I'd done it sooner, because many people have told me they have found it inspirational. And that makes me very happy too.

Presenter: Your life must have changed so much, Wendy, once you were able to read.

Wendy: Yes, it has changed completely. You don't realize how many simple everyday tasks are impossible to do if you can't read. I couldn't travel anywhere where I didn't know the route, because I couldn't read the bus schedules. I couldn't read the labels of products in supermarkets, or follow a recipe and cook something new. Everything was a struggle. I even stopped going out with my friends in case someone would ask me to read a menu or a sign or something. I didn't want anyone to know that I couldn't read.

Presenter: What made you seek help and learn to read?

Wendy: If it hadn't been for my son's first teacher, I might still be illiterate … I hate to think of that. I'd arrived early to collect him from school one day, and while I was waiting, I saw his teacher reading with the students. They were only about six years old and just learning to read. And I could see how much they were enjoying it, and how they were improving, even as I watched. I longed for the same experience. And after the class ended, I found myself telling his teacher about my illiteracy. If only I'd done it earlier! She was so kind and sympathetic, and she told me about classes for adults like me, at my local community college. So I enrolled … and it's made such a difference to my life! I wish I'd had the courage to seek help years before. If only there had been special tests to find out what my problem was when I was at school, but in those days, if you struggled so much with reading, people just assumed you would never learn to do it. That's what happened to me. Everyone just accepted that there was something wrong with me and I couldn't be helped to read and write. That would never happen today.

Presenter: And you've now started work for the first time!

Wendy: Yes. I'm a receptionist at my doctor's office. I always used to want to work there and I never dreamed that one day I would. I love my job!

Workbook answer key

INITIAL TEST

Exercise 1
1 c **2** b **3** c **4** a **5** a **6** c **7** b **8** b **9** c **10** c **11** a
12 b **13** a **14** c **15** b **16** b **17** a **18** c **19** b **20** c

Exercise 2
1 have you been **2** I've just been
3 I went swimming **4** must **5** have to do **6** a lot of
7 I'm running **8** exciting **9** excited **10** is running
11 don't you come **12** does it start
13 don't have to **14** come

Exercise 3
1 have made **2** came **3** Do you know **4** ends
5 couldn't go **6** was **7** were traveling **8** met
9 was destroyed **10** erupted **11** was built
12 is visited

Exercise 4
1 where **2** whose **3** who **4** that

MODULE 1

UNIT 1

Exercise 1
1 *Our brain is still working while we sleep.*
2 Sleep reduces stress and keeps our heart healthy.
3 Your heart beats more slowly when you are resting.
4 Sometimes I have breakfast in a cafe.
5 We are watching a good movie right now.
6 Why are you doing your homework now?

Exercise 2
1 *e* **2** a **3** f **4** b **5** c **6** d

Exercise 3
1 *was* **2** had **3** dreamed **4** was lying
5 couldn't hear **6** began **7** was thinking
8 appeared **9** drank **10** disappeared **11** looked
12 noticed **13** woke up **14** was ringing **15** felt
16 wasn't

Exercise 4
1 *upset* **2** lonely **3** worried **4** nice **5** stressed
6 grateful

Exercise 5
Students' own answers

Exercise 6
1 *She feels worried and stressed.*
2 She works long hours.
3 She goes for a run.
4 doing sport
5 She listens to music.

Exercise 7
Students' own answers

Exercise 8
A 3 **B** 2 **C** 1

Exercise 9
1 *suffer* **2** wake up **3** worry **4** are facing **5** stress
6 are making **7** go to bed **8** naps **9** has shown
10 can

Exercise 10
1 *died* **2** woke up **3** decided **4** looked **5** noticed
6 knew **7** had **8** called **9** gave **10** was

Exercises 11, 12, and 13
Students' own answers

UNIT 2

Exercise 2
1 *Where did Anna use to go in the summer vacation?*
She used to go to the beach.
2 Who didn't use to go away in the summer?
Joe didn't use to go away in the summer.
3 Who used to go abroad in the summer vacation?
Michael used to go abroad.
4 What did Michael use to do on the journey?
He used to play games, sing songs, and read.
5 Why did Joe use to get lonely in the summer?
Joe used to get lonely because his parents were busy and his friends were on the beach.
6 What did Anna and her sister use to do on the beach?
They used to make small boats.
7 Did Michael's car use to have a CD player?
No, Michael's car didn't use to have a CD player.

Exercise 3
Students' own answers

Exercise 4
1 used to do **2** didn't use to have
3 used to interact **4** would/used to ride
5 used to be **6** would/used to leave
7 didn't use to return **8** didn't use to organize

Exercise 5

1 *False. Children fifty years ago used to spend more time outside than children today.*
2 False. Children *fifty* years ago didn't use to play video games.
3 True
4 False. The streets were safer as there used to be fewer cars.
5 True

Exercise 6

1 ... did you use to have a pet?
Yes, I did. I used to have a cat./No, I didn't.
2 ... did you use to play a musical instrument?
3 ... did you use to invent games?
4 ... did you use to play a sport?
5 ... did you use to have short hair?
6 ... did you use to like watching cartoons?
Students' own answers to the questions

Exercise 7

1 *ride my bike* **2** do voluntary work
3 chat with my friends **4** go to the mall
5 play ball games **6** collect stamps **7** make models
8 read novels

Exercise 8

1 *riding* **2** doing **3** chatting **4** hiking **5** playing
6 collecting **7** making **8** traveling **9** running
10 knitting

Exercise 9

Students' own answers

Exercise 10

1 *He used to play tennis, go horseback riding, ice skating, and hiking.*
2 He used to listen to the Beatles.
3 He used to play the guitar.
4 He would play Beatles' songs.

