York MISSION POSSIBLE

B2

Mastery 1

Teacher's Book

Helen Chilton

YORK

This edition **York MISSION POSSIBLE Mastery 1** 2017

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اعطای مدرک پایان دوره توسط انتشارات York و برگزاری کارگاه های آموزشی

سرشناسه	:	چیلتن، هلن Chilton, Helen
عنوان و نام پدیدآور	:	York MISSION POSSIBLE Mastery 1 :Teacher's Book/ Helen Chilton.
مشخصات نشر	:	تهران: آنیل، ۱۳۹۶= ۲۰۱۷م.
مشخصات ظاهری	:	۱۵۲ص.: مصور(رنگی)؛ ۲۲ × ۲۹ س‌م.
شابک	:	978-600-98064-5-4 :
وضعیت فهرست نویسی	:	فیپا
یادداشت	:	انگلیسی.
آوانویسی عنوان	:	یورک...
موضوع	:	معلمان زبان انگلیسی -- راهنمای آموزشی
موضوع	:	English teachers -- Study and teaching
موضوع	:	زبان انگلیسی -- راهنمای آموزشی – خارجیان
موضوع	:	English language -- Study and teaching -- Foreign speakers
رده بندی کنگره	:	PE۱۱۲۸ /آ۲چ۹ ۱۳۹۶
رده بندی دیویی	:	۴۲۸/۲۴
شماره کتابشناسی ملی	:	۴۸۱۴۱۸۱

عنوان کتاب	:	York MISSION POSSIBLE Mastery 1: Teacher's Book
مولف	:	Chilton, Helen.هلن، چیلتن.1974 - م
ناشر	:	آنیل
چاپ و صحافی	:	هدف نوین
نوبت و سال چاپ	:	چاپ اول 1397
قطع و تیراژ	:	رحلی ، 1000

این کتاب با مجوز رسمی ناشر«انتشارات یورک» و توسط انتشارات آنیل در ایران به چاپ رسیده است .کلیه حقوق و مالکیت معنوی این اثر محفوظ است.هرگونه تصویربرداری به هرشکل و یا با هروسیله الکترونیکی یا مکانیکی ، شامل رونوشت گیری، ضبط یا هرگونه ذخیره و بازیابی به صورت اطلاعات ، بدون اجازه ناشر ، ممنوع است. متخلفان، بر اساس مفاد قانون حمایت از مؤلفان، مصنفان و هنرمندان تحت پیگرد قانونی قرار خواهند گرفت.

Anil Publications: Flat 16, No 197, Next to Hakim highway, Asharafi Isfahani Highway, Tehran, Iran.

Tel: 982144383513

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Student's Book scope and sequence

UNIT	LANGUAGE	SKILLS
Module 1	**People** ***page 5***	
1 Friends *page 6*	**Grammar:** the simple present; the simple past **Vocabulary:** adjectives to describe personality; adjectives to describe appearance **Pronunciation:** the /ə/ sound **Functions:** expressing routines; describing personality; describing appearance	**Reading:** first impressions; people introducing themselves **Listening:** a radio show about friendship **Speaking:** talking about what you do on the weekend; talking about friends; describing someone at your school; talking about people's personalities and appearances **Writing:** a short paragraph about a friend; a description of a friend
2 Famous people in the past *page 12*	**Grammar:** the simple past and the past perfect **Vocabulary:** the theater **Functions:** expressing criticism; giving reasons; giving facts	**Reading:** Napoleon Bonaparte; famous people from the past **Listening:** a trip to the theater; Cyrus the Great **Speaking:** talking about characteristics of famous people; talking about famous people you admire **Writing:** a theater review; a paragraph about a person you admire
Project: Write a short biography.		
Module 2	**Adventure** ***page 19***	
3 The ocean *page 20*	**Grammar:** the present perfect **Vocabulary:** water sports; species of fish; marine pollution **Pronunciation:** intonation **Functions:** recounting past experiences; recounting events; proposing solutions	**Reading:** lost in time; the Red Sea coral reef **Listening:** an advertisement for a vacation to the Red Sea **Speaking:** talking about water sports; talking about a day at the Red Sea; talking about the Red Sea coral reef **Writing:** a short paragraph about a sea creature; a journal entry about a day at the Red Sea
4 Extreme sports *page 26*	**Grammar:** adjectives ending in *-ed* or *-ing* **Vocabulary:** extreme adjectives; wordbuilding; adventure sports **Functions:** expressing feelings; expressing opinions; recounting events	**Reading:** skydiving over the Great Barrier Reef; on top of the world; an adventure sports questionnaire **Listening:** a radio show about a stuntman **Speaking:** talking about adventure sports; choosing equipment for mountain climbing; talking about a stuntman's job **Writing:** a paragraph about an exciting experience; a journal entry about an adventure sport
Project: Write a magazine article about two adventure sports. **Review A** ***page 33***		
Module 3	**Exploration** ***page 35***	
5 Explorers *page 36*	**Grammar:** the simple past and the present perfect **Vocabulary:** methods of travel; time expressions **Pronunciation:** the /o/ and /ɑ/ sounds **Functions:** recounting past events; expressing opinions; giving reasons	**Reading:** the amazing adventures of Ibn Battuta; Scott's race to the Pole **Listening:** fact files about three explorers **Speaking:** describing what you have done today; talking about a sailing journey; talking about Scott's expedition **Writing:** a description of a journey; a journal entry about the South Pole expedition
6 Ocean voyages *page 42*	**Grammar:** the present perfect; the present perfect and the simple past with *just* **Vocabulary:** boats and ships; sailing and the ocean **Functions:** making inferences; conducting an interview; giving facts	**Reading:** the experience of a lifetime; a letter from a sailor; a poem about a journey on a ship; the *Golden Hinde* **Listening:** a sailor's experience in the Tall Ships race; a poem about a journey on a ship **Speaking:** role-playing an interview; talking about the *Golden Hinde* **Writing:** an interview with a sailor; a short description of a voyage by ship
Project: Write about an explorer from the past or the present.		
Module 4	**The natural world** ***page 49***	
7 Rainforests *page 50*	**Grammar:** the present perfect with *yet* and *already* **Vocabulary:** rainforests; animals and plants **Functions:** giving information about past events; proposing solutions; giving facts	**Reading:** a hidden world; a leaflet about rainforests; an e-mail about a stay in New York; the oldest trees on Earth **Listening:** a radio show about life on Earth **Speaking:** talking about tasks; discussing how to save the rainforests; comparing the oldest trees **Writing:** a paragraph about saving the rainforests; a leaflet about the oldest trees
8 Treasures of the earth *page 56*	**Grammar:** *some, any, much, many, a lot of, lots of, too,* and *enough* **Vocabulary:** precious stones **Functions:** expressing quantity; making descriptions; giving reasons	**Reading:** life stories; a guide to gems; emeralds in Egypt; the Topkapi treasures and dagger **Listening:** a guide to precious stones **Speaking:** describing precious stones; describing treasures **Writing:** a short description of a precious stone; a description of two treasures
Project: Write about the discovery of a treasure. **Review B** ***page 63***		

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 that 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 relating 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 pages of review. 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 that 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** that 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 that covers language learned during the whole year.

Special features of *York Mission Possible*

Strategy boxes

Throughout the units, there are strategy boxes that give students advice on how to tackle different skills. For example, in reading, the box might cover *reading for information*, *reading for gist, multiple-choice questions*, etc. Each time these boxes appear, read them 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 challenging 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 connected 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 that 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 are biographies 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., a tennis racket), or sometimes they can write a sentence using the word (e.g., *kitchen – We cook food in our kitchen.*)

Teaching reading

The passages in each module provide useful controlled reading practice. Help students to 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 full 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 for the students so that they have a model for pronunciation and intonation. Students can practice reading the passages aloud.
- 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 aloud.
- 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 often needs to be memorized!
- 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, and 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 to develop thinking skills and basic study skills.

Student's Book, page 5

OPENER

At the beginning of the class, tell the students a little about the book they are going to use this year. Tell them what you expect of them. Because vocabulary is an important part of the course, discuss with them how to keep a vocabulary notebook.

If possible, bring pictures of three friends and a picture of a famous historical figure. Choose a picture of one of your friends and attach it to the board. Ask the students to guess who it is, and elicit the word *friend*. Then attach your picture of the historical figure to the board. Explain that it is a famous person from the past, and tell the students that they have to try to guess who it is.

Now look at page 5 in the Student's Book. Tell the students that this page tells them what they will be doing in the first module.

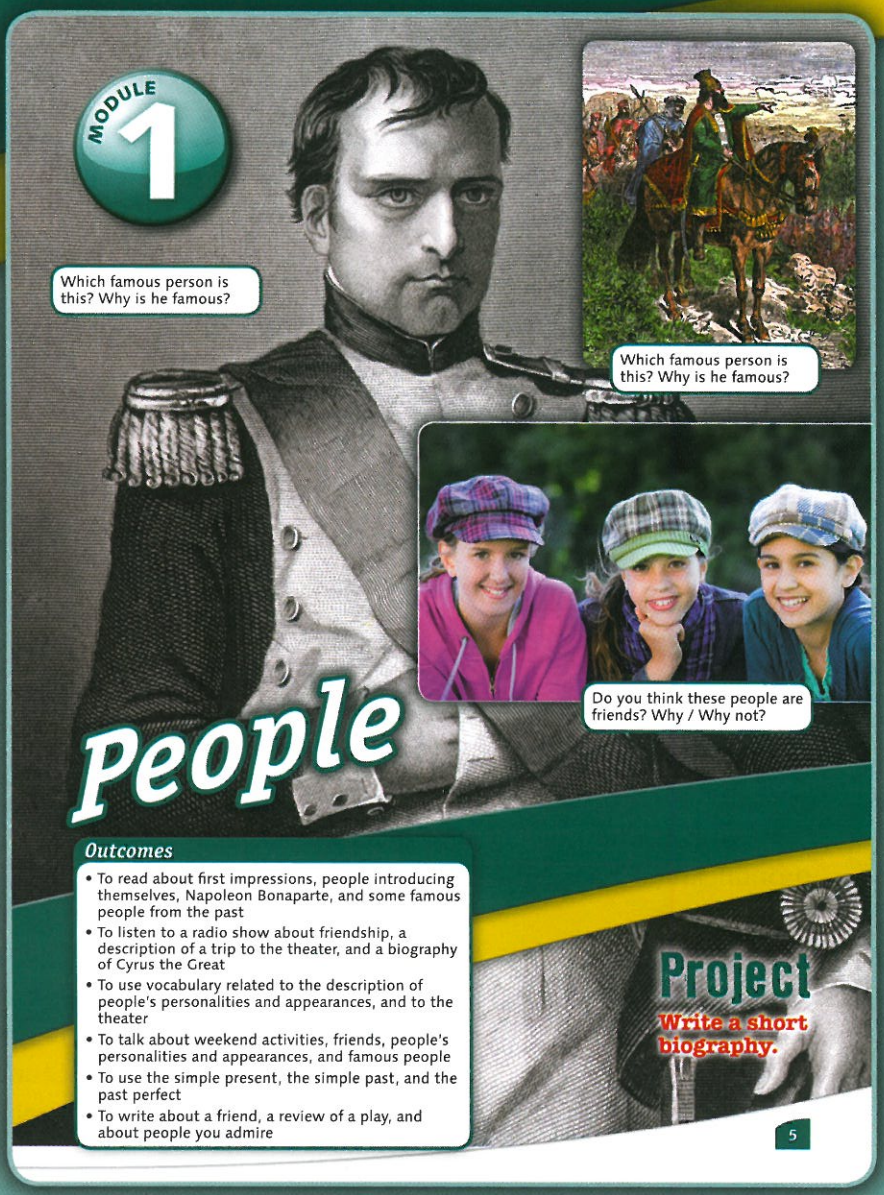
Look at each picture with the class and choose students to answer the questions. Tell them they will find out the answers in the module. Then ask the students questions about themselves, for example, *Do you have lots of friends? What do you like about your friends? Are you interested in famous people from the past? Why / Why not?*

Explain to the students that they will learn how to talk about their friends and famous people they admire in Units 1 and 2.

People

Outcomes

- To read about first impressions, people introducing themselves, Napoleon Bonaparte, and some famous people from the past
- To listen to a radio show about friendship, a description of a trip to the theater, and a biography of Cyrus the Great
- To use vocabulary related to the description of people's personalities and appearances, and to the theater
- To talk about weekend activities, friends, people's personalities and appearances, and famous people
- To use the simple present, the simple past, and the past perfect
- To write about a friend, a review of a play, and about people you admire



Unit 1 Friends

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a story about friends
- to talk about what one does on the weekend
- to talk about one's friend
- to write a short paragraph about a friend

Functions
- expressing routines
- giving personal information

Language focus
- the simple present
- the simple past

Vocabulary
- adjectives describing family and friends

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

Student's Book, pages 6 and 7

BEFORE YOU BEGIN

1 Write the unit title *Friends* on the board and stick a picture of your friend underneath. Now ask the students to say what they can see in the pictures on page 6 of the Student's Book. Choose students to answer the question. Ask them to explain their answers.

Answer
yes (because they are working together, smiling, posing together, etc.)

2 Using words from the box, tell students about your family. Then 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. Students can check the meaning of any words they don't know in a dictionary.

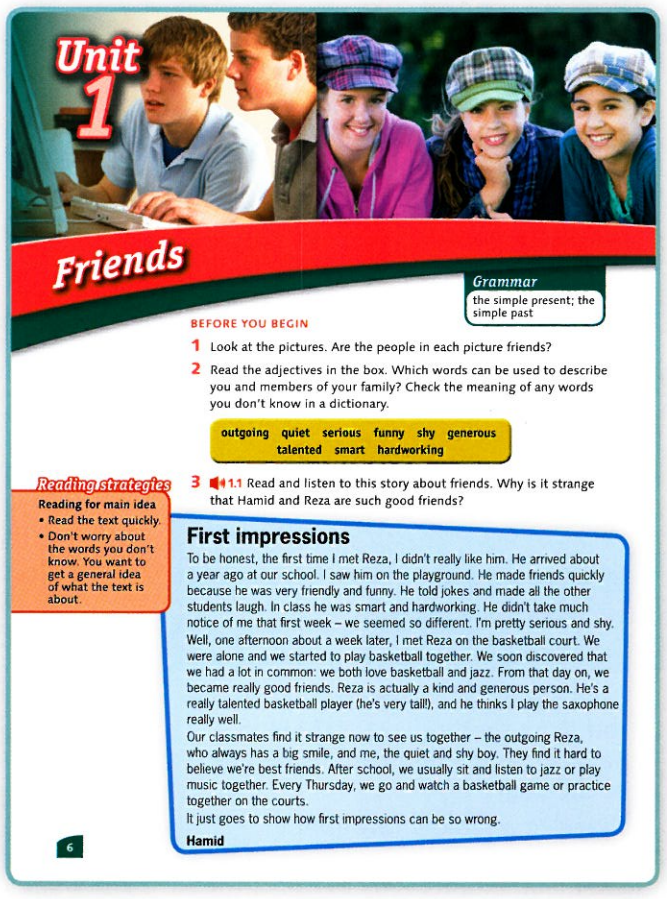
Answers
Students' own answers

Workbook, page W4, Exercise 1

3 Tell students they are going to read a story about two friends. Tell them they are going to read the text quickly and find the answer to the question. Read the *Reading strategies* box with the class.
Play the CD. Students listen and read at the same time. Students give you their answers to the question.

Audioscript 1.1 – see page 125

Answer
They have very different personalities and appearances. Reza is outgoing and friendly with a big smile, and Hamid is shy and serious.


Unit 1
Friends
Grammar
the simple present; the simple past
BEFORE YOU BEGIN
1 Look at the pictures. Are the people in each picture friends?
2 Read the adjectives in the box. Which words can be used to describe you and members of your family? Check the meaning of any words you don't know in a dictionary.
outgoing quiet serious funny shy generous talented smart hardworking
Reading strategies
Reading for main idea
• Read the text quickly.
• Don't worry about the words you don't know. You want to get a general idea of what the text is about.
3 1.1 Read and listen to this story about friends. Why is it strange that Hamid and Reza are such good friends?
First impressions
To be honest, the first time I met Reza, I didn't really like him. He arrived about a year ago at our school. I saw him on the playground. He made friends quickly because he was very friendly and funny. He told jokes and made all the other students laugh. In class he was smart and hardworking. He didn't take much notice of me that first week – we seemed so different. I'm pretty serious and shy.
Well, one afternoon about a week later, I met Reza on the basketball court. We were alone and we started to play basketball together. We soon discovered that we had a lot in common: we both love basketball and jazz. From that day on, we became really good friends. Reza is actually a kind and generous person. He's a really talented basketball player (he's very tall!), and he thinks I play the saxophone really well.
Our classmates find it strange now to see us together – the outgoing Reza, who always has a big smile, and me, the quiet and shy boy. They find it hard to believe we're best friends. After school, we usually sit and listen to jazz or play music together. Every Thursday, we go and watch a basketball game or practice together on the courts.
It just goes to show how first impressions can be so wrong.
Hamid
6

COMPREHENSION

4 Tell the students that they are going to read and listen to the story again and find the answers to the questions in the text. Read the questions and check any vocabulary they may not know. Students read and listen while you play the CD again. As they listen, they should underline the keywords in pencil.
Students check their answers in pairs. Then check answers as a class.

Audioscript 1.1 – see page 125

Answers
1 *c* **2** a **3** b **4** b **5** b **6** b

GRAMMAR: The simple present

5 Write a few sentences on the board about your daily routine. Ask students to point out the verbs. As review, ask them what tense the verbs are in (*simple present*) and when we use this tense (*to talk about personal information and routines*).
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.

Answers
1 *listen* **2** play **3** has **4** are **5** is **6** go

SPEAKING

6 Tell the students what you do on weekends using the adverbs *usually*, *often*, or *always*.
Students work in pairs and discuss what they do on weekends.
Monitor as they are talking, helping where necessary.

Suggested answers
On weekends, I usually play tennis. I often visit my grandparents. I always do my homework.

GRAMMAR: The simple past

7 Write the verbs *started* and *arrived* on the board. Explain that they are both regular verbs because they end in *-ed*. Ask students to tell you what the base forms of the verbs are (*start* and *arrive*). Point out that *arrive* ends with an *-e*, so we only need to add *-d* to make the simple past form.
Now write the verbs *told* and *met* on the board (they do not end in *-ed*). Explain that these verbs are irregular verbs.
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.