Exercises 11 and 12

Students' own answers

MODULE 2

UNIT 3

Exercise 1

1 *are, doing* **2** 'm not doing **3** 'm going
4 're planning **5** are visiting **6** Are, meeting
7 're going **8** 're coming **9** 'm looking forward
10 's waiting

Exercise 2

1 *takes place* **2** open **3** starts **4** finish **5** are

Exercise 3

1 *Are, going to* **2** 's **3** 'll **4** 'll/'s going to
5 are, going to **6** won't **7** will/is going to
8 'm not going to **9** are, going to **10** won't
11 'm not going to

Exercise 4

1 Is Natasha going to go to the homecoming dance?
Yes, she is.
2 Are they going to wear casual clothes?
No, they aren't.
3 Is Natasha going to wear a long dress?
No, she isn't.
4 Will the students have to pay for food?
No, they won't.
5 Is Natasha going to bring any money with her?
No, she isn't.

Exercise 5

1 *is your brother doing*, isn't going
2 I'm going to, are you going to, I'll
3 Is Dan coming, I'll

Exercise 6

1 are, doing **2** 'm not doing **3** Are, going
4 'm going **5** are, going to see **6** 'll have a look
7 does, start **8** 's **9** 'll have to **10** are going
11 'm looking after **12** 'll call

Exercise 7

1 *What are you doing on Friday?*
I'm going swimming in the morning and then I'm visiting my grandparents in the afternoon.
2 What time are you going to get up on Friday?
3 What job will you have in ten years' time?
4 What will you do if it rains tomorrow?
5 When does the summer semester start at your school?
Students' own answers to the questions

Exercise 8

1 *entire* **2** stage **3** imaginable **4** spacious
5 soloists **6** contemporary **7** finale
8 simultaneously **9** accommodation
10 entertainment **11** comedians **12** intimate

Exercise 9

1 imaginable **2** accommodation **3** simultaneously
4 entire **5** intimate **6** finale **7** contemporary
8 spacious

Exercise 10

1 *the Edinburgh International Festival and the Edinburgh Fringe Festival*
2 music, dancing, and world-class plays
3 There are fireworks and music at the castle.
4 It's very busy./There will be lots of people visiting there.
5 the comedians

Exercises 11, 12, and 13

Students' own answers

UNIT 4

Exercise 1
1 b **2** d **3** a **4** f **5** e **6** c

Exercise 2
1 have to **2** must **3** have to **4** must not **5** must
6 must **7** don't have to **8** must **9** must not
10 must **11** have to **12** must

Exercise 3
Suggested answers
1 *When you visit the U.K., you have to/must drive on the left.*
2 When you travel in the car, every person must/has to wear a seat belt.
3 If the traffic lights are red, you have to/must stop.
4 If someone is on the crosswalk, you have to/must stop.
5 When children travel in the car, they have to/must sit in a car seat.
6 When you get to a traffic circle, you don't have to stop.

Exercise 4
Students' own answers

Exercise 5
1 *e* **2** b **3** f **4** a **5** c **6** d

Exercise 6
1 *mother-to-be* **2** ceremony **3** relatives
4 accessories **5** gifts **6** candy **7** pregnant
8 celebrate

Exercise 7
1 *In Mary's country, does the mother-to-be have to hold a celebration?*
No, she doesn't have to hold a celebration.
2 Are men allowed to attend the celebration?
No, they are not allowed to attend the celebration.
3 Does the mother-to-be have to wear accessories?
Yes, she has to/must wear a lot of accessories.
4 Do the guests get gifts for the baby?
No, they must get gifts for the mother-to-be, but they can also get gifts for the baby.

Exercise 8
1 *place* **2** up with **3** up **4** in **5** of **6** up **7** up
8 up **9** forward to **10** about

Exercise 9
1 *take place* **2** 'm looking forward **3** dress up
4 come in **5** clean up **6** put up **7** clear up
8 thought of **9** catch up **10** tell, about

Exercise 10
1 C **2** E **3** A **4** D **5** B

Exercises 11, 12, and 13
Students' own answers

PROGRESS TEST 1

Exercise 1
1 listen **2** 'm doing **3** helps **4** are you going
5 have **6** 'm staying

Exercise 2
1 had **2** has worked **3** didn't finish **4** hasn't visited
5 didn't you call **6** Have you finished

Exercise 3
1 use to live **2** used to be **3** didn't use to be
4 used to/would get up **5** used to/would set off
6 did you use to do **7** didn't use to go
8 used to/would meet up **9** didn't use to have
10 used to play

Exercise 4
1 is getting/I'll **2** starts/I'll get
3 are coming/I'll help **4** will snow/ I'll leave

Exercise 5
1 don't have to **2** has to **3** must not **4** have to
5 don't have to **6** can't

Exercise 6
1 exciting **2** stressed **3** worried **4** exhausted
5 lonely **6** grateful **7** rude **8** relaxing

Exercise 7
1 anniversary **2** invitations **3** ceremony **4** decorate
5 clean up **6** traditions

MODULE 3

UNIT 5

Exercise 1

Base form	Past participle
visit	*visited*
build	built
paint	painted
destroy	destroyed
dedicate	dedicated
light	lit
make	made
use	used

Exercise 2
1 *used* **2** visited **3** destroyed **4** lit
5 built **6** made

Exercise 3

1 *Many cities were built by the Romans.*
2 Burj Khalifa in Dubai was named the tallest building in the world in 2010.
3 The Mona Lisa was painted by Leonardo da Vinci.
4 The Arc de Triomphe was constructed by Napoleon.
5 *Macbeth* was written by William Shakespeare.