Answers
1 *saw – irregular* **2** made – irregular
3 was/were – irregular **4** had – irregular
5 told – irregular **6** seemed **7** met – irregular
8 became – irregular **9** started **10** arrived

8 Write the example prompt on the board and ask students to think about how to form the question without referring to the book.
Ask students to work in pairs to complete the questions. Check answers as a class.

Answers
1 *When did you first meet your friend?*
2 Where did you meet? **3** When did you become friends? **4** What did you think of your friend?

SPEAKING

9 Choose students to answer the first question in Exercise 8.
Ask students to work in pairs to ask and answer the questions in Exercise 8.

Answers
Students' own answers

WRITING

10 Students write a short paragraph about what happened when they first met their friend.
Encourage students to correct any mistakes themselves, instead of giving them the answer immediately.

Answers
Students' own answers

Workbook, page W4, Exercises 2 and 3



COMPREHENSION

4 1.1 Read and listen to the story again and choose the correct answers below.

1 The first time Hamid met Reza
a he really liked him.
b they became friends immediately.
c he didn't like him very much.

2 In class Reza was
a hardworking.
b lazy.
c serious.

3 When Hamid and Reza met a week later,
a they played jazz together.
b they played basketball together.
c they found a basketball.

4 Reza and Hamid
a don't share the same interests.
b have a lot in common.
c don't like each other.

5 Reza is tall
a and blond.
b and smiles a lot.
c and shy.

6 After school, Hamid and Reza
a usually play basketball.
b listen to music.
c watch a basketball game.

GRAMMAR: The simple present — Student grammar review page W45

5 Complete the sentences about Hamid and Reza with the correct form of the verbs in parentheses.

1 The friends often listen (listen) to music.
2 They usually _____ (play) basketball together.
3 Reza always _____ (have) a big smile.
4 Hamid and Reza _____ (be) best friends.
5 Hamid _____ (be) a talented saxophone player.
6 Every Thursday, they _____ (go) to a basketball game.

SPEAKING

6 Discuss with your partner what you do on weekends. Use *usually*, *often*, or *always*.
On weekends, I usually play tennis.

GRAMMAR: The simple past — Student grammar review page W45

7 Look at the text in Exercise 3 again. Find these regular and irregular verbs in the simple past and write them down. Which verbs are irregular?

1 to see saw / irregular
2 to make
3 to be
4 to have
5 to tell
6 to seem
7 to meet
8 to become
9 to start
10 to arrive

8 Write these questions in the simple past.
1 When / you / first meet your friend? When did you first meet your friend?
2 Where / you / meet?
3 When / you / become friends?
4 What / you / think of your friend?

SPEAKING

9 In pairs, ask and answer the questions in Exercise 8 about a good friend.

WRITING

10 Write a short paragraph about when you first met your friend. What happened?

LESSONS 3 AND 4

Overview

Outcomes
- to listen to a radio show about friendship
- to talk about what makes good friends
- to describe someone at one's school
- to identify the /ə/ sound
- to talk about important qualities in a friend

Functions
- expressing opinions
- giving personal information
- describing personality and appearance

Language focus
- the simple present
- language to describe people *(He's friendly. She's loyal. She has brown hair.)*
- pronunciation – the /ə/ sound

Vocabulary
- adjectives to describe personality and appearance

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

Student's Book, pages 8 and 9

VOCABULARY: Adjectives to describe personality

1 Ask the students to look at the people in the pictures. Explain that they are going to learn some adjectives to describe people.
Choose students to read the words in the box out loud to check pronunciation. Students work in pairs to answer the question. Check answers as a class. Students can check the meaning of any words they don't know in a dictionary.

Answers
Students' own answers

2 Ask students to work in pairs and match the words that have a similar meaning. Check answers as a class.

Answers
friendly – outgoing; smart – intelligent; skillful – talented; quiet – shy; loyal – dependable

Workbook, page W5, Exercises 4, 5, and 6

LISTENING

3 Ask students to read the question and discuss with them what they think they can share with a good friend. Read the *Listening strategies* box with the class. Tell students to listen and answer the question.

Play the CD for the students. Choose students to give their answers.

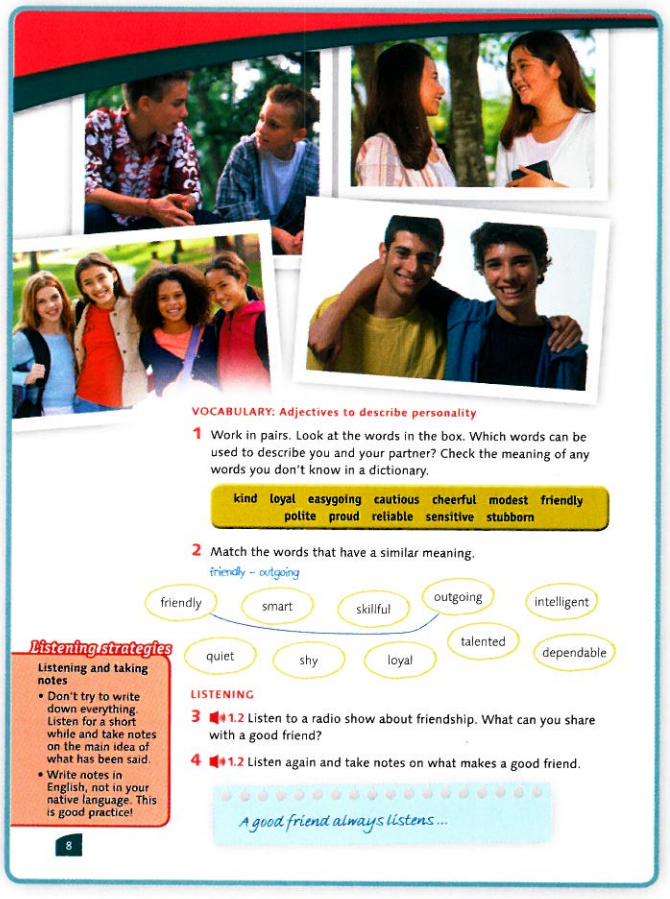
Audioscript 1.2 – see page 125

Answer
You can share interests and problems with a good friend.

4 Tell the students they are going to listen again and take notes about what makes a good friend. Play the CD again. Check answers as a class.

Audioscript 1.2 – see page 125

Suggested answers
A good friend always listens, has things in common with us, has a sense of humor, and is fun to be with. A good friend is always happy for us, tries to help when we have problems, shares everything with us, and is kind and loyal.


VOCABULARY: Adjectives to describe personality

1 Work in pairs. Look at the words in the box. Which words can be used to describe you and your partner? Check the meaning of any words you don't know in a dictionary.

kind loyal easygoing cautious cheerful modest friendly polite proud reliable sensitive stubborn

2 Match the words that have a similar meaning.

friendly – outgoing

friendly smart skillful outgoing intelligent talented quiet shy loyal dependable

Listening strategies

Listening and taking notes
- Don't try to write down everything. Listen for a short while and take notes on the main idea of what has been said.
- Write notes in English, not in your native language. This is good practice!

LISTENING

3 1.2 Listen to a radio show about friendship. What can you share with a good friend?

4 1.2 Listen again and take notes on what makes a good friend.

A good friend always listens...

8

SPEAKING

5 Point to the picture of your friend on the board. Attach pictures of two more of your friends next to it. Then ask students *Who do you think these people are?* to elicit the answer *your friends*. Write the names of your three friends under their pictures. Then each student writes down their list of names.

Answers
Students' own answers

6 Now explain why the people on the board are good friends to you, using a similar example to the one in Exercise 6. Ask students to work in pairs to talk about the friends on their list and to find out about their partner's friends.

Answers
Students' own answers

Quotation
Ask students to read the quotation. Discuss the meaning of the quotation *(if someone helps you when you have a problem, they are a true friend)* and give an example of your own. Ask students if they can think of times when they have helped a friend in need or when a friend has helped them.

VOCABULARY: Adjectives to describe appearance

7 Ask students to look at pictures 1 to 6 and the descriptions a to f. Check the meaning of any words they don't know.
Ask students to work in pairs to complete the matching exercise. Check answers as a class.

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

SPEAKING

8 Read the instructions and the example with the class. Do one or two examples, describing students in the class. Ask students to guess who they are.
Ask students to work in pairs, taking turns describing and guessing. They can refer to Exercise 7 for help.

Answers
Students' own answers

Workbook, pages W5 and W6, Exercises 7, 8, and 9

PRONUNCIATION: The /ə/ sound

9 Write the word *person* on the board. Circle the *o* and repeat the sound it makes. Ask the class to repeat the sound with you.
Explain that they are going to listen to the words and circle the /ə/ sound in each word. Remind them that the /ə/ sound can be represented by different spellings.
Play the CD for the students. Play it as often as necessary for the students to complete the exercise. Check answers as a class.

Audioscript 1.3 – see page 125

Answers
1 *common* **2** quiet **3** loyal **4** talent
5 intelligent **6** serious

Talk together

10 Elicit from students the adjectives used to describe personality in Exercises 1 and 2 without referring to the page itself. Now read the instructions with the class and write your own example on the board, using the headings in Exercise 10.
Ask students to complete the exercise individually.

Suggested answers
Important: *loyal*, kind, dependable, friendly, patient, serious, modest, cheerful, polite
Not important: smart, talented, intelligent, easygoing, popular

11 Ask students to work in pairs to compare their answers. Monitor as they are working, helping if necessary. Choose students to give their answers and explain them to the class.

Answers
Students' own answers


SPEAKING
5 Write the names of three of your friends.
1 Zahra
2 Maryam
3 Helia
6 Tell your partner why the people on your list are your good friends. Then find out about the people on your partner's list.
Zahra is my friend because we have a lot in common. We both like music.
"A friend in need is a friend indeed." Anonymous
VOCABULARY: Adjectives to describe appearance
7 Match pictures 1 to 6 with descriptions a to f.
1 e
a She has short brown hair.
b She has long straight hair.
c He has brown eyes and short brown hair.
d She has glasses and long blond hair.
e He has blond hair and brown eyes.
f He has gray hair.
SPEAKING
8 Take turns with your partner describing someone at your school. Can your partner guess who it is?
A: He has short black hair. He has brown eyes.
B: Ali!
PRONUNCIATION: The /ə/ sound
9 1.3 Listen to these words. Then circle the letters that make the /ə/ sound.
1 common 2 quiet
3 loyal 4 talent
5 intelligent 6 serious
Talk together
10 Choose three qualities that are important for you in a friend and three that are not important for you.
11 Work in pairs. Compare your answers.
Important: loyal
Not important
9

LESSONS 5 AND 6

Overview

Outcomes
- to read short texts about people
- to talk about similarities and differences among people
- to write a description of a friend

Functions
- expressing opinions
- comparing and contrasting
- describing personality and appearance

Language focus
- the simple present
- language to describe people *(I'm … He/She is …)*

Vocabulary
- adjectives to describe personality

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



Student's Book, pages 10 and 11

VOCABULARY: Adjectives to describe personality

1 Ask the students to look at the people in the pictures. Ask *What are they doing?* Explain that the students are going to learn some more adjectives to describe people.
Ask students to look at the words in the lists. Choose students to read the words out loud to check pronunciation. Students match words 1 to 7 with words a to g that have a similar meaning. Check answers as a class.

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

READING

2 Tell students they are going to read about two people who are describing themselves. Ask students to think about what kind of information they might give about themselves.
Read the *Reading strategies* box with the class. Ask the students to read the text quickly and decide which person they have the most in common with. Choose students to give their answers.

Answers
Students' own answers

COMPREHENSION

3 Read the sentences with the class and check the meaning of any words they don't know. Tell students they are going to read the text again and find the information. Remind them that they do not need to understand every word in the text to find the correct information. Check answers as a class.
Ask students if there is any vocabulary they still do not understand. Encourage other students to try to explain words if they can.

Answers
1 *Chris* **2** Harry **3** Harry **4** Chris **5** Harry **6** Harry **7** Harry **8** Chris/Harry

Workbook, page W7, Exercise 10

4 Read the descriptions of Jodie and Nina with the class. Ask the students to suggest words that might go in each blank without referring to the words in the box.
Now choose students to explain the words in the box. Tell them that they have to complete the descriptions with these words, using each word only once. Students can work in pairs if they wish. Check answers as a class.

Answers
1 *shy* **2** loyal **3** dependable **4** share
5 outgoing **6** sense of humor

SPEAKING

5 Read the instructions with the class. Check the meaning of *similar* and *different*. Ask them to say how people might be similar or different. You could give an example or two, using your friends on the board.
Students complete the task. Monitor as they are working, helping where necessary. Choose students to give their answers and explain them to the class.

Suggested answers
A: Jodie is quieter than Nina, who is an extrovert. Nina loves meeting new people, but Jodie finds this hard. **B:** They are both dependable and want to help their friends. They also both have several hobbies. **A:** I don't think they are friends. Jodie finds it hard to make new friends and they don't share many interests. **B:** I think they are friends. Nina wants to help her friends and she might help Jodie become less shy.

WRITING

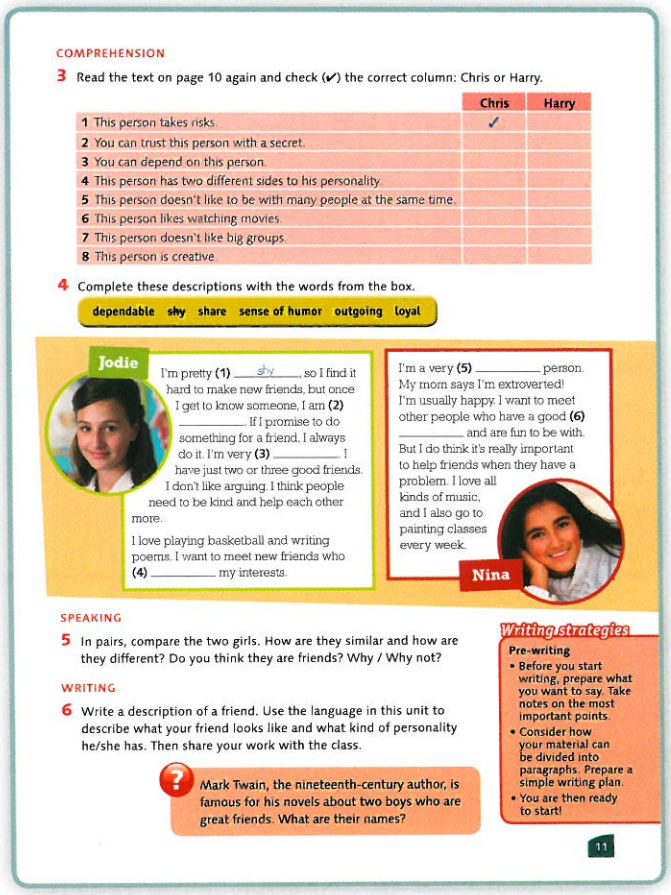
6 Read the instructions with the class. Elicit adjectives from the unit for describing personality and appearance. Read the *Writing strategies* box with the students. On the board, demonstrate an example of your own, using the method in the *Writing strategies* box.
Students write a short paragraph describing their friend's personality and appearance. Monitor as they are writing, pointing out any errors. Encourage students to correct their mistakes themselves, instead of giving them the answers immediately.
Choose students to read their paragraphs out loud.

Answers
Students' own answers

Workbook, page W7, Exercise 11

Research box
Ask students to read the question. Ask them if they know the names of the friends. Then ask *Do you know these stories? Can you think of any other stories about friends?* to elicit a short discussion about popular characters from books or television programs.

Answer
Tom Sawyer and Huckleberry Finn



COMPREHENSION

3 Read the text on page 10 again and check (✓) the correct column: Chris or Harry.

	Chris	Harry
1 This person takes risks.	✓	
2 You can trust this person with a secret.		
3 You can depend on this person.		
4 This person has two different sides to his personality.		
5 This person doesn't like to be with many people at the same time.		
6 This person likes watching movies.		
7 This person doesn't like big groups.		
8 This person is creative.		

4 Complete these descriptions with the words from the box.

dependable shy share sense of humor outgoing loyal

Jodie

I'm pretty **(1)** shy, so I find it hard to make new friends, but once I get to know someone, I am **(2)** _____. If I promise to do something for a friend, I always do it. I'm very **(3)** _____. I have just two or three good friends. I don't like arguing. I think people need to be kind and help each other more.
I love playing basketball and writing poems. I want to meet new friends who **(4)** _____ my interests.

I'm a very **(5)** _____ person. My mom says I'm extroverted! I'm usually happy. I want to meet other people who have a good **(6)** _____ and are fun to be with. But I do think it's really important to help friends when they have a problem. I love all kinds of music, and I also go to painting classes every week.

Nina

SPEAKING

5 In pairs, compare the two girls. How are they similar and how are they different? Do you think they are friends? Why / Why not?

WRITING

6 Write a description of a friend. Use the language in this unit to describe what your friend looks like and what kind of personality he/she has. Then share your work with the class.

? Mark Twain, the nineteenth-century author, is famous for his novels about two boys who are great friends. What are their names?

Writing strategies
Pre-writing
- Before you start writing, prepare what you want to say. Take notes on the most important points.
- Consider how your material can be divided into paragraphs. Prepare a simple writing plan.
- You are then ready to start!

11

LESSONS 7 AND 8

Workbook, page W7, Exercises 12 and 13

Unit 2 Famous people in the past

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about Napoleon Bonaparte
- to talk about Napoleon's ambition

Functions
- making guesses
- expressing opinions

Language focus
- the simple past and the past perfect

Vocabulary
- types of people

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

Student's Book, pages 12 and 13

BEFORE YOU BEGIN

1 Ask the students to look at the pictures. Ask them *What can you see in the pictures?* (*a coastal city; a portrait*). Now ask them to look at the questions in Exercise 1. Students work in pairs to answer the questions. Choose students to answer the questions. Students check their answers in Exercise 3.

Answers
The first picture shows a city on the island of Corsica, France. The second picture shows Napoleon Bonaparte, a French leader and emperor. He was born on the island of Corsica.

2 Ask students if they remember any of the adjectives to describe people from Unit 1. Read the words in the box.
Students can check the meaning of any words they don't know in a dictionary.

Answers
types of people: brigadier general, emperor, ruler
describe people: beautiful, intelligent, ambitious, excellent

3 Read the *Reading strategies* box with the class. Ask students what kind of information they expect to read in the text. Do they know the story of Napoleon Bonaparte?
Play the CD. Students listen and read at the same time. Check answers as a class.