Exercise 4

1 *Tourists will be taken on a tour of the city by the guide.*
2 Is French taught at your school?
3 Computer games are often played by children.
4 The homework will be marked by the teacher.
5 The grass won't be cut tomorrow.

Exercise 5

1 *Marble* **2** bronze **3** brick **4** stone **5** gold

Exercise 6

1 the small village of Uffington
2 incredible views
3 beautiful country

Exercise 7

1 *False. It is not well known abroad.*
2 True
3 False. Many gold coins were found in the area.
4 True
5 False. They know how it was made.

Exercise 8

1 *incredible* **2** was inhabited **3** chalk **4** to fill
5 giant **6** coin

Exercise 9

1 *was constructed* **2** were put **3** were used
4 were carried **5** were transported **6** is associated
7 is visited **8** is viewed **9** was built
10 will, be revealed

Exercise 10

1 purpose **2** massive **3** summer solstice **4** existed
5 awe

Exercise 11

Suggested answers

It's special because it was destroyed by a volcano/ hidden for hundreds of years/looks the same as it did 2,000 years ago.

Exercise 12

1 *It's in Southern Italy.*
2 It was buried under ash and lava from the volcano.
3 Black smoke was seen and loud noises were heard.
4 The city was discovered by archeologists.
5 You can see what life was like in Roman times.
6 Life wasn't very different from ours now.

Exercise 13

1 *c: wonderful* **2** d: fascinating **3** e: breathtaking
4 b: mysterious **5** f: famous **6** a: amazing

Exercises 14, 15, 16, 17, and 18

Students' own answers

UNIT 6

Exercise 1

1 *bus* **2** ferry **3** plane **4** tram **5** scooter **6** car
7 train **8** cable car

Exercise 2

1 *fantastic* **2** location **3** famous **4** sightseeing
5 trip **6** parks **7** shopping **8** vacation

Exercise 3

1 *True*
2 True
3 False. She wrote that she was going by boat.
4 True
5 False. She said that she couldn't wait to go shopping.
6 False. Minoo is on vacation in Tehran.

Exercise 4

1 *she was taking a trip around Scotland by train.*
2 his father couldn't take the ferry to the island.
3 they had to do a lot of homework after school.
4 he was going to the movie theater that afternoon with friends.
5 they couldn't come to the party on Thursday.

Exercise 5

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

Exercise 6

1 *a view of the mountains*
2 mountains, glaciers, cliffs, beaches
3 The northern lights
4 He can see blue waters.
5 He's looking forward to seeing whales.
6 He's tired.

Exercise 7

1 *jagged* **2** luxurious **3** crater **4** boarding **5** geyser
6 panoramic **7** secluded **8** barren **9** spurting
10 glacier **11** rim **12** flickering

Exercise 8

Students' own answers

Exercise 9

1 *self-catering vacation home* **2** tent **3** camper
4 bed and breakfast (B&B) **5** hostels

Exercise 10

1 took **2** was **3** was going to stay **4** had/has
5 was going to travel **6** was going **7** couldn't
8 was planning

Exercise 11
1 Davoud told Farid that the journey took about fifteen hours.
2 Davoud told Farid that he was staying in a luxurious hotel.
3 Davoud told Farid that he was traveling to the Great Barrier Reef by train.
4 Davoud told Farid that he was going snorkeling in Australia.
5 Davoud told Farid that he was planning to go to Australia with him.

Exercises 12, 13, and 14
Students' own answers

MODULE 4

UNIT 7

Exercise 1
1 *who; Dr. Ludwig Guttmann*
2 who; British ex-soldiers who were left with disabilities
3 which; Rio de Janeiro
4 which; the U.S.
5 which; 2018

Exercise 2
1 *S* **2** S **3** S **4** S **5** O

Exercise 3
1 *Who won the marathon at the Rio 2016 Olympics? (S)*
2 What is your favorite sport? (O)
3 Which country did Germany beat in the 2014 Soccer World Cup Final? (O)
4 Which country won the most gold medals in the 2016 Paralympic Games? (S)
5 What do you need for riding a bike? (O)

Exercise 4
1 *Which country will host the 2020 Olympic Games?*
2 What did you watch at the stadium on Saturday?
3 Who won the 100m and 200m sprint at the 2016 Olympics?
4 What did you get for your birthday?
5 What sport do you like watching the best?

Exercise 5
1 *judo* **2** sailing **3** javelin **4** fencing **5** squash
6 basketball **7** cycling

Exercise 6
1 *exercise* **2** increase **3** achieved **4** cycling
5 take part **6** stamina **7** relaxed **8** injury
9 warm-up **10** reduced

Exercise 7
1 *b* **2** a **3** b **4** c **5** a

Exercise 8
Students' own answers

Exercise 9
Mainly aerobic: *swimming*, marathon running, cycling, rowing, walking
Mainly anaerobic: long jump, throwing the javelin, weightlifting, sprinting, basketball

Exercise 10
1 *stadium* **2** track **3** field **4** lake **5** court

Exercise 11
a *5* **b** 2 **c** 1 **d** 3 **e** 4

Exercise 12
Technology is helping athletes achieve their best performance.

Exercise 13
1 in sport **2** technological advances
3 he has prosthetic limbs

Exercise 14
1 *limit* **2** two-tenths **3** ideal **4** achieve
5 molded **6** limb **7** unstoppable

Exercises 15, 16, and 17
Students' own answers

UNIT 8

Exercise 1
1 *have, been doing* **2** 've been running
3 've been training **4** 've been following
5 've been trying **6** 've been eating
7 've been going **8** 've been thinking
9 have you been doing
10 've been studying

Exercise 2
1 *have been playing* **2** lived **3** have missed
4 has won **5** have been writing
6 have you been learning

Exercise 3
1 *How long have you been learning English?*
2 How long have you been waiting for the bus?
3 What have you been doing today?
4 What have you been reading?
5 What have you been studying this semester?

Exercise 4
Students' own answers

Exercise 5
1 *kick* **2** rule **3** racket **4** baseball **5** fan

Exercise 6
1 *c* **2** d **3** e **4** a **5** b

Exercise 7
1 c **2** b **3** a **4** d

Exercise 8
1 since the 1960s
2 foot bindings for snowboards
3 the giant slalom and the halfpipe
4 by going fast down one side of the 'U'

Exercise 9
1 *baseball bat* **2** field hockey stick **3** tennis racket
4 golf club **5** swimming costume **6** ice skates
7 judo belt **8** diving mask **9** cycle helmet
10 exercise bike

Exercise 10
1 *medals* **2** benefits **3** strengthen **4** shape
5 champion **6** crowds **7** win **8** recreational
9 stamina **10** health

Exercise 11
1 How long has Laura been cycling?
She's been cycling since she was eight.
2 Why did Laura's mother take up cycling?
She took up cycling to lose weight and be in good shape.
3 Who has supported Laura along the way?
Her parents have supported her.
4 Why did she thank the crowds in the stadium?
They cheered and helped her win.
5 Why is cycling so good for you?
It helps improve your overall fitness and stamina.

Exercises 12, 13, and 14
Students' own answers

PROGRESS TEST 2

Exercise 1
1 The Taj Mahal in India is visited by thousands of tourists every year.
2 The Soccer World Cup was won by Germany in 2014.
3 Favorite city landmarks are nominated by the public in the annual competition.
4 The coming Olympic Games will be hosted by Tokyo.
5 A sports competition for disabled soldiers was organized by Dr. Ludwig Guttmann in 1948.
6 The capital's roads and bridges will be rebuilt by a team of engineers, architects and construction workers.
7 "Was the *Mona Lisa* painted by van Gogh?" "No, it was painted by Leonardo da Vinci."
8 The rules of baseball were decided by a group of men.

Exercise 2
1 she was having a fantastic time there in Shiraz.
2 she wanted to get more exercise to be in good shape.
3 he was training hard for the Junior World Championships next year.
4 they couldn't believe how lucky they were.
5 she was hoping to set off as soon as it got light as it was a long journey.
6 they were surrounded by breathtaking scenery there.

Exercise 3
1 Which **2** Who **3** What **4** Which **5** what
6 Which **7** What **8** Who

Exercise 4
1 've been doing **2** 've been learning
3 's been training **4** have, been doing
5 have been digging **6** have been traveling
7 have, been waiting **8** hasn't been listening, have been saying

Exercise 5
1 How long have you been learning English?
2 What have you been studying in History this semester?
3 What have you been doing for the last twenty minutes?
4 What book have you been reading recently?
5 How long have you been living in your present home?
Students' own answers to the questions

Exercise 6
1 famous **2** breathtaking **3** mysterious
4 fascinating **5** gold **6** marble

Exercise 7
1 racket/court/net **2** diving/pool
3 American football/goalkeeper/field
4 aerobic/cycling/stamina

MODULE 5

UNIT 9

Exercise 1
1 *that* **2** which **3** who **4** when **5** whose
Students complete the sentences.

Exercise 2
1 *who aren't too serious.* **2** where **3** who
4 that/which **5** that/when
Students complete the sentences.

Exercise 3

1 *I traveled by train, which was very slow, to Mumbai.*
2 I went to Paris, where there are some beautiful buildings, last week.
3 Emma, who lives in your street, has started to work in a bank.
4 Sami visited his friend, whose parents are on vacation, after school today.
5 My teacher, who is going to help me, is nice.

Exercise 4

1 *which* **2** who **3** who **4** whose **5** which **6** which

Exercise 5

1 *paper* **2** gold **3** crayon **4** charcoal **5** silver **6** bronze

Exercise 6

1 *sculpture* **2** event **3** admire **4** theme **5** exhibits **6** carved **7** create **8** works of art

Exercise 7

1 *False. The festival takes place every year.*
2 True
3 False. The sculptures will be carved from ice.
4 False. The exhibits can be viewed all over the central city park.
5 False. Adult tickets cost ten dollars.

Exercise 8

Suggested answers

1 There are many exciting events that are happening in our city in the next few days.
2 The exhibits, which can be viewed all over the central city park, have been carved from large blocks of natural ice.
3 The sculptors, who are well-respected artists, shape the ice to create beautiful life-sized works or art.

Exercise 9

The Great Wave

Exercise 10

1 Mount Fuji
2 A wave is about to come down on three small fishing boats.
3 He made it with woodblocks.
4 The sea is strong and powerful.
5 It makes him feel respect for nature.