Audioscript 2.1 – see pages 125 and 126

Answer
Napoleon's ambition to rule all the land around him led to his downfall and then exile from his homeland.


Unit 2

Famous people in the past

Grammar
the simple past and the past perfect

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

BEFORE YOU BEGIN

1 Look at the pictures. Who is this famous person? What did he do? Where is this town? Discuss with a partner.

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

brigadier general beautiful emperor ruler intelligent excellent ambitious

3 2.1 Read and listen to the text about Napoleon. Why do you think the title refers to his ambition as "destructive"?

A destructive ambition

Napoleon Bonaparte was born on August 15, 1769. By the time he was thirty-five, he had conquered a large part of Europe and become an emperor. He was very intelligent and good at strategy.

At first, Napoleon supported independence for Corsica, a small island close to France, and fought there against the French occupation. However, his family had a disagreement with the Corsican leader, Pasquale Paoli, and they had to leave the island. After Napoleon had moved to France, he joined the army there. Fortunately for him, they welcomed another soldier. Once he had defeated the British in the town of Toulon, he became a brigadier general at just twenty-four.

A few years later, Napoleon met and married Joséphine de Beauharnais. Her first husband, General Alexandre de Beauharnais, had died two years before.

After he had won many more battles for France, Napoleon became its ruler in 1799. By the time he became emperor in 1804, he had fought wars against Italy, Austria, parts of Germany, Russia, Britain, and even Egypt. His ambition had no limits, and he wanted to rule all of Europe.

In 1813, many of the countries that Napoleon had fought joined together, and they defeated him at the Battle of Leipzig in Germany. He was an excellent general, but the other army had more soldiers than he did. He was sent to an island named Elba. But when he had been there for only eight months, he escaped and returned to rule France.

Unfortunately, he had only ruled for one hundred days when he was defeated by the British and the Germans at the Battle of Waterloo in 1815. This time he was sent to an island named St. Helena, and this time he didn't escape. He died there at the age of fifty-one.

12

COMPREHENSION

4 Remind students of the *Reading strategies*. Tell them they are going to read the text again and find answers to the questions.
Play the CD again. Students can underline the key information in the text as they listen.

Point out that they will not find the answers to questions 8 and 9 in the text but that they will have to think about the answers themselves. They can work in pairs if you wish. Check answers as a class.

Audioscript 2.1 – see pages 125 and 126

Answers
1 *There were eleven years.* **2** independence for Corsica **3** His family had a disagreement with the Corsican leader. **4** He joined the army. **5** brigadier general **6** the Battle of Waterloo **7** St. Helena **8** Students' own answers **9** Students' own answers

5 Students work in pairs to match the events 1 to 6 with the explanations a to f. Choose students to read their answers to the class.

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

GRAMMAR: The simple past and the past perfect

6 On the board, write the example from the text: *By the time he was thirty-five, he had conquered a large part of Europe.* Underline the verbs *was* and *had conquered*. Now draw a horizontal line on the board and mark the two events in the order they happened. Ask students *Which happened first? Napoleon conquered a large part of Europe or Napoleon was thirty-five years old? (He conquered a large part of Europe).*
Point out the form of the past perfect *(had* + past participle) and explain that we use the past perfect to talk about an event that happened before another event in the past.
Check the meaning of the verbs in the box and tell students to complete the summary using these verbs. Explain that there is one verb that must be used twice.
Students can work in pairs if you wish. Point out that there is a *Student grammar review* on page W45. They can refer to this when they need to.

Answers
1 *had conquered* **2** won **3** had to **4** had had **5** had fought **6** married **7** had died **8** defeated **9** had escaped **10** lost

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
Napoleon had four brothers and three sisters.

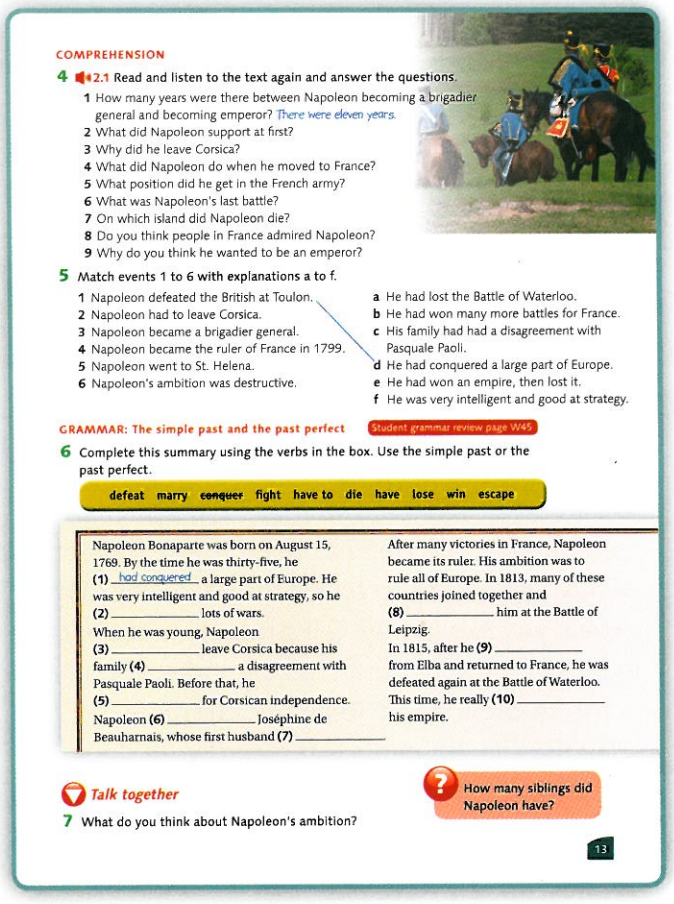
Workbook, page W8, Exercises 1, 2, and 3

Talk together

7 Read the question with the class. Ask students to work in pairs to discuss the question. Choose some students to give their answers. Can they think of other ambitious people?

Answers
Students' own answers

Workbook, page W8, Exercise 4



COMPREHENSION

4 2.1 Read and listen to the text again and answer the questions.
1 How many years were there between Napoleon becoming a brigadier general and becoming emperor? *There were eleven years.*
2 What did Napoleon support at first?
3 Why did he leave Corsica?
4 What did Napoleon do when he moved to France?
5 What position did he get in the French army?
6 What was Napoleon's last battle?
7 On which island did Napoleon die?
8 Do you think people in France admired Napoleon?
9 Why do you think he wanted to be an emperor?

5 Match events 1 to 6 with explanations a to f.
1 Napoleon defeated the British at Toulon.
2 Napoleon had to leave Corsica.
3 Napoleon became a brigadier general.
4 Napoleon became the ruler of France in 1799.
5 Napoleon went to St. Helena.
6 Napoleon's ambition was destructive.
a He had lost the Battle of Waterloo.
b He had won many more battles for France.
c His family had had a disagreement with Pasquale Paoli.
d He had conquered a large part of Europe.
e He had won an empire, then lost it.
f He was very intelligent and good at strategy.

GRAMMAR: The simple past and the past perfect Student grammar review page W45

6 Complete this summary using the verbs in the box. Use the simple past or the past perfect.

defeat marry ~~conquer~~ fight have to die have lose win escape

Napoleon Bonaparte was born on August 15, 1769. By the time he was thirty-five, he (1) *had conquered* a large part of Europe. He was very intelligent and good at strategy, so he (2) _____ lots of wars.
When he was young, Napoleon (3) _____ leave Corsica because his family (4) _____ a disagreement with Pasquale Paoli. Before that, he (5) _____ for Corsican independence. Napoleon (6) _____ Joséphine de Beauharnais, whose first husband (7) _____
After many victories in France, Napoleon became its ruler. His ambition was to rule all of Europe. In 1813, many of these countries joined together and (8) _____ him at the Battle of Leipzig.
In 1815, after he (9) _____ from Elba and returned to France, he was defeated again at the Battle of Waterloo. This time, he really (10) _____ his empire.

Talk together
7 What do you think about Napoleon's ambition?

How many siblings did Napoleon have?

13

LESSONS 3 AND 4

Overview

Outcomes
- to listen to someone talking about a trip to the theater
- to write a review of a play
- to read about famous people from the past

Functions
- giving general information
- expressing criticism

Language focus
- the simple past

Vocabulary
- the theater

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

Student's Book, pages 14 and 15

VOCABULARY: The theater

1 Read the words in the box. Students work in pairs to answer the questions.
Check answers as a class. Students can check the meaning of any words they don't know in a dictionary.

Answers
actor, director, playwright

LISTENING

2 Ask students if they have ever been to the theater. Ask *What did you see? Did you enjoy the experience?* If no one has been to the theater, ask *Would you like to go to the theater? Why? What would you like to see?* Tell students that they are going to listen to Susan talking to her friend about a trip to the theater. Read the questions.
Play the CD. Students listen and write down the answers to the questions. Give the students time to check their answers in pairs.

Audioscript 2.2 – see page 126

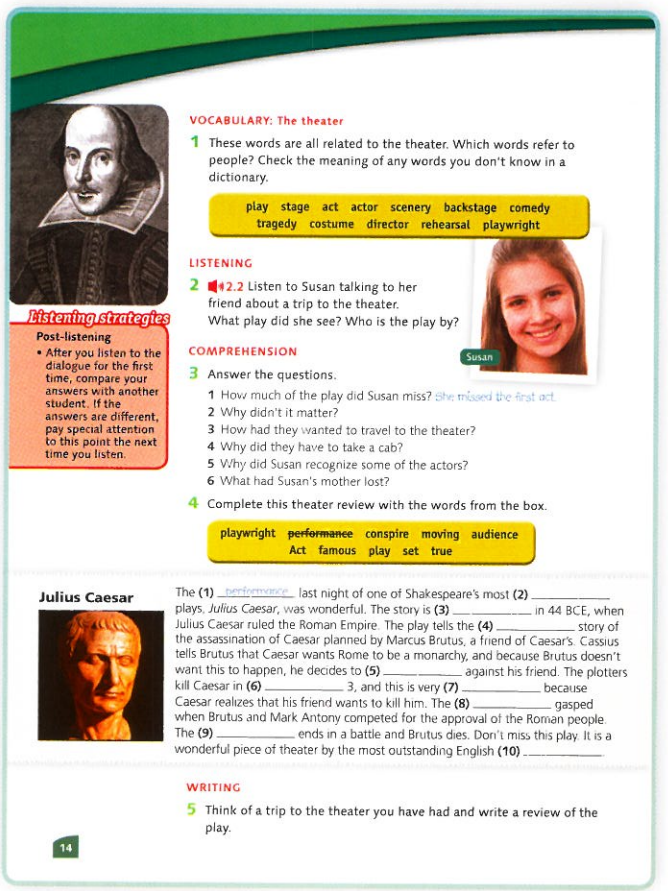
Answers
Antony and Cleopatra, by Shakespeare

COMPREHENSION

3 Read the *Listening strategies* box with the class. Tell them they are going to hear the conversation two more times. Read the questions with the class. Explain that as they listen, they should write notes on the answers to each question. Read the example answer and point out that they do not need to write full sentences.
Play the CD. Students listen and take notes. Give students time to write their answers and to check them with a partner.

Audioscript 2.2 – see page 126

Answers
1 *She missed the first act.* **2** She had already studied the play at school, so she could remember the part she had missed. **3** They had wanted to travel by car. **4** The car didn't have much gas in it. **5** She had seen them on TV. **6** She had lost one of the tickets.



VOCABULARY: The theater

1 These words are all related to the theater. Which words refer to people? Check the meaning of any words you don't know in a dictionary.

play stage act actor scenery backstage comedy tragedy costume director rehearsal playwright

LISTENING

2 2.2 Listen to Susan talking to her friend about a trip to the theater. What play did she see? Who is the play by?

Susan

COMPREHENSION

3 Answer the questions.
1 How much of the play did Susan miss? She missed the first act.
2 Why didn't it matter?
3 How had they wanted to travel to the theater?
4 Why did they have to take a cab?
5 Why did Susan recognize some of the actors?
6 What had Susan's mother lost?

4 Complete this theater review with the words from the box.

playwright performance conspire moving audience Act famous play set true

Listening strategies
Post-listening
• After you listen to the dialogue for the first time, compare your answers with another student. If the answers are different, pay special attention to this point the next time you listen.

Julius Caesar

The (1) performance last night of one of Shakespeare's most (2) _____ plays. *Julius Caesar*, was wonderful. The story is (3) _____ in 44 BCE, when Julius Caesar ruled the Roman Empire. The play tells the (4) _____ story of the assassination of Caesar planned by Marcus Brutus, a friend of Caesar's. Cassius tells Brutus that Caesar wants Rome to be a monarchy, and because Brutus doesn't want this to happen, he decides to (5) _____ against his friend. The plotters kill Caesar in (6) _____ 3, and this is very (7) _____ because Caesar realizes that his friend wants to kill him. The (8) _____ gasped when Brutus and Mark Antony competed for the approval of the Roman people. The (9) _____ ends in a battle and Brutus dies. Don't miss this play. It is a wonderful piece of theater by the most outstanding English (10) _____.

WRITING

5 Think of a trip to the theater you have had and write a review of the play.

14

4 Ask students what a *theater review* is and what kind of information is usually included (*details of the play, including the playwright and the plot; details of the performance, including stage sets, costumes, the actors, and director; and the critic's opinion of the play and the performance*). Read the words in the box.
If you wish, students can work in pairs to complete the exercise. Check answers as a class.

Answers
1 *performance* **2** famous **3** set **4** true
5 conspire **6** Act **7** moving **8** audience
9 play **10** playwright

Workbook, page W9, Exercise 5

WRITING

5 Make a list on the board of information that can be included in a review by eliciting ideas from the students (e.g., *who wrote the play, who the actors were, what the story was, what the scenery was like, whether the actors gave a good performance, etc.*). If that seems hard to them, maybe you could suggest that they retell a story they know, or the plot of a movie they have seen, as if it had been a theater play.
Students write a short theater review using the information on the board and using Exercise 4 as an example.
Choose students to read their reviews out loud.

Answers
Students' own answers

READING

6 Tell the students they are going to read about some other famous people from the past. Write the names from the exercise on the board. Ask the students if they know what the people did to become famous.
Tell students to read the four texts quickly and find out what each person did to become famous. Check answers as a class.
Useful additional information to provide to students could be that Warsaw is the capital city of Poland; the Sorbonne is part of a leading French educational institution, the University of Paris; and the Crimean War was fought in the 1850s in the Crimea peninsula by the British and their allies against the Russians. The Order of Merit is an award given by the British monarch to an individual for some particularly noteworthy achievement.

Answers
William Shakespeare wrote plays. Marie Curie did wonderful work on radioactivity and won two Nobel Prizes. Xerxes I completed building projects in every part of his empire, and he invaded Greece. Florence Nightingale improved conditions in hospitals and changed nursing into a respected profession.

COMPREHENSION

7 Tell students that they are going to read the texts again in more detail. Look at the chart with the class and the examples. Ask them to underline this information in the William Shakespeare text. Students complete the exercise by first underlining the information in the texts and then completing the chart for each person. Check answers as a class.

Answers

Name	When he/she lived	What he/she did	Why he/she is famous	Nationality
William Shakespeare	*sixteenth century*	*playwright; actor*	*wrote very good plays*	*English*
Marie Curie	nineteenth century	physicist; chemist	work on radioactivity; two Nobel Prizes	Polish
Xerxes I	around 519 BCE	king of Persian Empire	completed building projects in every part of his empire; invaded Greece	Persian
Florence Nightingale	nineteenth century	nurse	improved hospital conditions; made nursing a respected profession; improved nursing care of soldiers	English

Workbook, page W9, Exercises 6 and 7



READING

6 Read about these famous people from the past. What did they do that made them famous?

Many people who lived long ago are still famous today because of what they did or who they were. Here are four that we at *Books Weekly* think are some of the most famous.

William Shakespeare

Though little is known about the life of William Shakespeare, he is the most famous English playwright and possibly the greatest playwright of all time. He lived in England in the sixteenth century and he wrote more than thirty plays, including the tragedies *Hamlet, Macbeth, King Lear* and *Othello*. Shakespeare also wrote comedies and history plays, and he was an actor, too. His plays are still performed regularly all over the world, and many have been made into movies. He died in 1616.

Marie Curie

Marie Curie was one of the most famous scientists of her time. She was born in Warsaw, Poland, in 1867. Women couldn't go to college in Poland at that time, so she went to Paris to study. In 1894, she met and married Pierre Curie, who was a professor of Physics. Marie is famous for the wonderful work she did with her husband on radioactivity.

After the death of her husband, she became the first woman to teach at the Sorbonne in Paris. She was the first person in history to receive two Nobel Prizes (Physics and Chemistry). She eventually died from a form of blood cancer.

Xerxes I

Xerxes I of Persia, or Xerxes the Great, was born in 519 BCE and was the fourth king of the Persian Achaemenid Empire. He was named King of Kings. Xerxes I was the grandchild of Cyrus the Great, the founder of the Achaemenid Empire. Xerxes I is famous for building projects in every part of his empire and for invading Greece in 480 BCE after the death of his father, Darius the Great. Xerxes I was crowned king when he was about thirty-six years old. He completed the construction projects that his father had started at Persepolis, which was the capital of the Achaemenid Empire. Xerxes I died in 465 BCE.

Florence Nightingale

Florence Nightingale was an English nurse in the nineteenth century. She is famous for improving the conditions in hospitals. They were dreadful in her time. She also changed nursing into a respected profession.

In 1854, she took thirty-eight nurses with her to the Crimean War. She worked twenty hours a day to improve the nursing care of ordinary soldiers. Every night, she visited the wards. She became known as "the lady with the lamp." She became a national heroine. In 1907, she became the first woman ever to be awarded the British Order of Merit.