Exercise 11

1 *pictures* **2** distance **3** unlike **4** made **5** strength **6** scared **7** admiration

Exercises 12 and 13

Students' own answers

Exercise 14

Suggested answers

Nouns: painting
Verbs: make, produce
Adjectives: unusual, different

Exercises 15, 16, and 17

Students' own answers

UNIT 10

Exercise 1

1 *treasures* **2** valuable **3** artifacts **4** vase **5** on display **6** featured **7** curator **8** collection

Exercise 2

1 *The writer of the article said that the thieves had stolen treasures from the city museum.*
2 A visitor said that they had come especially to see the Persian vase.
3 The writer of the article said that the vase had only been on display for a few days.
4 The writer of the article said that the special exhibition had been the first of its kind in the city.
5 The museum's curator said that the museum had lost some irreplaceable works of art.
6 The police officer said that it had probably been the work of a professional gang of thieves.

Exercise 3

1 *She said that she had had a great vacation in Rome.*
2 Mark said that he hadn't finished his homework.
3 They said that they had seen a great movie on Saturday.
4 I said that my father had been on a business trip in the north.
5 She said that she had forgotten to bring her lunch bag.

Exercise 4

1 *artist* **2** jewelry **3** space **4** ancient **5** visit

Exercise 5

1 Zurich, Switzerland **2** London, United Kingdom **3** Barcelona, Spain **4** Lima, Peru **5** Tunis, Tunisia **6** Hong Kong, China

Exercise 6

1 *It's the largest and funniest art exhibition in the world.*
2 They are made of fiberglass and are life-sized (weigh sixty kilograms).
3 It started in Zurich in 1998.
4 Peter Hanig organized the second *Cow Parade*.
5 The cows are sold to raise money for charity.

Exercise 7
1 mass-*produced* **2** life-sized **3** well-known
4 sixty-kilogram **5** ever-popular **6** Swiss-born
7 mind-blowing **8** world-famous **9** ever-growing
10 hand-painted

Exercise 8
1 a fashion designer **2** an illustrator

Exercise 9
1 Justine **2** James **3** James **4** Justine **5** Justine
6 James

Exercise 10
1 *Justine said that she had always known that this was the job for her.*
2 She said that it was essential to be aware of fashion trends.
3 She said that she had been in New York for the annual fashion show.
4 She said that she had had to master the basic principle of business and marketing, too.
5 She said that she had done a Fine Arts degree after school.
6 James said that he had worked on many children's books.
7 He said that he had also illustrated reference books for schools.
8 He said that he liked the job because it could be very creative.

Exercises 11, 12, and 13
Students' own answers

MODULE 6

UNIT 11

Exercise 1
1 *learning* **2** swimming **3** opening **4** reading
5 having **6** to study

Exercise 2
1 *to take out* **2** reading **3** listening **4** traveling
5 downloading **6** to take **7** sitting **8** to go
9 to have **10** to book **11** to arrange

Exercise 3
1 *She's going to take out some books to read on vacation.*
2 She spends a lot of time traveling.
3 You can take more books with you when you travel.
4 She's planning to travel around.
5 Her family is intending to travel by plane.

Exercise 4
1 *f* **2** d **3** e **4** b **5** a **6** c

Exercise 5
1 *biography* **2** novel **3** nonfiction **4** anthology
5 autobiography **6** translation

Exercise 6
1 in-depth **2** a classic **3** gripping **4** reference book
5 an edition **6** rhymes **7** titles

Exercise 7
Yes, he did.

Exercise 8
1 He read the book because he's doing a school project on great escapes.
2 The book is about the life of Harry Houdini.
3 He enjoyed the descriptions of Houdini's unbelievable escape acts.
4 He found some of the words were hard to understand.

Exercise 9
Students' own answers

Exercise 10
2 A detective novel

Exercise 11
1 *moving* **2** literary **3** unusual **4** brilliant **5** striking
6 gripping

Exercise 12
1 C **2** E **3** B **4** A **5** D

Exercises 13 and 14
Students' own answers

UNIT 12

Exercise 1
1 *developed* **2** were not able **3** was studying
4 demonstrated **5** had invented **6** allowed
7 had seen **8** worked **9** created **10** were using

Exercise 2
1 *was writing, rang* **2** was staying, visited
3 was watching, returned **4** was shining, got out
5 had, was flying **6** went, was helping
7 broke, was climbing

Exercise 3
1 *had found* **2** had learned **3** invented **4** called
5 had read **6** took

Exercise 4
Students' own answers

Exercise 5
1 *Online* **2** media **3** journalists **4** reporter **5** lead
6 web forum **7** investigates **8** interview **9** article
10 style **11** video link **12** page

Exercise 6
1 *with/in* **2** on **3** on **4** from **5** around **6** down
7 at **8** in

Exercise 7

1 *Daisy had flown a kite, but she hadn't learned to tell the time.*
2 Mark had learned to tell the time, but he hadn't flown a kite.
3 Lulu had flown a kite, but she hadn't learned to tell the time.
4 Steve had learned to tell the time, but he hadn't flown a kite.
5 Daisy had cooked on a campfire, but she hadn't climbed a tree.
6 Mark had climbed a tree, but he hadn't cooked on a campfire.
7 Lulu had cooked on a campfire, but she hadn't climbed a tree.
8 Steve had cooked on a campfire, but he hadn't climbed a tree.

Exercise 8

The record for how long a message has been in a bottle

Exercise 9

1 It was found off the northern coast of Scotland.
2 He was fishing.
3 Captain C.H. Brown had put in the bottle to study local ocean currents.
4 Mark Anderson
5 Andrew Leaper had been sailing in the same ship when he had found the other bottle.