COMPREHENSION

7 Complete the chart about the famous people in Exercise 6.

Name	When he/she lived	What he/she did	Why he/she is famous	Nationality
William Shakespeare	sixteenth century	playwright; actor	wrote very good plays	English

15

LESSONS 5 AND 6

Overview

Outcomes
- to answer questions in a quiz
- to listen to a biography about Cyrus the Great
- to talk about famous people one admires
- to write about a famous person one admires

Functions
- giving background information
- giving reasons
- giving facts

Language focus
- the simple past and the past perfect

Vocabulary
- famous people

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

Answers
1 He was the one who founded the Achaemenid Persian Empire, the world's biggest empire at that time. **2** His empire spread from the Mediterranean Sea and Hellespont in the west to the Indus River in the east. **3** He ruled for between twenty-nine to thirty-one years. **4** He had achievements in human rights, military strategy, and politics. **5** He was born around 580 BCE in Iran. **6** The Great King, King of Persia, King of Anshan, King of Media, King of Babylon, King of Sumer and Akkad, and King of the Four Corners of the World. **7** He wrote the first Human Rights Charter known to humanity. **8** He died around 529 BCE. **9** He was killed. **10** His son, Cambyses II, added to the empire by conquering more countries.

Student's Book, pages 16 and 17

LISTENING

1 Ask the students to describe what they can see in the pictures (*Cyrus the Great; his tomb*). Students work in pairs to discuss what they know about Cyrus the Great.

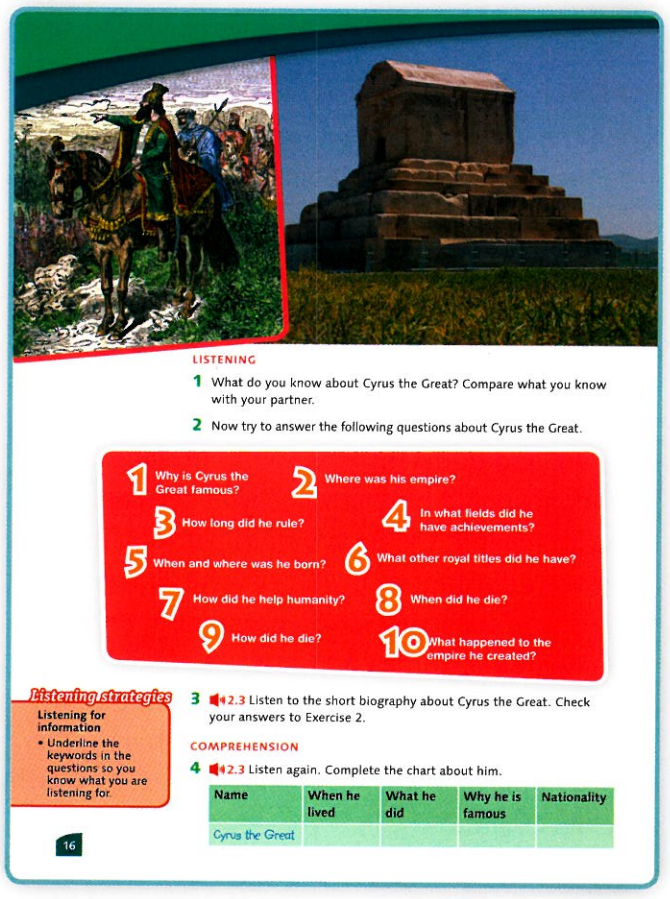
Answers
Students' own answers

2 Tell the students they are going to answer a quiz about Cyrus the Great.
Ask students to discuss the questions in pairs.

Answers
Students' own answers

3 Check that the students understand the meaning of the word *biography*. Tell them they are going to listen to a short biography about Cyrus the Great. Read the *Listening strategies* box with the students. Ask them to underline the keywords in the questions in Exercise 2.
Play the CD, twice if necessary. Students check their answers. Read out loud the questions in Exercise 2 one by one and choose students to give their answers.

Audioscript 2.3 – see page 126


LISTENING
1 What do you know about Cyrus the Great? Compare what you know with your partner.
2 Now try to answer the following questions about Cyrus the Great.
1 Why is Cyrus the Great famous?
2 Where was his empire?
3 How long did he rule?
4 In what fields did he have achievements?
5 When and where was he born?
6 What other royal titles did he have?
7 How did he help humanity?
8 When did he die?
9 How did he die?
10 What happened to the empire he created?
Listening strategies
Listening for information
• Underline the keywords in the questions so you know what you are listening for.
3 2.3 Listen to the short biography about Cyrus the Great. Check your answers to Exercise 2.
COMPREHENSION
4 2.3 Listen again. Complete the chart about him.
Name	When he lived	What he did	Why he is famous	Nationality
Cyrus the Great				
16

COMPREHENSION

4 Tell students they are going to listen again and complete the chart about Cyrus the Great. Play the CD again. Students complete the exercise. Check answers as a class.

Audioscript 2.3 – see page 126

Answers

Name	When he lived	What he did	Why he is famous	Nationality
Cyrus the Great	around 580 BCE	founder of the Achaemenid Persian Empire	created the world's biggest empire; had achievements; influenced Eastern and Western civilizations	Persian

5 On the board, write one or two regular and irregular base forms (e.g., *become, tell, send, meet*) and ask students to put them into the simple past. Now elicit the form and use of the past perfect tense.
Explain to the students that they have to complete the missing information in the biography with the words in the box, using the simple past or past perfect forms of the verbs.
Students complete the exercise in pairs if you wish. Check answers as a class.

Answers
1 *was* **2** Empire **3** succeeded **4** century
5 created **6** had **7** Persia **8** had conquered
9 defeated **10** died

Workbook, page W10, Exercises 8 and 9

SPEAKING

6 Tell students to write down the names of three famous people they admire.

Answers
Students' own answers

7 Students work in pairs, telling their partner about the people they chose, and why they admire them. Choose students to give their answers.

Answers
Students' own answers

Quotation
Ask the students to read the quotation. Ask students *What do you think the quote means?* Discuss ideas as a class. Ask the students if they can think of any people who only became famous after they died. Ask *Would you like to be famous? What would you like to be famous for?* Give an example of your own.

WRITING

8 The students read the example biography. Ask them what kind of information is included in the text about Archimedes (*when and where he lived, what he did, why people admire him*).

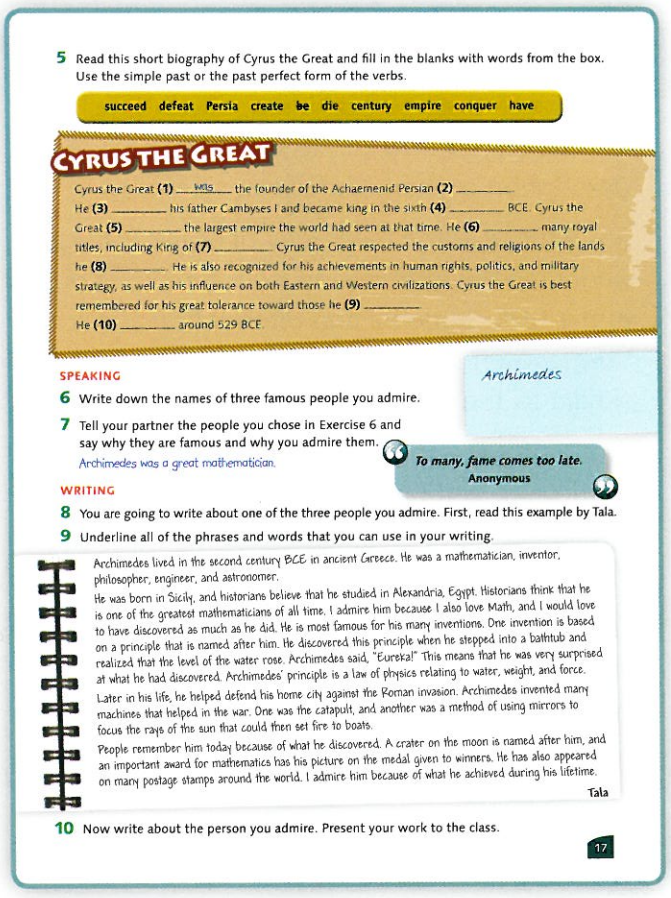
9 Tell the students they are going to write about one of the people they chose in Exercise 6. Ask them to read the text in Exercise 9 again and to underline the phrases and words that they could use in their own writing.

Suggested answers
Historians believe that …; Historians think he is one of the greatest … of all time; I admire him because …; He is most famous for …; People remember him today because …

10 Remind students to take notes about the information they want to include before they begin writing.
Encourage students to correct any mistakes themselves, instead of giving them the answers immediately.
Choose students to read their work out loud.

Answers
Students' own answers

Workbook, page W10, Exercise 10


5 Read this short biography of Cyrus the Great and fill in the blanks with words from the box. Use the simple past or the past perfect form of the verbs.

succeed defeat Persia create be die century empire conquer have

CYRUS THE GREAT

Cyrus the Great (1) was the founder of the Achaemenid Persian (2) _____.
He (3) _____ his father Cambyses I and became king in the sixth (4) _____ BCE. Cyrus the Great (5) _____ the largest empire the world had seen at that time. He (6) _____ many royal titles, including King of (7) _____. Cyrus the Great respected the customs and religions of the lands he (8) _____. He is also recognized for his achievements in human rights, politics, and military strategy, as well as his influence on both Eastern and Western civilizations. Cyrus the Great is best remembered for his great tolerance toward those he (9) _____.
He (10) _____ around 529 BCE.

SPEAKING

6 Write down the names of three famous people you admire.

7 Tell your partner the people you chose in Exercise 6 and say why they are famous and why you admire them.
Archimedes was a great mathematician.

Archimedes

"To many, fame comes too late." Anonymous

WRITING

8 You are going to write about one of the three people you admire. First, read this example by Tala.

9 Underline all of the phrases and words that you can use in your writing.

Archimedes lived in the second century BCE in ancient Greece. He was a mathematician, inventor, philosopher, engineer, and astronomer.
He was born in Sicily, and historians believe that he studied in Alexandria, Egypt. Historians think that he is one of the greatest mathematicians of all time. I admire him because I also love Math, and I would love to have discovered as much as he did. He is most famous for his many inventions. One invention is based on a principle that is named after him. He discovered this principle when he stepped into a bathtub and realized that the level of the water rose. Archimedes said, "Eureka!" This means that he was very surprised at what he had discovered. Archimedes' principle is a law of physics relating to water, weight, and force.
Later in his life, he helped defend his home city against the Roman invasion. Archimedes invented many machines that helped in the war. One was the catapult, and another was a method of using mirrors to focus the rays of the sun that could then set fire to boats.
People remember him today because of what he discovered. A crater on the moon is named after him, and an important award for mathematics has his picture on the medal given to winners. He has also appeared on many postage stamps around the world. I admire him because of what he achieved during his lifetime.
Tala

10 Now write about the person you admire. Present your work to the class.

17

LESSONS 7 AND 8

Workbook, page W11, Exercises 11, 12, and 13

LESSON 9

Project

If possible, bring a picture of an interesting famous person you admire into the class. The person can be from the past or alive today and should be one that students are familiar with. Ask students *What's his/her name? What is he/she famous for? Why do people like him/her? What else do you know about this person?* Give more detail about the person if students don't know much about them.

Ask students to look at page 18 in their Student's Book. 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.

The students then read the *Questions* box. Take notes on the board to answer the questions, eliciting information again from the students. Encourage them to provide as much detail as possible, so they can learn to write a good description of their own famous person.

Students read the biography of Majid Samii and underline the information from the bullet points in the text. Students find information about their chosen famous person and make a plan similar to the one on the board.

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

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

Student's Book, page 19

OPENER

Write *Adventure* on the board and elicit its meaning. Brainstorm activities that the students consider adventurous. If the students need prompting, you could suggest activities such as mountain climbing, skydiving, aerobatics, deep-sea diving, bungee jumping, tightrope walking, polar exploration, trekking across a desert or through a jungle, or sports such as motorcycling, motor racing, camel racing, downhill skiing, snowboarding, surfing, etc. – that is, activities that combine extreme excitement with an element of risk or danger. In essence, you are trying to elicit suggestions for activities that involve some kind of extreme – of height, depth, temperature, environment, speed, etc. Write the activities suggested on the board around the word *Adventure*. Now look at page 19. Tell students that this page tells them what they will be doing in Module 2.

Look at each picture with the class. Do the activities the students mentioned appear in the pictures? Choose students to answer the questions. Tell them they will find out the answers in the module. Then ask the students questions about themselves, for example,

Have you ever swum in the ocean? Did you see any fish or animals? What kinds of exciting sports or activities have you tried? Did you enjoy them? Why / Why not?

Explain to the students that they will learn how to talk about sea life and extreme sports in Units 3 and 4.



Outcomes

- To read about a deep-sea discovery, the Red Sea coral reef, a skydiver, Sir Ranulph Fiennes, and extreme and adventure sports
- To listen to an advertisement for a vacation, and a radio show about a stuntman
- To use vocabulary related to the ocean, water sports, species of fish, marine pollution, extreme adjectives, and adventure sports
- To talk about water sports and activities, the Red Sea coral reef, adventure sports, mountain climbing, and jobs
- To use the present perfect and adjectives ending in *-ed* or *-ing*
- To write about a sea creature, a journal entry about diving in the Red Sea, an exciting or thrilling experience, and a journal entry about an adventure sport

Unit 3 The ocean

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about the *Titanic*
- to talk about different actions in the past
- to recognize intonation in questions and answers in the present perfect

Functions
- making guesses
- inquiring about past experiences

Language focus
- the present perfect
- pronunciation – intonation

Vocabulary
- the ocean

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

Student's Book, pages 20 and 21

BEFORE YOU BEGIN

1 Ask the students to say what they can see in the pictures on page 20 of the Student's Book.

Answers
Divers can find wrecks deep in the ocean. The ship is called the *Titanic*.

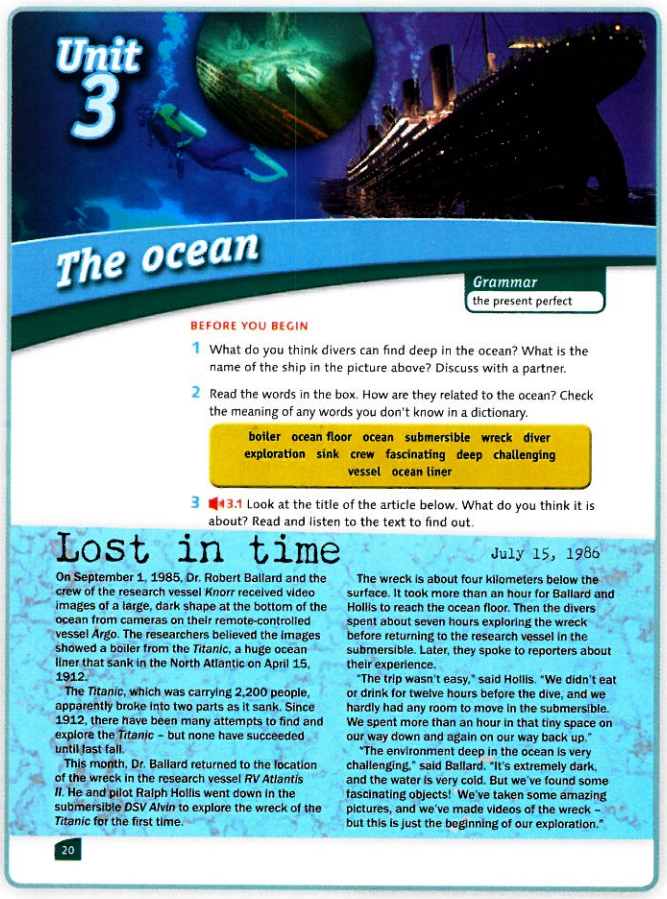
2 Write *the ocean* on the board and brainstorm words related to it. Accept any appropriate answers.
Check answers as a class. Students can check the meaning of any words they don't know in a dictionary.

Answers
Students' own answers

3 Ask the students to look at the title of the text and say what they think the article is about.
Play the CD. Students listen and read at the same time. Check the answer as a class.

Audioscript 3.1 – see pages 126 and 127

Answer
The article is about the discovery of the *Titanic*.



COMPREHENSION

4 Tell the students they are going to read and listen to the article again to find the answers to the questions in the text.
Play the CD again. Students read and listen to the text again, underlining the keywords in pencil.
Students check their answers in pairs. Then check answers as a class.
Ask the students if there is any vocabulary they still do not understand.

Audioscript 3.1 – see pages 126 and 127

Answers
1 *b* **2** a **3** b **4** b **5** c

GRAMMAR: The present perfect

5 Write the base forms of the verbs from the box on the board (*find, make, go, spend, see, take*) and elicit the past participle forms. Ask the students to look at the example in the text and elicit the form of the present perfect (*has/have* + past participle).

Ask them when we use this tense (*to talk about activities and events in the past when we either don't know, or it isn't important to know, exactly when they happened*). We also use this tense to talk about a time that hasn't ended yet, for example, *I haven't finished my homework*, meaning *I haven't finished my homework yet (but will or might before the day has ended)*.
Students work in pairs to complete the exercise. Point out that there is a *Student grammar review* on pages W45 and W46. They can refer to this if they need to. Check answers as a class.

Answers
1 *spent* **2** gone **3** seen **4** found **5** made **6** taken

6 Write the example sentence on the board and ask the students to think about how to form the question without referring to the book. Point out the form of *Yes/No* questions in the present perfect (*has/have* + past participle).

Answers
1 *Have you had an exciting day?* **2** Have you eaten lunch? **3** Have your parents seen the movie? **4** Has your best friend arrived at the airport? **5** Have you taken a picture of your new house? **6** Have the divers found the *Titanic*? **7** Have you done your homework? **8** Have you made plans for this weekend? **9** Has your friend invited you to his party?

7 Ask students *Have you had an exciting day?* Write your answer on the board using the short answer *Yes, I have* or *No, I haven't*.
Now tell students to write their answers to the questions in Exercise 6 truthfully. Choose students to give their answers.

Answers
Students' own answers

Workbook, page W12, Exercises 1 and 2

PRONUNCIATION: Intonation

8 Ask pairs of students to read the short dialogues, ignoring the arrows for now. Now draw their attention to the arrows and ask the students what they think the meaning of the arrows is (*to show rising and falling intonation).*
Ask what they notice about the direction of the arrows *(intonation rises on questions and affirmative answers, and falls on negative answers*). Explain that they are going to hear the dialogues, and they should listen for the rising and falling intonation patterns. Play the CD for the students.

Audioscript 3.2 – see page 127

Research box
Ask the students *What does SOS mean? (It is a distress call, signaling that a ship is in trouble and needs help*). Ask students to read the information and question about the *Titanic*'s SOS signal. Do they know the answer? Explain that they have to find out the information before the next class.