Exercises 10, 11, 12, and 13

Students' own answers

PROGRESS TEST 3

Exercise 1

1 who **2** who **3** whose **4** where **5** which/that
6 when **7** whose **8** which/that **9** which/that
10 which/that

Exercise 2

1 The gallery, which is open daily from ten in the morning until five in the afternoon, displays contemporary art.
2 Picasso and Braques, who were friends, were influential artists in the twentieth century.
3 The Turner Prize, which is an annual award, is named after the famous British painter J.M.W. Turner.
4 Leonardo da Vinci, whose most famous work is probably the *Mona Lisa*, was an Italian Renaissance artist.
5 The detailed figures, which are made from terracotta, are unique.

Exercise 3

1 she had read several novels by Charles Dickens.
2 the painting had reminded him of the country near the house where he had lived as a child.
3 they had never been to Portugal.
4 he had practiced the piano all afternoon.
5 her daughter always did her homework before dinner.
6 they were hoping to see the new Picasso exhibition at the National Gallery.

Exercise 4

1 reading, trying **2** to go, to travel **3** learning, to take **4** looking, helping **5** eating, to cook

Exercise 5

1 had lost **2** arrived **3** boarded **4** had written
5 wasn't wearing

Exercise 6

1 curator **2** gallery **3** exhibitions **4** hand-made
5 sculptures **6** statue **7** well-known **8** sketch
9 nine-year-old **10** highly-talented

Exercise 7

1 plays **2** headline **3** biography **4** gestures

MODULE 7

UNIT 13

Exercise 1

1 *What was the food like?*
2 What is the most traditional Mexican dish?
3 How is it made?
4 Did you like it?

Exercise 2

1 *Faranak asked Samira what the food had been like in Mexico.*
Samira said that it had been really good.
2 Faranak asked Samira what the most traditional Mexican dish was.
Samira said that it was a dish called *mole poblano.*
3 Faranak asked Samira how it was made.
Samira said that it included lots of different ingredients.
4 Faranak asked Samira if she had liked it.
Samira said that she hadn't liked it the first time but she had gotten used to it.

Exercise 3

1 *Vahid asked Ali what his favorite food was.*
2 asked Ali if he had ever eaten shark meat.
3 asked Ali what his most memorable meal had been.
4 asked Ali why he hadn't eaten the stew.

Exercise 4
1 *He asked me what my favorite food was.*
I said that my favorite food was fish and chips.
2 He asked me if I had ever eaten sushi.
3 He asked me what my most memorable meal had been.
4 He asked me what I ate for breakfast.
Students' own answers

Exercise 5
1 *beef – fats* **2** fish – vegetables **3** wheat – dairy
4 chips – fruit **5** flour – meat

Exercise 6
1 *baked* **2** oven **3** ingredients **4** herbs **5** seafood
6 mozzarella **7** dairy **8** chicken **9** vegetables
10 toppings

Exercise 7
1 "*Which pizza have you chosen?*"
2 "What do you want to drink?"
3 "Do you want any bread?"
4 "Is the *Meat Feast* pizza very spicy?"
5 "Could you bring me the dessert menu?"

Exercise 8
1 *eats too much*, doesn't eat enough
2 eats the correct amount of, eats too much
3 enough, the correct amount of

Exercise 9
1 *roast* **2** fry **3** boil **4** grill

Exercise 10
1 a **2** d **3** e **4** g **5** f **6** c **7** b

Exercise 11
1 *Zahra asked her mother what ingredients she needed.*
2 Zahra asked her mother what she had to do first.
3 Zahra asked her mother what she had to do next.
4 Zahra asked her mother if she was doing it right.
5 Zahra asked her mother how they were going to make the filling.

Exercise 12
1 *grease* **2** whip **3** beat **4** sieve **5** spread

Exercises 13 and 14
Students' own answers

UNIT 14

Exercise 1
1 *could have been* **2** must have used
3 might have moved **4** could have been able

Exercise 2
1 *False. The statues might have been transported by sledges, ropes, or rollers.*
2 True
3 True
4 False. The large stomachs might have made it easier to move the statues.

Exercise 3
Students' own answers

Exercise 4
1 *must have* **2** can't have **3** might have
4 can't have **5** might have **6** can't have
7 might have **8** must have **9** must have

Exercise 5
a earthquake **b** flood **c** tornado **d** tsunami
e volcano

Exercise 6
1 fourteenth century
2 at the National Museum of Anthropology in Mexico City
3 They were destroyed by cataclysmic events.
4 It was destroyed by the conquering Spanish.
5 There are eight holes around it.

Exercise 7
1 *symbols* **2** mythology **3** cataclysmic
4 conquering **5** sundial

Exercise 8
Students' own answers

Exercise 9
1 b **2** c

Exercise 10
Students' own answers

Exercise 11
1 *This treasure couldn't have originally come from Italy.*
2 This treasure might have been found by archeologists.
3 This treasure could have been made of porcelain.
4 This treasure might have been used in China.
5 This treasure might not have been used for fruit.

Exercises 12, 13, 14, and 15
Students' own answers

Wordlist

Key:
adj = adjective
adv = adverb
n = noun
v = verb

All nouns are listed in the singular and can be assumed to form the plural by adding *s*, unless the noun has no plural form (e.g. *caving*) or an alternative plural is listed (e.g. *biographies, gentlemen*).

A

absorbed (adj)
accountant (n)
ache (v/n)
acrylic (adj)
add (v)
adulthood (noncount n)
alphabet (n)
alpine (adj)
anniversary/anniversaries (n)
announce (v)
anthology/anthologies (n)
apple (n)
appreciate (v)
archery (noncount n)
architect (n)
armor (n)
arrangement (n)
article (n)
artifact (n)
ash (noncount n)
assist (v)
associate (v)
audition (n)
author (n)
autobiography/
autobiographies (n)
awake (adj)
awe-inspiring (adj)
awesome(adj)

B

bake (v)
baked goods (n)
balance (n)
banana (n)
band (n)
banner (n)
baseball (n)
basil (noncount n)
basketball (n)
bat (n)
bean (n)
beat (v)
bed and breakfast (B&B) (n)
biography/biographies (n)
blanket (n)
blurb (n)
board game (n)
boil (v)
borrow (v)
bowl (n)
bracelet (n)
Braille (noncount n)
brain (n)
brainwave (n)
bravery (noncount n)
bread (noncount n)
break (v)
breaststroke (n)
brick (adj)
brick (n)
broccoli (noncount n)
bronze (adj)
bronze (noncount n)
bus (n)
byline (n)

C

cab (n)
cabin (n)
cable car (n)
calorie (n)
camel (n)
camper (n)
campfire (n)
candy (noncount n)
canoe (n)
canvas/canvases (n)
caption (n)
carbohydrate (n)
carve (v)
catch up with (v)
caving (noncount n)
celebrate (v)
celebration (n)
ceramics (noncount n)
ceremony/ceremonies (n)
chalk (noncount n)
challenging (adj)
championship (n)
chapter (n)
character (n)
charcoal (adj)
charcoal (noncount n)
charming (adj)
chat (v)
cheer up (v)
cheese (noncount n)
chicken (noncount n)
chip (n)
chop (v)
chopstick (n)
civilization (n)
class (n)
clerk (n)
cloth (n)
coaching (n)
coal (n)
college (n)
combination (n)
commemoration (n)
commitment (n)
community/communities (n)
competition (n)
complicated (adj)
comprise (v)
computer (n)
concert (n)
constantly (adv)
contest (n)
convey (v)
cook (v)
costume (n)
cot (n)
couple (n)

court (n)
crate (n)
crayon (n)
creature (n)
critic (n)
crowd (n)
curator (n)
curriculum (n)
custom (n)
cycling (noncount n)

D

dairy (n)
deaf (adj)
decoration (n)
dedicate (v)
deep-sea diving (noncount n)
deforestation (noncount n)
degree (n)
delete (v)
desert (n)
design (v)
destination (n)
disability/disabilities (n)
disabled (adj)
display (n)
diving (noncount n)
document (n)
doll (n)
doll's house (n)
donkey and cart (n)
doorbell (n)
dot (n)
dragon (n)
drawing (n)
dream (n)
dress (n)
drum beat (n)
dye (v)

E

earthquake (n)
echo (v)
egg (n)
eggplant (n)
elevation (n)
embarrassed (adj)
embroidery (noncount n)
emperor (n)
engaged (adj)
engineer (n)
entry/entries (n)
event (n)
exam (n)
exchange (v)
exhausted (adj)
exhibition (n)
expectation (n)
experiment (n)
extensive (adj)
eyelid (n)

F

fabled (adj)
factory (n)
fantastic (adj)
fascinating (adj)
fat (n)
fencing (noncount n)
ferry/ferries (n)
festival (n)
field (n)
financial (adj)
find out (v)
firework (n)
flesh (noncount n)
flood (n)
flour (noncount n)
fold (v)
footage (noncount n)
footstep (n)
frying pan (n)

G

gallery/galleries (n)
gardening (n)
generate (v)
gentleman/gentlemen (n)
gesturer (n)
get on (v)
get out of (v)
get-together (n)
gift (n)
glasswork (noncount n)
gold (adj)
gold (noncount n)
goods (noncount n)
graduate (v)
graphics (n)
grate (v)
grateful (adj)
grill (v)
guidebook (n)

H

hang (v)
harbor (n)
headline (n)
headphone (n)
heart (n)
heartbeat (n)
helium (noncount n)
helmet (n)
herb (n)
herder (n)
hike (v)
historic (adj)
honeymoon (n)
hoop (n)
hopscotch (noncount n)
hormone (n)
host (n)
host (v)
hostess (n)
hotel (n)
house-warming (noncount n)
huge (adj)

I

ice sculpture (n)
ice skate (n)
immune system (n)
impolite (adj)
increasingly (adv)
incredible (adj)
influential (adj)
informative (adj)
intensive course (n)
invention (n)
invitation (n)
invite (v)
ironwork (noncount n)
IT worker (n)
ivory (noncount n)

J

jagged (adj)
jar (n)
jewelry (noncount n)
jigsaw puzzle (n)
join (v)
journalist (n)
join in (v)
judge (v)
judo (noncount n)
jump rope (v)

K

keyboard (n)
kimono (n)
knit (v)
knock (v)

L

lake (n)
landmark (n)
lantern (n)
last (v)
lawyer (n)
layer (n)
lead (v)
lead story/lead stories (n)
leaving party/leaving parties (n)
lesson (n)
license (n)

light (v)
lip-read (v)
literature (n)
loan (n)
lonely (adj)
look (someone) up (v)
look forward to (v)
luxurious (adj)