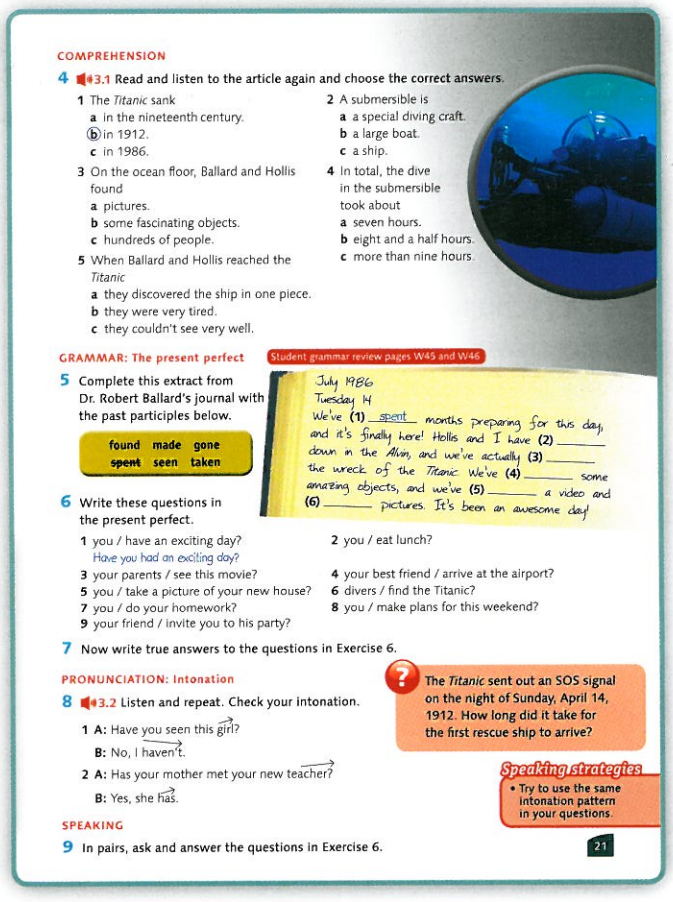
Answer
The first ship to arrive was the Carpathia at around 4 a.m., about four hours after hearing the *Titanic*'s SOS signal, and by which time the *Titanic* had already sunk, though the Carpathia was able to rescue several hundred survivors in lifeboats.

SPEAKING

9 Students work in pairs to ask and answer the questions in Exercise 6. Read the *Speaking strategies* box with the class and remind students to try to use the intonation patterns they practiced in Exercise 8.

Suggested answers
A: Have you had an exciting day? **B:** Yes, I have. **A:** Have you eaten lunch? **B:** No, I haven't.

Workbook, page W12, Exercises 3 and 4



COMPREHENSION

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

1 The *Titanic* sank
a in the nineteenth century.
b in 1912.
c in 1986.

2 A submersible is
a a special diving craft.
b a large boat.
c a ship.

3 On the ocean floor, Ballard and Hollis found
a pictures.
b some fascinating objects.
c hundreds of people.

4 In total, the dive in the submersible took about
a seven hours.
b eight and a half hours.
c more than nine hours.

5 When Ballard and Hollis reached the *Titanic*
a they discovered the ship in one piece.
b they were very tired.
c they couldn't see very well.

GRAMMAR: The present perfect — Student grammar review pages W45 and W46

5 Complete this extract from Dr. Robert Ballard's journal with the past participles below.

found made gone spent seen taken

July 1986
Tuesday 14
We've (1) spent months preparing for this day, and it's finally here! Hollis and I have (2) _____ down in the *Alvin*, and we've actually (3) _____ the wreck of the *Titanic*. We've (4) _____ some amazing objects, and we've (5) _____ a video and (6) _____ pictures. It's been an awesome day!

6 Write these questions in the present perfect.

1 you / have an exciting day?
Have you had an exciting day?
2 you / eat lunch?
3 your parents / see this movie?
4 your best friend / arrive at the airport?
5 you / take a picture of your new house?
6 divers / find the Titanic?
7 you / do your homework?
8 you / make plans for this weekend?
9 your friend / invite you to his party?

7 Now write true answers to the questions in Exercise 6.

PRONUNCIATION: Intonation

8 3.2 Listen and repeat. Check your intonation.

1 A: Have you seen this girl?
B: No, I haven't.
2 A: Has your mother met your new teacher?
B: Yes, she has.

? The *Titanic* sent out an SOS signal on the night of Sunday, April 14, 1912. How long did it take for the first rescue ship to arrive?

Speaking strategies
• Try to use the same intonation pattern in your questions.

SPEAKING

9 In pairs, ask and answer the questions in Exercise 6.

21

LESSONS 3 AND 4

Overview

Outcomes
- to listen to an advertisement for a vacation
- to talk about water sports
- to write a short paragraph about a sea creature

Functions
- expressing likes and dislikes
- inquiring about past experiences
- giving facts

Language focus
- the present perfect

Vocabulary
- water sports
- species of fish

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

Student's Book, pages 22 and 23

SPEAKING

1 Ask the students to look at the pictures of the ocean at the top of the page. Ask *What can you see in the pictures?* Now look at the questions. Students can discuss their ideas in pairs if you wish. Choose students to give their answers and explain them.

Answers
Students' own answers

VOCABULARY: Species of fish

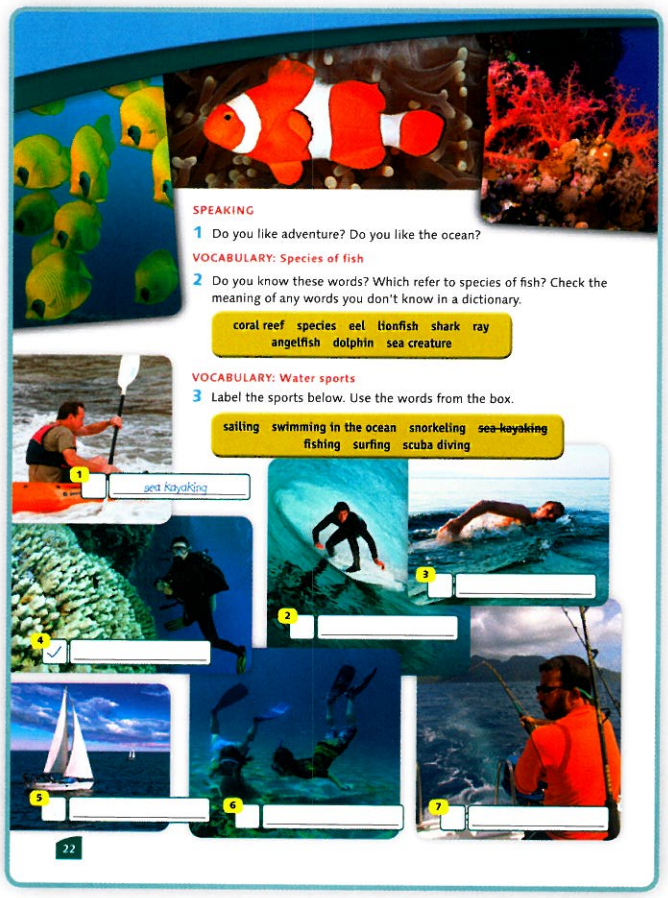
2 Ask students to look at the words in the box. Choose students to read the words out loud to check pronunciation.
Students work in pairs to answer the questions. Check answers as a class. Students can check the meaning of any words they don't know in a dictionary.

Answers
eel, lionfish, shark, ray, angelfish, dolphin

VOCABULARY: Water sports

3 Ask the students which water sports they know and write any vocabulary on the board. Now ask them to look at the numbered pictures at the bottom of the page and explain that they are going to learn some more words for water sports. Ask students to look at the words in the box. Choose students to read the words out loud to check pronunciation. Explain that they have to match the pictures and the water sports words in the box.
Check answers as a class.

Answers
1 *sea kayaking* **2** surfing **3** swimming in the ocean **4** scuba diving **5** sailing **6** snorkeling **7** fishing



LISTENING

4 Tell the students they are going to listen to an advertisement for a vacation. Check the meaning of *advertisement* and ask them where they might find an advertisement for a vacation (*on the radio, TV, or the Internet*). Without referring to the book, elicit the water sports vocabulary from Exercise 3. Now tell students they have to listen to the advertisement and check the activities they hear that people can do at the Red Sea. Point out the check boxes and the filled-in example (picture 4). Play the CD for the students. Check answers as a class.

Audioscript 3.3 – see page 127

Answers
snorkeling (6), *scuba diving (4)*, swimming (3), sea kayaking (1)

Talk together

5 Ask students to look at the pictures in Exercise 3 again. Ask *Have you ever done any of these sports?* Choose a student and ask *Have you ever been sailing?* Encourage the short answers *Yes, I have* or *No, I haven't*.

Write the question *Have you ever been swimming in the ocean?* on the board and underline the word *ever*. Ask students what this means (*at any time in your life*). Point out that *been* can be used in the present perfect when talking about activities such as *to go swimming*.

Students work in pairs, taking turns asking and answering questions using *Have you ever been ...?* and the activities in Exercise 3.

Suggested answers
A: *Have you ever been sailing?* ***B:*** *Yes, I have./ No, I haven't.*

Workbook, page W13, Exercises 5, 6, and 7

VOCABULARY: Species of fish

6 Ask students to look at the pictures and the descriptions 1 to 5. Check the meaning of any words they don't know.

Ask students to work in pairs to complete the matching exercise. Check answers as a class.

Ask students *Have you ever seen a clownfish/shark/ lionfish/ray/eel?*

Answers
1 *clownfish* **2** shark **3** lionfish **4** ray **5** eel

WRITING

7 Ask the students if they know the names of any other sea creatures. If they don't know the names, they could describe them or draw a picture on the board. Choose one of the creatures and ask *What does it look like? Where does it live? What is its usual behavior? Does it have any special traits?*

Now ask students to read the instructions for Exercise 7 and to look at the words in the box. Choose students to read the words out loud to check pronunciation. Check the meaning of any words they may not know.

Students may not know much about these creatures. You could bring in some pictures and information about these creatures for students to look at, or write some notes about each creature on the board. Alternatively, students could find out the information at home and write about the creature for the next class. Read the *Writing strategies* box with the students. On the board, demonstrate an example of your own, using the method in the *Writing strategies* box.

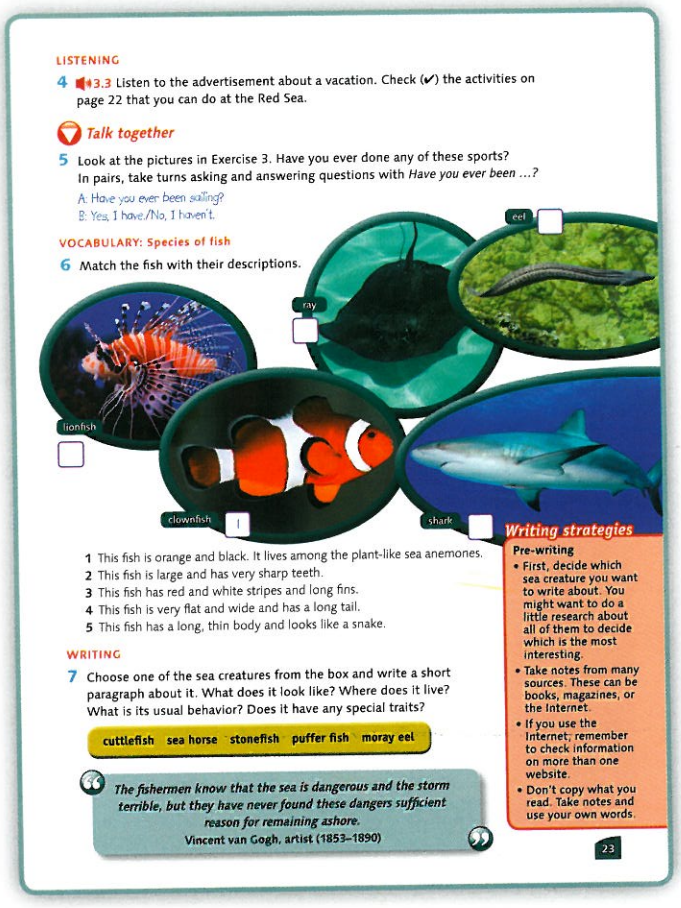
Students write a short paragraph about the sea creature they have chosen. If you do the exercise in class, monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, instead of giving them the answer immediately.

Choose students to read their paragraphs out loud.

Answers
Students' own answers

Quotation
Ask the students to read the quotation. Discuss the quotation with the class. What do the students think is dangerous about the sea? Why do they think fishermen still go out in terrible weather? Can they think of an activity they still do, even if the weather is bad? Why?

Workbook, page W13, Exercise 8



LISTENING

4 3.3 Listen to the advertisement about a vacation. Check (✓) the activities on page 22 that you can do at the Red Sea.

Talk together

5 Look at the pictures in Exercise 3. Have you ever done any of these sports? In pairs, take turns asking and answering questions with *Have you ever been ...?*

A: Have you ever been sailing?
B: Yes, I have./No, I haven't.

VOCABULARY: Species of fish

6 Match the fish with their descriptions.

ray
eel
lionfish
clownfish
shark

1 This fish is orange and black. It lives among the plant-like sea anemones.
2 This fish is large and has very sharp teeth.
3 This fish has red and white stripes and long fins.
4 This fish is very flat and wide and has a long tail.
5 This fish has a long, thin body and looks like a snake.

WRITING

7 Choose one of the sea creatures from the box and write a short paragraph about it. What does it look like? Where does it live? What is its usual behavior? Does it have any special traits?

cuttlefish sea horse stonefish puffer fish moray eel

The fishermen know that the sea is dangerous and the storm terrible, but they have never found these dangers sufficient reason for remaining ashore.
Vincent van Gogh, artist (1853–1890)

Writing strategies

Pre-writing
- First, decide which sea creature you want to write about. You might want to do a little research about all of them to decide which is the most interesting.
- Take notes from many sources. These can be books, magazines, or the Internet.
- If you use the Internet, remember to check information on more than one website.
- Don't copy what you read. Take notes and use your own words.

23

LESSONS 5 AND 6

Overview

Outcomes
- to talk about exploring a wreck in the Red Sea
- to write a journal entry about a day at the Red Sea
- to read an article about the Red Sea coral reef
- to talk about the Red Sea coral reef

Functions
- recounting past experiences
- recounting events
- proposing solutions

Language focus
- the present perfect

Vocabulary
- marine pollution

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

Student's Book, pages 24 and 25

SPEAKING

1 Ask the students to look at the pictures at the top of the page. Ask them what they can see (*coral reefs, fish, and a diver*). Now ask students if they remember the word *wreck* and elicit the meaning. Give them a few minutes to take notes on each of the questions and to prepare what they will tell their partner.

Answers
Students' own answers

2 Students talk to their partners about their adventure. Choose students to describe their day to the class.

Suggested answers
I have really enjoyed my vacation. The most exciting thing I've done was when we explored the wreck. I've seen a ray. It was big and flat and it swam very close to me. I also saw some clownfish and some dolphins. They were swimming around the wreck. I felt a little scared when I saw the wreck, but it was very interesting. When I was exploring the wreck, I saw some eels swimming around inside it. That was very unexpected!

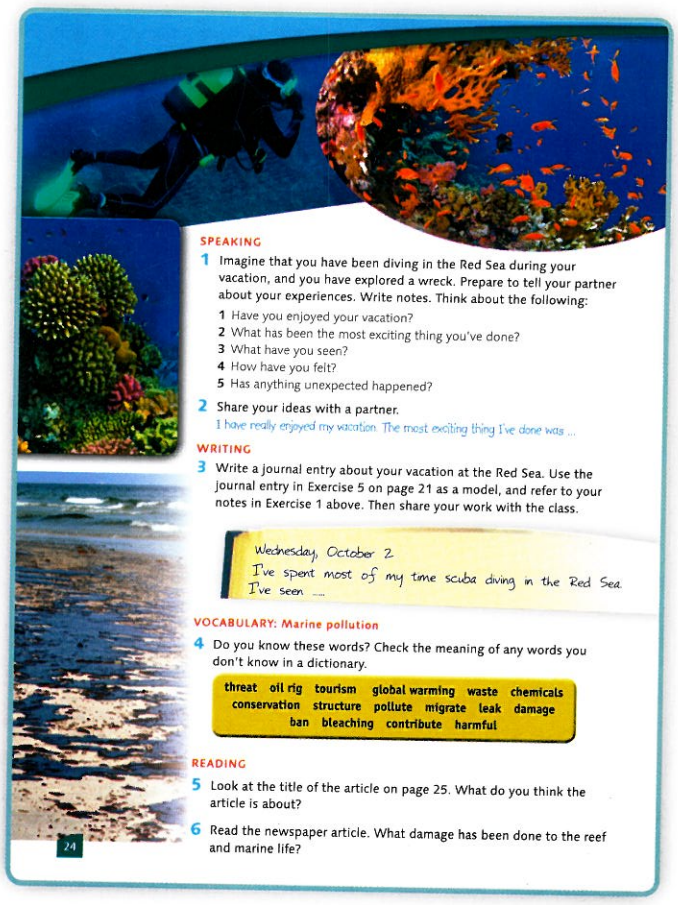
WRITING

3 Tell the students that they are going to write a journal entry like the one in Exercise 5 on page 21.
Remind students to use their notes from Exercise 1 and the model on page 21. Tell them to use the present perfect as much as possible, although it is likely that they will also need to use the simple past.
Students write their journal entry. Encourage them to correct any mistakes themselves, instead of giving them the answer immediately.

Answers
Students' own answers

VOCABULARY: Marine pollution

4 Ask the students what they can see in the picture at the bottom of the page (*a polluted beach*). Explain that they are going to learn some words related to marine (ocean) pollution.
Students can check the meaning of any words they don't know in a dictionary.


SPEAKING
1 Imagine that you have been diving in the Red Sea during your vacation, and you have explored a wreck. Prepare to tell your partner about your experiences. Write notes. Think about the following:
1 Have you enjoyed your vacation?
2 What has been the most exciting thing you've done?
3 What have you seen?
4 How have you felt?
5 Has anything unexpected happened?
2 Share your ideas with a partner.
I have really enjoyed my vacation. The most exciting thing I've done was ...
WRITING
3 Write a journal entry about your vacation at the Red Sea. Use the journal entry in Exercise 5 on page 21 as a model, and refer to your notes in Exercise 1 above. Then share your work with the class.
Wednesday, October 2
I've spent most of my time scuba diving in the Red Sea. I've seen ...
VOCABULARY: Marine pollution
4 Do you know these words? Check the meaning of any words you don't know in a dictionary.
threat oil rig tourism global warming waste chemicals conservation structure pollute migrate leak damage ban bleaching contribute harmful
READING
5 Look at the title of the article on page 25. What do you think the article is about?
6 Read the newspaper article. What damage has been done to the reef and marine life?
24

READING

5 Ask if students have visited the Red Sea. Ask them to read the title of the article on page 25.
Ask them what they think the article is about.
Where might they read an article like this? (*in a newspaper*)

Suggested answer
The coral reef is in danger.

6 Tell the students that they are going to read the newspaper article. Look at the question with the students.
Students read the text and answer the question. Choose students to give their answers.

Answer
Global warming has caused bleaching. Oil has leaked into the sea and has harmed the sea life. Hotels have poured waste and chemicals into the sea. The coral has been damaged by divers and by people walking out to the reefs. Coral has been taken as a souvenir. Plastic waste, such as plastic bags, has caused a lot of damage.

COMPREHENSION

7 Tell students they are going to read the text again and match each paragraph, A to E, with the headings.

Answers
1 D **2** *A* **3** E **4** C **5** B

Workbook, page W14, Exercises 9 and 10

8 Read the text with the students, asking them to suggest words for the blanks without referring to the words in the box.
Students complete the exercise, in pairs if you wish. Check the answers as a class.

Answers
1 *scuba diving* **2** reef **3** ocean floor **4** ocean **5** dolphins **6** coast **7** coral **8** planet

Research box
Ask students to read the information and question about the Great Barrier Reef in Australia. What do they know about it? Do they know the answer to the question? Explain that they have to find out the information before the next class. (Students may find slightly different answers, so accept any answers that are close to the figure.)

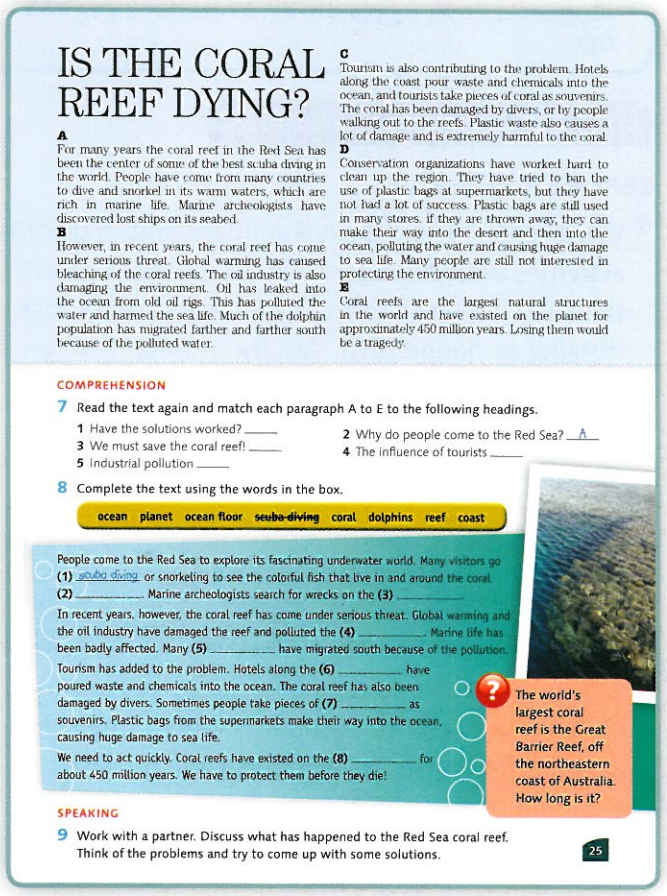
Answer
The Great Barrier Reef is about 2,300 kilometers long.

SPEAKING

9 Ask students to read the texts in Exercises 6 and 8 again quickly, underlining what is happening to the Red Sea coral reef. Then read the instructions with the class. Students work in pairs to come up with solutions to the problems. They do not need to write anything down but may take notes if they wish in order to report back to the class later.
To check their ideas you could hold a short class discussion and write up the problems and solutions on the board.

Suggested answers
We should ban plastic bags near the Red Sea. We should limit the number of people who can visit the area. We should limit the number of divers who swim to the coral reef. We should stop people taking pieces of coral as souvenirs. We should stop the oil leaking from old oil rigs. We should educate visitors of the Red Sea about the pollution and damage they are causing.

Workbook, page W14, Exercise 11



IS THE CORAL REEF DYING?

A
For many years the coral reef in the Red Sea has been the center of some of the best scuba diving in the world. People have come from many countries to dive and snorkel in its warm waters, which are rich in marine life. Marine archeologists have discovered lost ships on its seabed.

B
However, in recent years, the coral reef has come under serious threat. Global warming has caused bleaching of the coral reefs. The oil industry is also damaging the environment. Oil has leaked into the ocean from old oil rigs. This has polluted the water and harmed the sea life. Much of the dolphin population has migrated farther and farther south because of the polluted water.

C
Tourism is also contributing to the problem. Hotels along the coast pour waste and chemicals into the ocean, and tourists take pieces of coral as souvenirs. The coral has been damaged by divers, or by people walking out to the reefs. Plastic waste also causes a lot of damage and is extremely harmful to the coral.

D
Conservation organizations have worked hard to clean up the region. They have tried to ban the use of plastic bags at supermarkets, but they have not had a lot of success. Plastic bags are still used in many stores. if they are thrown away, they can make their way into the desert and then into the ocean, polluting the water and causing huge damage to sea life. Many people are still not interested in protecting the environment.

E
Coral reefs are the largest natural structures in the world and have existed on the planet for approximately 450 million years. Losing them would be a tragedy.

COMPREHENSION

7 Read the text again and match each paragraph A to E to the following headings.
1 Have the solutions worked? ____ 2 Why do people come to the Red Sea? A
3 We must save the coral reef! ____ 4 The influence of tourists ____
5 Industrial pollution ____

8 Complete the text using the words in the box.

ocean planet ocean floor ~~scuba diving~~ coral dolphins reef coast

People come to the Red Sea to explore its fascinating underwater world. Many visitors go (1) scuba diving or snorkeling to see the colorful fish that live in and around the coral (2) _____. Marine archeologists search for wrecks on the (3) _____.
In recent years, however, the coral reef has come under serious threat. Global warming and the oil industry have damaged the reef and polluted the (4) _____. Marine life has been badly affected. Many (5) _____ have migrated south because of the pollution.
Tourism has added to the problem. Hotels along the (6) _____ have poured waste and chemicals into the ocean. The coral reef has also been damaged by divers. Sometimes people take pieces of (7) _____ as souvenirs. Plastic bags from the supermarkets make their way into the ocean, causing huge damage to sea life.
We need to act quickly. Coral reefs have existed on the (8) _____ for about 450 million years. We have to protect them before they die!

? The world's largest coral reef is the Great Barrier Reef, off the northeastern coast of Australia. How long is it?

SPEAKING

9 Work with a partner. Discuss what has happened to the Red Sea coral reef. Think of the problems and try to come up with some solutions.

25

LESSONS 7 AND 8

Workbook, page W15, Exercises 12 and 13

Unit 4 Extreme sports

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an interview about skydiving
- to talk about adventure sports
- to write about an exciting or thrilling experience

Functions
- expressing opinions
- expressing feelings

Language focus
- adjectives ending in *-ed* or *-ing*

Vocabulary
- adventure sports
- extreme adjectives

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

Student's Book, pages 26 and 27

BEFORE YOU BEGIN

1 Write *extreme sports* on the board and brainstorm activities with the class. Ask them which sports they think are the most extreme (i.e., the most thrilling or dangerous). Ask them *What can you see in the pictures?* (*hang gliding, mountaineering, skydiving*). If the students have done any adventure sports themselves, how did they feel?

Suggested answers
They feel excited, scared, terrified, thrilled, nervous, etc.

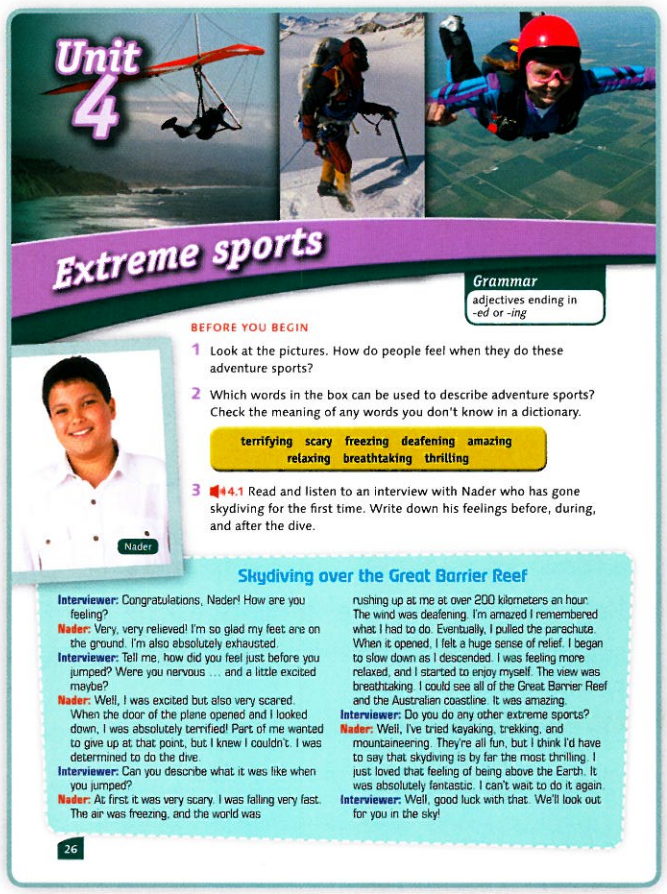
2 Choose students to read the words out loud to check pronunciation. Students work in pairs to answer the question. Students can check the meaning of any words they don't know in a dictionary.

Answers
terrifying, scary, amazing, breathtaking, thrilling

3 Check the meaning of *skydiving*. Ask if any students have been skydiving. Ask *How do you think Nader felt before, during, and after the dive?* Play the CD. Students listen and read at the same time. Give them time to write down their answers after they listen. Check answers as a class.

Audioscript 4.1 – see page 127

Answers
before: excited, scared, terrified
during: scared, relieved, relaxed
after: relieved, exhausted


Unit 4
Extreme sports
Grammar
adjectives ending in -ed or -ing
BEFORE YOU BEGIN
1 Look at the pictures. How do people feel when they do these adventure sports?
2 Which words in the box can be used to describe adventure sports? Check the meaning of any words you don't know in a dictionary.
terrifying scary freezing deafening amazing relaxing breathtaking thrilling
3 4.1 Read and listen to an interview with Nader who has gone skydiving for the first time. Write down his feelings before, during, and after the dive.
Nader
Skydiving over the Great Barrier Reef
Interviewer: Congratulations, Nader! How are you feeling?
Nader: Very, very relieved! I'm so glad my feet are on the ground. I'm also absolutely exhausted.
Interviewer: Tell me, how did you feel just before you jumped? Were you nervous ... and a little excited maybe?
Nader: Well, I was excited but also very scared. When the door of the plane opened and I looked down, I was absolutely terrified! Part of me wanted to give up at that point, but I knew I couldn't. I was determined to do the dive.
Interviewer: Can you describe what it was like when you jumped?
Nader: At first it was very scary. I was falling very fast. The air was freezing, and the world was rushing up at me at over 200 kilometers an hour. The wind was deafening. I'm amazed I remembered what I had to do. Eventually, I pulled the parachute. When it opened, I felt a huge sense of relief. I began to slow down as I descended. I was feeling more relaxed, and I started to enjoy myself. The view was breathtaking. I could see all of the Great Barrier Reef and the Australian coastline. It was amazing.
Interviewer: Do you do any other extreme sports?
Nader: Well, I've tried kayaking, trekking, and mountaineering. They're all fun, but I think I'd have to say that skydiving is by far the most thrilling. I just loved that feeling of being above the Earth. It was absolutely fantastic. I can't wait to do it again.
Interviewer: Well, good luck with that. We'll look out for you in the sky!
26

COMPREHENSION

4 Read the sentences and the *Reading strategies* box with the class. Ask students to follow the method in the *Reading strategies* box to answer the questions. Play the CD again. Students listen and read the text again and find the answers in the text. They can underline the key information in the text as they listen.

Audioscript 4.1 – see page 127

Answers
1 *False. He was absolutely terrified.* **2** True **3** False. While he was diving, the wind was deafening. **4** True **5** False. He could see all of the Great Barrier Reef and the Australian coastline. **6** False. Nader has tried kayaking, trekking and mountaineering.

GRAMMAR: Adjectives ending in *-ed* or *-ing*

5 Ask students if they can remember some of the adjectives used to describe adventure sports from Exercise 2, without referring to the book. What do they notice about the adjectives? (*they all end in* -ing *apart from* scary). Now ask them to look again at Exercise 4 and underline all the adjectives in the sentences. What do they notice about these adjectives? (*they all end in* -ed). Ask students why they think the adjectives have *-ed* and *-ing* endings (-ed *is used to say how we feel and* -ing *is used to talk about the thing or person that causes the feeling*). Point out that many adjectives can have both the *-ed* and the *-ing* forms. Give one or two examples of your own (e.g., *tired, tiring, interested, interesting*). Ask them which adjective is used for how we feel: *scary* or *scared*. Students complete the exercise. 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 *ed* **2** ed **3** ed **4** ing

VOCABULARY: Extreme adjectives

6 Say that you are feeling tired today; that, in fact, you haven't slept all night. Ask students *Am I a little tired or very tired?* to elicit the response *very tired*. Say, *Yes, that's right. I'm very tired. In fact, I'm exhausted. I'm very, very tired.* Point to the words *tired* and *exhausted* that have been crossed out in the boxes. Explain that *extreme* means *very, very*. Students complete the exercise, in pairs if you wish. Then ask them to describe how they are feeling today, using the words in the boxes. Check answers as a class.

Answers
tired – exhausted; scared – terrified; hungry – starving; good – amazing; cold – freezing; exciting – thrilling; bad – awful

7 Ask *Which words go before the adjectives in the sentences?* (very *and* absolutely). Check the meanings of *very* and *absolutely* and ask the students what they notice about the example (very *is used to qualify the milder adjectives,* absolutely *is used with extreme adjectives; we would not, for instance, say* absolutely good *or, on the other hand,* very freezing). Students complete the exercise, in pairs if you wish. Check the answers as a class.

Answers
1 *exhausted* **2** freezing **3** scared **4** good

Workbook, page W16, Exercises 1, 2, and 3

SPEAKING

8 Ask students to look at the pictures. Have they tried any of these adventure sports? Read the *Speaking strategies* box with the students. Choose students to read the phrases out loud, checking pronunciation and use. Tell students to discuss the sports with a partner and say what they think about them, using adjectives and phrases from the *Speaking strategies* box. You could give an example of your own (*e.g., In my opinion, skydiving is the most exciting adventure sport*).

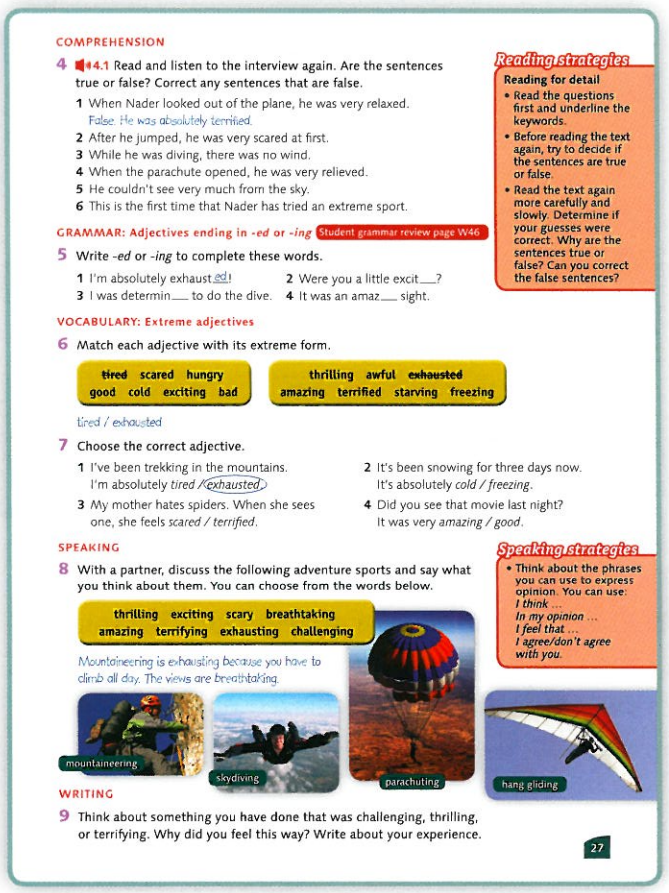
Suggested answers
Mountaineering is exhausting because you have to climb all day. The views are breathtaking. Skydiving and parachuting are thrilling because you fall very fast and you have to jump out of a plane. Hang gliding is exciting and challenging.

WRITING

9 Brainstorm some activities that could be described by these adjectives and write them on the board, underneath the adjectives. Explain that it could be any kind of activity and does not have to be an adventure sport. Talk about an experience of your own as an example, explaining how you felt and why you felt that way. Take notes on the board about your experience. Ask students to help you expand the notes into sentences until you have written a full description on the board. Students write a short description using the information on the board as a model.

Answers
Students' own answers

Workbook, page W16, Exercise 4



COMPREHENSION

4 4.1 Read and listen to the interview again. Are the sentences true or false? Correct any sentences that are false.

1 When Nader looked out of the plane, he was very relaxed.
False. He was absolutely terrified.
2 After he jumped, he was very scared at first.
3 While he was diving, there was no wind.
4 When the parachute opened, he was very relieved.
5 He couldn't see very much from the sky.
6 This is the first time that Nader has tried an extreme sport.

Reading strategies
Reading for detail
- Read the questions first and underline the keywords.
- Before reading the text again, try to decide if the sentences are true or false.
- Read the text again more carefully and slowly. Determine if your guesses were correct. Why are the sentences true or false? Can you correct the false sentences?

GRAMMAR: Adjectives ending in *-ed* or *-ing* Student grammar review page W46

5 Write *-ed* or *-ing* to complete these words.

1 I'm absolutely exhaust*ed*!
2 Were you a little excit___?
3 I was determin___ to do the dive.
4 It was an amaz___ sight.