M

mainland (noncount n)
make up (v)
mail (v)
mailbox (n)
marble (adj)
marble (n)
marinate (v)
marketing manager (n)
mask (n)
mass media (noncount n)
masthead (n)
melt (v)
memorable (adj)
midwife/midwives (n)
milk (noncount n)
miserable (adj)
mix (v)
mixed-media art (noncount n)
model (n)
moral (n)
mother-to-be (n)
mold (v)
mountaineering (n)
mozzarella (n)
muscle (n)
music (n)
mushroom (n)

N

nail-biting (adj)
nap (n)
narrator (n)
narrow (adj)
neighborhood (n)
newborn (n and adj)
newspaper (n)
nice (adj)
nod (n)
noisily (adv)
nominate (v)
nonfiction (adj and n)
noodle (n)
note (n)
novel (n)
novelist (n)
nurse (n)
nut (n)

O

oar (n)
offend (v)
oil (n)
omelet (n)
operate (v)
optimism (n)
optimistic (adj)
orange (n)
origin (n)
orphan (n)
output (noncount n)

P

paint (n)
painting (n)
paper (adj)
parade (n)
party/parties (n)
pasta (noncount n)
pastel (n)
peak (n)
perfume (n)
photography (noncount n)
picture (n)
pit (n)
plane (n)
play (n)
playwright (n)
poet (n)
poetry (noncount n)
pool (n)
poppy/poppies (n)
popularity (noncount n)
positive (adj)
pour (v)
prehistoric (adj)
pressure (n)
print (n)
printer (n)
procession (n)
promote (v)
protein (n)
proverb (n)
provide (v)
psychologist (n)
publicity (noncount n)
publisher (n)
put up (v)

R

race (n)
racket (n)
radiate (v)
raised (adj)
raw (adj)
rebuild (v)
recapture (v)
receptionist (n)
record (n)
recover (v)
recreate (v)
redecorate (v)
relative (n)
relax (v)
relaxation (noncount n)
rely on (v)
remote (adj)
respected (adj)
respond (v)
response (n)
rest (v)
restoration (noncount n)
restore (v)
review (n)
reviewer (n)
rewarding (adj)
rice (noncount n)
rigorous (adj)
rink (n)
ripe (adj)
river (n)
rock pool (n)
rocking horse (n)
role (n)
romance (n)
rope (n)
rowing (noncount n)
rude (adj)
rugby (noncount n)
run (v)
running (nouncount n)
rural (adj)

S

sad (adj)
sailing (noncount n)
sample (n)
scenery (noncount n)
scooter (n)
sculptor (n)
sculptural (adj)
sculpture (n)
sea (n)
season (v)
self-catering vacation home (n)
sell-out (adj)
set (v)
sew (v)
shade (v)
shake (v)
shield (n)
shine (v)
shoe (n)
shooting (noncount n)
short story/short stories (n)
sidewalk (n)
sighted (adj)
sign (n)
signal (n)
silver (adj)
silver (noncount n)
simultaneously (adv)
sketch (v)
skiing (noncount n)
slavery (n)
slice (v)
snack (n)
software (noncount n)
sorting office (n)
soundly (adv)
souvenir (n)
sparkling (adj)
speaker (n)
spectacular (adj)
speech/speeches (n)
spellbinding (adj)
spiky (adj)
spinning top (n)
sprinkle (v)
sprint (v)
staff (noncount n)
stamp (n)
statue (n)
status/statuses (n)
stick (n)
sticker (n)
stone (adj)
stone (n)
store (v)
story (n)
strange (adj)
stream (n)
stressful (adj)
string (n)
superior (adj)
switch (v)
symbol (n)
symbolize (v)

T

tactile (adj)
take off (v)
take part (v)
take place (v)
tap (v)
teacher (n)
teapot (n)
tea set (n)
technique (n)
telephone engineer (n)
temple (n)
tennis (noncount n)
tense (adj and n)
tent (n)
terrace (n)
terracotta (n)
text message (n)
textiles (n)
thickness (n)
thriving (adj)
tomb (n)
topping (n)
tornado/tornadoes (n)
tour (n)
track (n)
trader (n)
tradition (n)
train (n)
training (noncount n)
tram (n)
trek (n and v)
trial (n)
tsunami (n)
tuna (noncount n)

U

unearth (v)
unexpected (adj)
unique (adj)
unpack (v)
unwritten (adj)
upset (adj)
USB stick (n)

V

vacation (n)
valuable (adj)
venue (n)
visible (adj)
vivid (adj)
volcano/volcanoes (n)
voluntary work (noncount n)
volunteer (n)
volunteer (v)
vote (v)
vow (n)

W

watercolor (n)
wealthy (adj)
webcam (n)
wedding (n)
weight (n)
weightlifting (noncount n)
wheelchair (n)
winner (n)
work (n)
worldwide (adv)
worn out (adj)
worried (adj)
wrap up (v)

Y

yeast (noncount n)
yogurt (noncount n)
youth hostel (n)
yurt (n)

Z

zucchini (n)

Irregular verbs

Base form	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
leave	left	left
make	made	made
put	put	put
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung

Teacher's notes

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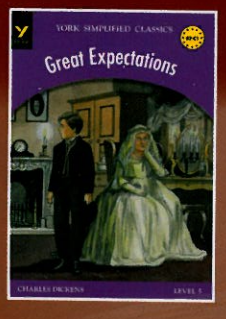
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Preliminary 2	A2-B1
Preliminary 3	B1
Mastery 1	B2
Mastery 2	B2-C1
Mastery 3	C1-C2

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