VOCABULARY: Extreme adjectives

6 Match each adjective with its extreme form.

~~tired~~ scared hungry good cold exciting bad
thrilling awful ~~exhausted~~ amazing terrified starving freezing

tired / exhausted

7 Choose the correct adjective.

1 I've been trekking in the mountains. I'm absolutely *tired* / (*exhausted*).
2 It's been snowing for three days now. It's absolutely *cold* / *freezing*.
3 My mother hates spiders. When she sees one, she feels *scared* / *terrified*.
4 Did you see that movie last night? It was very *amazing* / *good*.

SPEAKING

8 With a partner, discuss the following adventure sports and say what you think about them. You can choose from the words below.

thrilling exciting scary breathtaking amazing terrifying exhausting challenging

Mountaineering is exhausting because you have to climb all day. The views are breathtaking.

mountaineering skydiving parachuting hang gliding

Speaking strategies
- Think about the phrases you can use to express opinion. You can use:
I think ...
In my opinion ...
I feel that ...
I agree/don't agree with you.

WRITING

9 Think about something you have done that was challenging, thrilling, or terrifying. Why did you feel this way? Write about your experience.

27

LESSONS 3 AND 4

Overview

Outcomes
- to read an article about Sir Ranulph Fiennes
- to talk about achievements
- to talk about equipment for mountain climbing

Functions
- expressing opinions
- recounting events

Language focus
- language for mountain climbing

Vocabulary
- mountain climbing, equipment
- wordbuilding (noun, verb)

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

Student's Book, pages 28 and 29

READING

1 Ask the students to look at the pictures at the top of the page. Ask *Who is the man? What are they doing? Which mountain is this?* (*Sir Ranulph Fiennes; they are mountain climbing; Mount Everest*). Explain that they are going to learn some words related to mountain climbing.
Choose students to read the words from the box out loud to check pronunciation. Students can check the meaning of any words they don't know in a dictionary.

2 Ask students who they think Sir Ranulph Fiennes is. Now ask them to read the title of the article. Ask students to read the article and find the answers to the questions. Remind them to read quickly to find the relevant information. They should not worry about any vocabulary they don't know at this point.

Answers
Sir Ranulph Fiennes is an explorer. He has been to the top of Mount Everest.

COMPREHENSION

3 Check the meaning of *achievement*. Tell students they are going to read the article again and make a list of Sir Ranulph's achievements that are mentioned in the article.

Ask students to work in pairs to discuss which of Sir Ranulph's achievements is the greatest in their opinion. Tell them that there are no right or wrong answers.
Ask students if there is any vocabulary they still do not understand.

Answers
He reached the summit of Mount Everest; reached the North and South Poles by land transportation; traveled the length of the White Nile by hovercraft; led an expedition to discover the lost city of Ubar, in southern Oman; made the longest polar journey in history; ran seven marathons on seven continents on seven consecutive days.



READING

1 These words are all related to mountain climbing. Check the meaning of any words you don't know in a dictionary.

adventurer summit failure peak sled pain frostbite bravery challenge expedition success continent reputation achieve attempt ascend relieve

2 Who do you think Sir Ranulph Fiennes is? Where has he been? Read the article to find out.

The Daily News

On top of the world

At the age of sixty-five, British adventurer Sir Ranulph Fiennes finally reached the summit of Mount Everest. He was determined to succeed this time, as two of his earlier attempts ended in failure.

His achievement made him the oldest British person ever to climb the world's highest peak, and also the only person in the world to climb Mount Everest and cross the North and South Poles.

His trip to the top of Mount Everest took three weeks and was very challenging. To reach the summit, he ascended 8,850 meters, accompanied by a Sherpa guide. In his attempt to conquer Everest, Sir Ranulph encountered several problems. For example, Sir Ranulph had a heart operation shortly before his last climb, and he "felt dreadful" when he reached the summit. Sir Ranulph knows a lot about pain and danger. In 2000, after his sled fell through the ice on a solo trip to the North Pole, he suffered severe frostbite in his left hand. To relieve the pain, he cut off three fingers with a saw!

Sir Ranulph has become famous over the years for his bravery. He has traveled the world, and has reached both the North and the South Poles by land transportation only. This was a major challenge that took three years to achieve. Sir Ranulph has also traveled the length of the White Nile by hovercraft. And in 1992, he led an expedition to discover the lost city of Ubar, in southern Oman.

Another success was the longest polar journey in history: a ninety-seven-day walk across the continent of Antarctica with a heavy sled. And, as if this isn't enough, Sir Ranulph has run seven marathons on seven continents, on seven consecutive days! Altogether, these amazing achievements have earned him a reputation as the greatest adventurer in the world.

COMPREHENSION

3 Read the text again and make a list of Sir Ranulph's achievements. Discuss them with a partner and say which one is the greatest, in your opinion. Give reasons.

28

VOCABULARY: Wordbuilding

4 Write *success* and *succeed* on the board. Ask students *What is the difference between these two words?* (success *is a noun and* succeed *is a verb*). Ask students to look at the chart, and explain that they have to find the nouns and verbs in the text in Exercise 2 to complete the chart. Check any vocabulary they may not know.

Answers

Noun	*success*	*relief*	achievement	*climb*
Verb	*succeed*	relieve	*achieve*	climb

Noun	attempt	*suffering*	failure	*ascent*
Verb	*attempt*	suffer	*fail*	ascend

READING

5 Ask students what they know about Mount Everest. Do the students know the name of the mountain range that Mount Everest forms part of? (*the Himalayas*)

Answer
Nepal

6 Tell students they have to match each verb on the left with one on the right that has the opposite meaning. Check answers as a class.

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

7 Tell students they are going to read an account of a climber's journey up Mount Everest.
Now read the account with the students and ask them to suggest words that might go in the blanks. Focus on whether they think the word needed is a verb, noun, or adjective. Do not refer to the words in the box at this point.
Now ask students to look at the words in the box. Ask *What kind of word are all the words in the first box?* (*verbs*)
Students complete the exercise, in pairs if you wish. Choose students to read the account line by line, giving their answers. Ask them if the climber talked about what they expected.

Answers
1 *challenging* **2** freezing **3** worsened
4 climbed **5** suffered **6** relieve **7** attempt
8 falls **9** amazing **10** succeed

Workbook, page W17, Exercises 5, 6, 7, and 8

SPEAKING

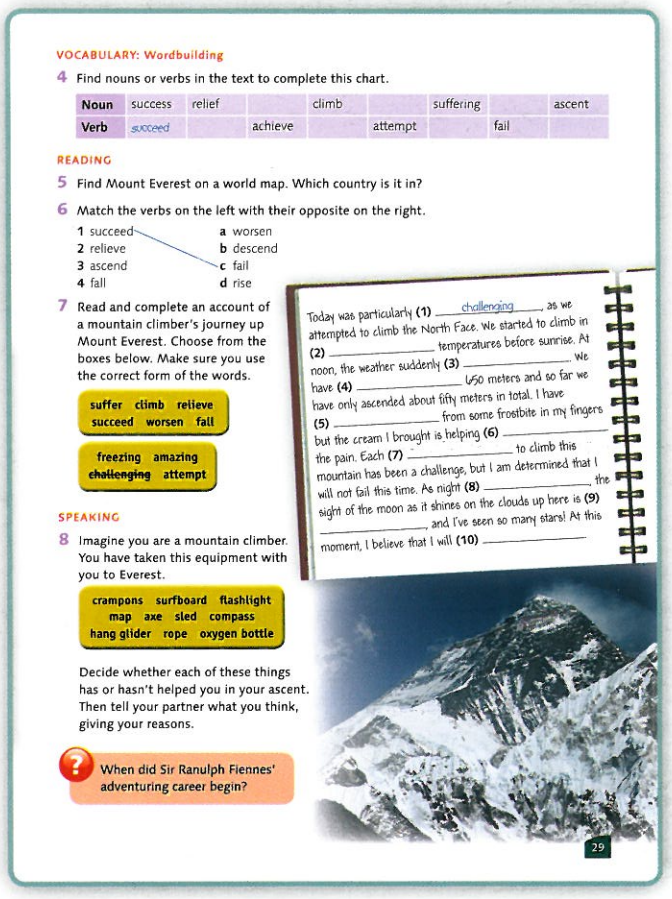
8 Ask the students to think about what equipment you might need to climb a mountain. Do they know any of the words in English?
Look at the words in the box. Check the meaning of any words the students may not know. Choose students to read out loud the words from the box to check pronunciation.

Ask the students to imagine that they have reached the top of Mount Everest. Tell them they have to decide which of the equipment has helped them climb the mountain.
Students work in pairs to discuss their ideas. Choose students to give their answers and explain them to the class.

Suggested answers
The crampons and axe were very helpful. They made it easier to grip the ice, which is very slippery. The flashlight was also useful because it was very dark a lot of the time. The map and the compass helped us find our way, and the oxygen bottle was useful when we got to the top, because there isn't as much oxygen at the top of a mountain. The surfboard and hang glider were not useful.

Research box
Ask students to read the question in the *Research box*. Ask them to make a guess, and write each student's name and guess down on a sheet of paper. You could pin this to the wall for students to see. Explain that they have to find out the information before the next class. In the next class check your list to see who got the answer right.

Answer
in the 1960s



VOCABULARY: Wordbuilding

4 Find nouns or verbs in the text to complete this chart.

Noun	success	relief		climb		suffering		ascent
Verb	*succeed*		achieve		attempt		fail	

READING

5 Find Mount Everest on a world map. Which country is it in?

6 Match the verbs on the left with their opposite on the right.

1 succeed — c fail
2 relieve — a worsen
3 ascend — b descend
4 fall — d rise

7 Read and complete an account of a mountain climber's journey up Mount Everest. Choose from the boxes below. Make sure you use the correct form of the words.

suffer climb relieve succeed worsen fall

freezing amazing challenging attempt

Today was particularly (1) challenging as we attempted to climb the North Face. We started to climb in (2) _____ temperatures before sunrise. At noon, the weather suddenly (3) _____. We have (4) _____ 650 meters and so far we have only ascended about fifty meters in total. I have (5) _____ from some frostbite in my fingers but the cream I brought is helping (6) _____ the pain. Each (7) _____ to climb this mountain has been a challenge, but I am determined that I will not fail this time. As night (8) _____ the sight of the moon as it shines on the clouds up here is (9) _____, and I've seen so many stars! At this moment, I believe that I will (10) _____

SPEAKING

8 Imagine you are a mountain climber. You have taken this equipment with you to Everest.

crampons surfboard flashlight map axe sled compass hang glider rope oxygen bottle

Decide whether each of these things has or hasn't helped you in your ascent. Then tell your partner what you think, giving your reasons.

? When did Sir Ranulph Fiennes' adventuring career begin?

29

LESSONS 5 AND 6

Overview

Outcomes
- to listen to a radio show about a stuntman
- to talk about the job of a stuntman
- to read and complete a questionnaire
- to talk about an adventure sport
- to write a journal entry about one's day

Functions
- expressing opinions
- recounting events

Language focus
- the present perfect

Vocabulary
- adventure sports

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

Student's Book, pages 30 and 31

VOCABULARY: Adventure sports

1 Ask the students to look at the pictures at the top of the page. Ask *What are the people doing?* to elicit *parachuting*, *kayaking*, and *white-water rafting*. Now ask *Where are they?* to elicit *in the sky* and *in water*.
Ask students to look at the words in the box. Check the meaning of any words they may not know.

Answers
in water: kayaking, white-water rafting, snorkeling, diving, surfing
in the sky: parachuting
on the ground: caving, mountaineering

LISTENING

2 Tell the students that the man at the bottom of the page is named Peter, and he loves adventure. Tell them they are going to listen to a radio show about him.
Play the CD for the students. Ask them to listen for the answers to the questions. They do not need to write anything down but might like to take notes to help them remember.
Check the answers as a class. Check the meaning of *stuntman*.

Audioscript 4.2 – see page 128

Answers
Peter has done kayaking, trekking, mountaineering, climbing, white-water rafting, and parachuting. He is a stuntman.

COMPREHENSION

3 Tell the students that they are going to listen to the radio show again. Read the *Listening strategies* box with the class. Ask students to read the questions and underline the keywords before they listen. This will help them listen for the correct information.
Play the CD again. Check answers as a class.

Audioscript 4.2 – see page 128

Answers
1 *He is lucky because in his work he can try out new and daring things.* **2** No, he has a new thrilling adventure every day. **3** He surprised his father by jumping into a kayak and going out to sea with him. **4** On his sixteenth birthday, he did his first parachute jump. **5** Doing scary things makes him feel very alive. **6** Students' own answers



VOCABULARY: Adventure sports

1 Do these adventure sports take place in water, in the sky, or on the ground?

kayaking caving white-water rafting mountaineering snorkeling diving parachuting surfing

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

LISTENING

2 4.2 Listen to the radio show about a man who loves adventure. Which adventure sports has he done? What is his job?

COMPREHENSION

3 4.2 Listen again and answer the questions.
1 Why is Peter lucky?
He is lucky because in his work he can try out new and daring things.
2 Is his job boring?
3 How did he surprise his father when he was three?
4 What happened on his sixteenth birthday?
5 What makes him feel very alive?
6 What other sports do you think Peter would like to try?

Talk together

4 With a partner, discuss what you think about Peter's job. Would you like to have it? Why / Why not?

Fortune favors the brave.
Proverb

30

Talk together

4 Choose a student to remind the class what a stuntman does. Ask them to read the instructions. Students work in pairs to discuss their ideas. They can use the phrases they learned on page 27 to express their opinions.
Choose students to give their answers and to explain them to the class.

Answers
Students' own answers

Quotation
Ask students to read the proverb. Discuss the meaning of the proverb with the class (*if you take a chance or a risk, you will probably be lucky*). Ask *Do you agree with the proverb?* Can the students think of any times in their life where they've taken a risk and it has paid off? Can they think of any times when it didn't? Give one or two examples of your own.

Workbook, page W18, Exercises 9 and 10

READING

5 Tell the students they are going to complete a questionnaire. Check the meaning of *questionnaire*. Look at the title and choose students to say whether they think they are adventurous and to explain why or why not.
Then ask the students to answer the questionnaire and to count up their scores using the key.
Ask them to compare their scores with their partner's. The higher the student's score, the more adventurous they are.
Ask students about their scores. Who is the most adventurous person in the class?

Answers
Students' own answers

SPEAKING

6 Ask students to think of an adventure sport they would like to try. Give an example of your own. Now explain that they have spent the day doing this activity, and they are going to tell their partner about it. Make sure that each pair has selected two different activities.
Read the questions with the students and explain that they have to make detailed notes for each of the questions. Do an example of your own, using the board.
Students make their notes and tell their partner about their day. Monitor as they are speaking, helping where necessary.

Answers
Students' own answers

WRITING

7 Tell the students they are now going to write a journal entry about their day. They should use their notes from Exercise 6 and refer to the journal entry on page 29 as a model. Ask students to write their journal entry. Monitor, but do not make any corrections to their work at this point.
When they have finished, read the *Writing strategies* box with the class. Ask them first to look at their own work, checking their spelling and use of grammar. Then ask them to switch their pieces of work with a classmate and give useful feedback. Tell them they should also talk about the positive aspects of the work.
Choose students to read their journal entries to the class.

Answers
Students' own answers

Workbook, page W18, Exercises 11 and 12


READING
5 Read and complete this questionnaire. Compare your score with your partner's score. How adventurous are you?

Are adventure sports for you?

1 Which of these adventure sports interests you?
a windsurfing b snorkeling c trekking d parachuting e other
2 Are you afraid of anything?
a deep water b heights c insects d small spaces e darkness
3 Which subjects do you enjoy most in school?
a Biology b History c Geography d P.E. e Math
4 What has been the most exciting thing in your life so far?
a your exams b a vacation c a sport d people e something else
5 When someone tells you something isn't possible, do you:
a give up? b ask why? c not listen and try it anyway?
d think of an alternative? e ask why, and then find a solution?
6 What would your ideal vacation be?
a to go on a safari b to visit a country you haven't been to before
c to go to your usual beach d to lie by a pool e to stay at home

Key
1: a = 4, b = 3, c = 5, d = 6, e = 2
2: a = 1, b = 2, c = 5, d = 4, e = 3
3: a = 3, b = 1, c = 2, d = 4, e = 5
4: a = 1, b = 4, c = 5, d = 6, e = 3
5: a = 2, b = 3, c = 4, d = 6, e = 5
6: a = 6, b = 5, c = 4, d = 2, e = 3

SPEAKING
6 Think of an adventure sport that interests you and imagine that you tried it today. Make some detailed notes and prepare to tell your partner about it. Consider the following:
Did you enjoy the day? | What was the most exciting thing that you did today? | How did you feel when you were doing the sport? | Did you make any new friends? | Did anything unexpected happen? | Is there a sport you want to do that you haven't done?

WRITING
7 Write a journal entry about your day. Use the account of a journey on page 29 as a model and refer to your notes from Exercise 6. Then share your work with the class.

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.

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LESSONS 7 AND 8

Workbook, page W19, Exercises 13 and 14

LESSON 9

Project

Tell the students they are going to write a magazine article comparing two adventure sports. Write two examples of your choice on the board. Then for each sport ask: *Where do you do this sport? Do you need special clothing? Do you do this sport alone or with others? What are the risks and dangers?* Take notes on the board about each sport.

Ask students to look at page 32 in their Student's Book. 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.

You may need to provide students with information about the sports you have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

Students read the notes about snowboarding and caving. Ask them what each of the categories refers to (*place, clothing, equipment, weather protection, movement, risks*). The students then read the *Questions* box. Now ask students to take notes on their chosen sports similar to the notes you just wrote on the board and those on snowboarding and caving. Remind the students of the advice given in the *Writing strategies* boxes on pages 23 and 31. They need to organize their notes as proper sentences and paragraphs, and not as a chart as displayed on page 32.

Students write their magazine article. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, instead of giving them the answer immediately. Remind them to illustrate their articles with drawings or pictures they have found in magazines, etc.

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

LESSON 10
REVIEW A

Student's Book, pages 33 and 34

Tell the students that they are going to review the vocabulary and grammar they have studied in Modules 1 and 2. Ask them what they remember from Units 3 and 4. Write their answers on the board and elicit explanations for the language points. Students work individually on the vocabulary questions on page 33 of the Student's Book and in pairs on the grammar section on page 34. Tell them that for multiple-choice questions, there is only one correct answer for each question.

VOCABULARY

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

GRAMMAR

Suggested answers
10 ***A:*** *Where did you go?* ***B:*** *I went to the beach.*
A: Which city did you visit? **B:** I visited Rome. **A:** What did you see? **B:** I saw the Roman Theater. **A:** Where did you stay? **B:** I stayed in a hotel. **A:** What did you do? **B:** I went to some museums and markets. **A:** What did you buy? **B:** I bought some postcards.
11 ***A:*** *Have you ever been mountaineering?* ***B:*** *Yes, I have.* ***A:*** *When did you go?* ***B:*** *Last year.* **A:** Have you ever been skydiving? **B:** No, I haven't. **A:** Have you ever been scuba diving? **B:** Yes, I have. **A:** When did you go? **B:** Last summer.
12 ***A:*** *I think diving is very exciting.* ***B:*** *I don't. I'm terrified of it.* **A:** I think running a race is very tiring. **B:** I think climbing a mountain is more tiring than running a race **A:** I think climbing a mountain is boring. **B:** I don't. I think it's amazing.
13 *Before she received the trophy, she had won the race.* Before he bought the gifts, he had traveled to the shopping mall. Before she got crutches, she had broken her leg. Before she took her painting home, she had shown it to her class.

Workbook, pages W20 and W21, Progress test 1

Student's Book, page 35

OPENER

Write *Exploration* on the board and elicit its meaning. Brainstorm the names of explorers that the students know and write them on the board. Now look at page 35. Tell students that this page tells them what they will be doing in Module 3.

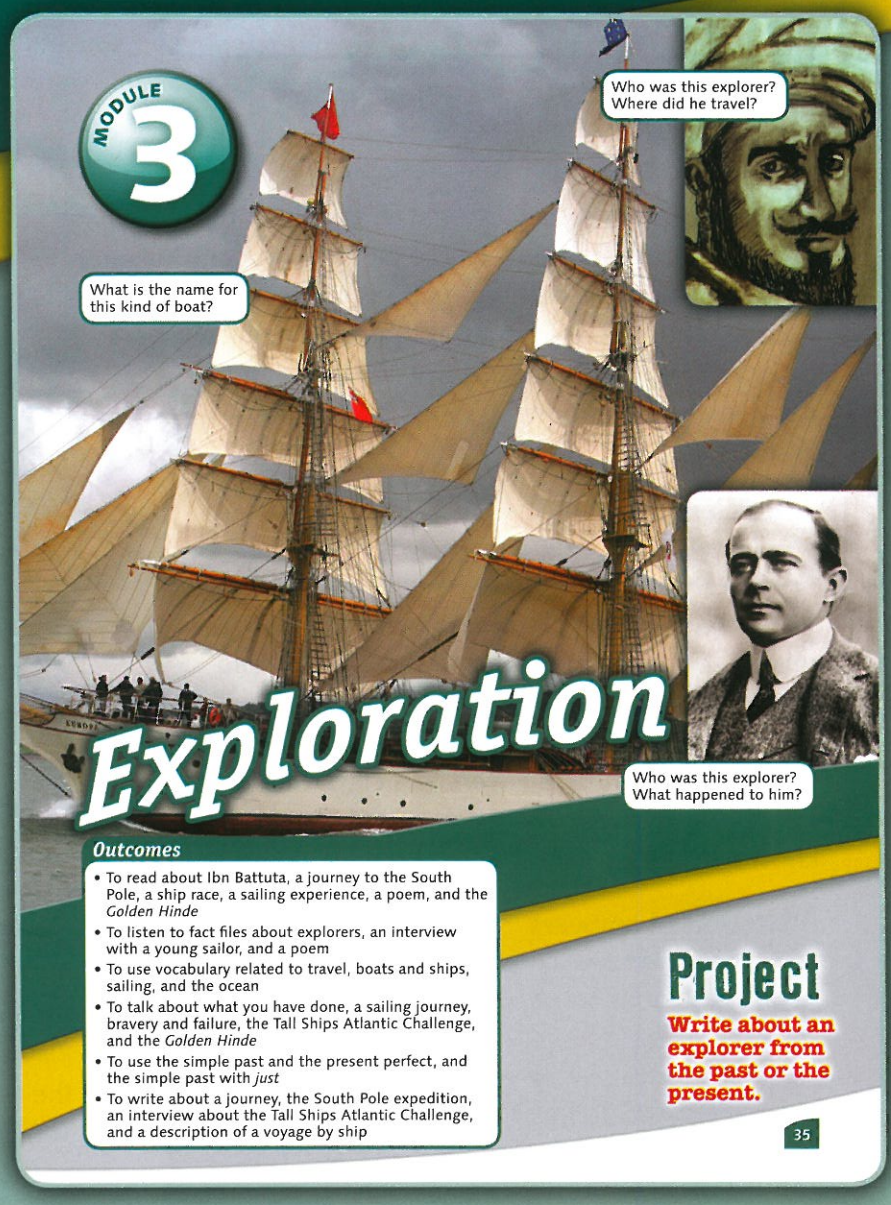
Look at each picture with the class. Do the explorers the students mentioned appear in the pictures (which show Ibn Battuta and Captain Scott)? Ask if the students know any of the answers to the questions. Tell them they will find out the answers in the module. Then ask students about themselves, for example, *Which explorers do you admire? Why? Would you like to be an explorer? Have you ever explored somewhere new? How did you feel?*

Explain to the students that they will learn how to talk about exploring and ocean voyages in Units 5 and 6.

Exploration

Outcomes

- To read about Ibn Battuta, a journey to the South Pole, a ship race, a sailing experience, a poem, and the *Golden Hinde*
- To listen to fact files about explorers, an interview with a young sailor, and a poem
- To use vocabulary related to travel, boats and ships, sailing, and the ocean
- To talk about what you have done, a sailing journey, bravery and failure, the Tall Ships Atlantic Challenge, and the *Golden Hinde*
- To use the simple past and the present perfect, and the simple past with *just*
- To write about a journey, the South Pole expedition, an interview about the Tall Ships Atlantic Challenge, and a description of a voyage by ship



Unit 5 Explorers

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about Ibn Battuta
- to talk about what one has done

Functions
- expressing opinions
- recounting past events

Language focus
- the simple past and the present perfect

Vocabulary
- methods of travel

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

Student's Book, pages 36 and 37

BEFORE YOU BEGIN

1 Ask the students if they like traveling. Direct the attention of the students to the pictures on page 36, which show an ancient map of parts of Africa, Europe, and Asia, a portrait of Ibn Battuta, and a dhow. Now ask them to say what they can see in the pictures. Choose students to give their answers.

Answers
Students' own answers

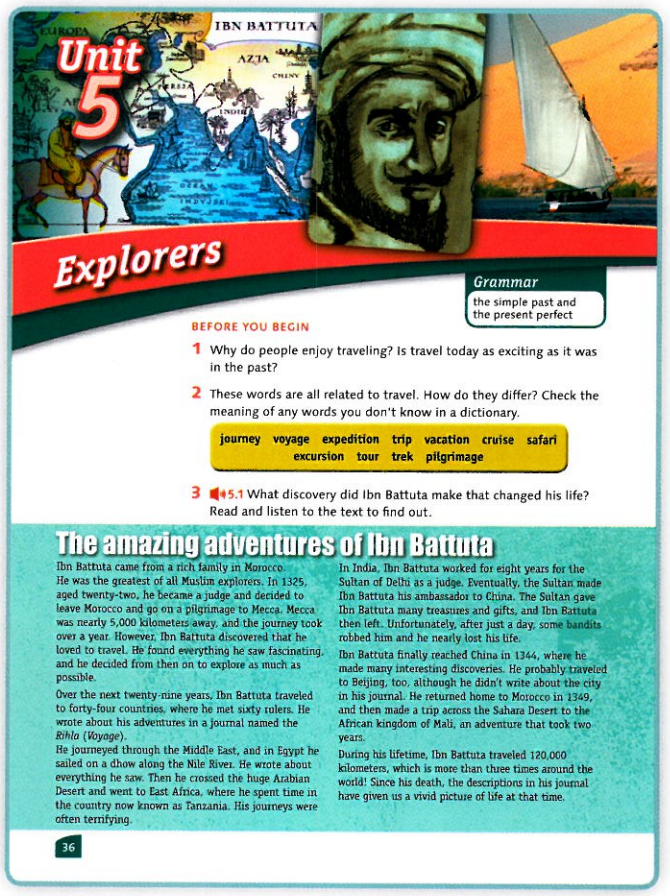
2 Write *travel* on the board and brainstorm ideas related to travel. Then choose students to read the words from the box out loud to check pronunciation. Students work in pairs to answer the question. Check answers as a class. Students can check the meaning of any words they don't know in a dictionary.

Suggested answers
A cruise is very relaxing and you travel on a big ship. A safari is sometimes dangerous. A trek is exhausting. You walk a long way in difficult conditions. An excursion is a short visit to a specific place. Treks, voyages, and pilgrimages can last for months or years. An expedition is with the specific purpose of exploration. A tour is a journey where several places are visited.

3 Look at the title of the text. Ask the students what they know about Ibn Battuta. Tell them they are going to read and listen to the text and find the answer to the question.
Play the CD. Students listen and read at the same time. Check the answer as a class.

Audioscript 5.1 – see page 128

Answer
Ibn Battuta discovered that he loved to travel.



COMPREHENSION

4 Tell the students they are going to read and listen to the text again and decide if the sentences are true or false. Then read the *Reading strategies* box with the class. Ask the students to follow the method in the *Reading strategies* box to answer the questions.
Play the CD again. The students listen and read the text again and find the answers in the text. They can underline the key information in the text as they listen.

Check answers as a class. Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Audioscript 5.1 – see page 128

Answers
1 *True* **2** True **3** False. During his lifetime, he visited forty-four countries and met sixty rulers. **4** True **5** False. Ibn Battuta's final journey was to the African kingdom of Mali. **6** False. Ibn Battuta's journal has been very useful.

GRAMMAR: The simple past and the present perfect

5 Ask students what they remember about using the simple past. Write *go* on the board and ask them to tell you the simple past form of the verb (*went*). If necessary, remind them that there is a *Student grammar review* on page W46. They can refer to this if they need to.

Answers
1 *went* **2** met **3** wrote **4** took **5** saw **6** was **7** made **8** gave **9** spent

6 Ask the students what they remember about using the present perfect. Ask them to tell you the simple past form of the verb *go* (*went*) and write it on the board. Then ask them for the present perfect form (*has/have gone*) and write that on the board. Then do the same with *be* to elicit *was/were* and *has/have been*. You might like to explain the difference between *been* and *gone* at this point: *been* is used to describe a visit, for example *He's been to Egypt.* means he went to Egypt and came back. *He's gone to Egypt.* means he's still in Egypt. Remind them that there is a *Student grammar review* on page W46. They can refer to this if they need to.

Answers
1 *has/have gone* **2** has/have met **3** has/have written **4** has/have taken **5** has/have seen **6** has/have been **7** has/have made **8** has/have given **9** has/have spent

7 Tell students they have to complete the text using the correct form of the verbs in parentheses. Remind them that they have to decide whether the verb should be in the simple past or the present perfect.
Students complete the exercise, in pairs if you wish. Check the answers as a class.

Answers
1 *reached* **2** went **3** took **4** have traveled **5** have sent **6** have/'ve been **7** have/'ve met **8** haven't seen **9** arrived **10** became **11** have/'ve been **12** have/'ve met **13** returned **14** sent **15** discovered

SPEAKING

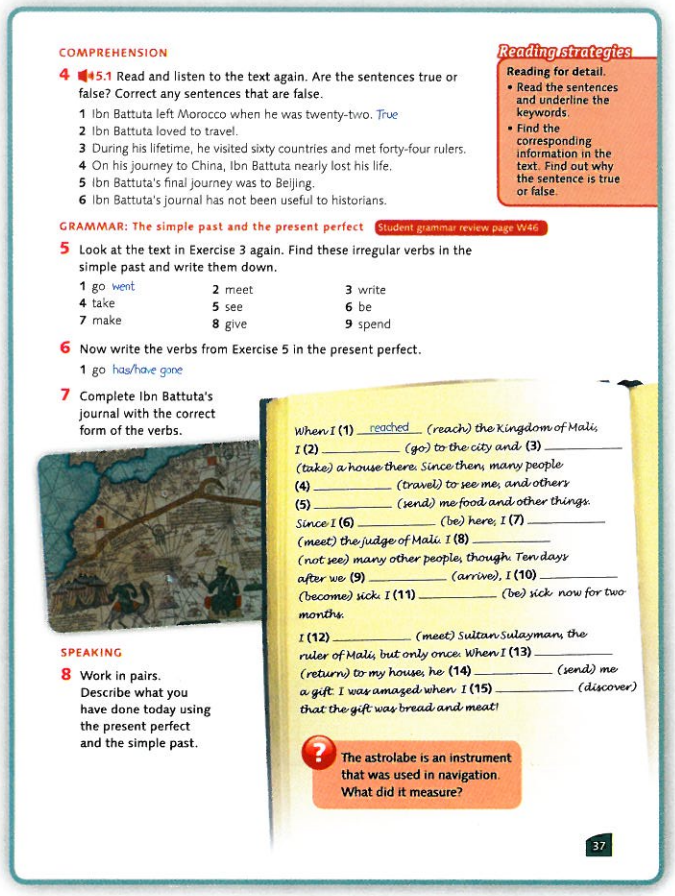
8 Ask students to make a few notes about what they have done so far today using the simple past and the present perfect. If the class is early in the day, ask them to include plenty of details (for example, what they ate for breakfast).

Suggested answers
First I woke up. Then I got dressed. After that, I helped my mother. Then I had breakfast. Next, I walked to school. I have had Math and English classes today.

Research box
Ask the students to read the information and question about the astrolabe. Do they know the answer? Explain that they have to find out the information before the next class.

Answer
An astrolabe was used in navigation to measure the latitude of a ship at sea.

Workbook, page W22, Exercises 1, 2, 3, and 4



COMPREHENSION

4 5.1 Read and listen to the text again. Are the sentences true or false? Correct any sentences that are false.

1 Ibn Battuta left Morocco when he was twenty-two. True
2 Ibn Battuta loved to travel.
3 During his lifetime, he visited sixty countries and met forty-four rulers.
4 On his journey to China, Ibn Battuta nearly lost his life.
5 Ibn Battuta's final journey was to Beijing.
6 Ibn Battuta's journal has not been useful to historians.

Reading strategies
Reading for detail.
- Read the sentences and underline the keywords.
- Find the corresponding information in the text. Find out why the sentence is true or false.

GRAMMAR: The simple past and the present perfect Student grammar review page W46

5 Look at the text in Exercise 3 again. Find these irregular verbs in the simple past and write them down.

1 go went
2 meet
3 write
4 take
5 see
6 be
7 make
8 give
9 spend

6 Now write the verbs from Exercise 5 in the present perfect.

1 go has/have gone

7 Complete Ibn Battuta's journal with the correct form of the verbs.

When I (1) reached (reach) the Kingdom of Mali, I (2) _____ (go) to the city and (3) _____ (take) a house there. Since then, many people (4) _____ (travel) to see me, and others (5) _____ (send) me food and other things. Since I (6) _____ (be) here, I (7) _____ (meet) the judge of Mali. I (8) _____ (not see) many other people, though. Ten days after we (9) _____ (arrive), I (10) _____ (become) sick. I (11) _____ (be) sick now for two months.

I (12) _____ (meet) Sultan Sulayman, the ruler of Mali, but only once. When I (13) _____ (return) to my house, he (14) _____ (send) me a gift. I was amazed when I (15) _____ (discover) that the gift was bread and meat!

SPEAKING

8 Work in pairs. Describe what you have done today using the present perfect and the simple past.

? The astrolabe is an instrument that was used in navigation. What did it measure?

37

LESSONS 3 AND 4

Overview

Outcomes
- to listen to fact files about explorers
- to talk about a sailing journey
- to write about a journey

Functions
- making guesses
- recounting past experiences

Language focus
- the simple past and the present perfect

Vocabulary
- time expressions

Materials
- Student's Book pages 38–39, Workbook page W23, CD

Student's Book, pages 38 and 39

LISTENING

1 Ask students to look at the pictures of famous explorers. Students discuss the questions in pairs. Choose students to give their answers. What else do they know about these explorers?

Answers
1 Yuri Gagarin; into space **2** Captain Cook; to Tahiti, Australia, New Zealand, and Antarctica **3** Ahmad ibn Majid; from Africa to Goa in India

2 Tell the students they are going to hear some information about the three explorers. Ask them to look at the pictures again and the world maps. Ask *What kind of information do you think you will hear about the explorers?* Read the *Listening strategies* box with the class. Tell students they have to listen and match each of the explorers to a picture.
Play the CD for the students. Check answers as a class.

Audioscript 5.2 – see page 128

Answers
1 picture 2 and map c **2** picture 3 and map a **3** picture 1 and map b

COMPREHENSION

3 Ask the students what else they remember from the listening. Tell them they are going to listen again and they have to complete the chart with the relevant information, as in the example. Play the CD again. Check answers as a class.

Audioscript 5.2 – see page 128

Answers

Who	When	Where
James Cook	*eighteenth century*	*Tahiti, Australia, New Zealand*
Ahmad ibn Majid	fifteenth century	Africa, India
Yuri Gagarin	1961	space

Quotation
Ask students to read the proverb. Do they agree with what it says? Ask them to give reasons for their answers.



VOCABULARY: Time expressions

4 Tell the students they are going to read a text about Yuri Gagarin's first trip into space. Read the text with the students, asking them to think about what kind of information might go in each blank. Accept any appropriate answers.
Now look at the words in the box. Check the use of the words *for* and *since*. Point out that there is a *Student grammar review* on page W46.
The students complete the exercise, in pairs if you wish. Check the answers as a class.

Answers
1 *in the twentieth century* **2** on April 12, 1961 **3** when he was twenty-one **4** for an hour and forty-eight minutes **5** When **6** Since **7** In 1968

Workbook, page W23, Exercises 5, 6, 7, and 8

GRAMMAR: The simple past and the present perfect

5 Tell the students they are going to read a letter written by one of the sailors on Captain Cook's ship. What kind of information do they think will be included? Read the text with the students. Check any vocabulary that they may not know.
Tell them they have to complete the text using the correct form of the verbs in parentheses.
Remind them that they have to decide whether the verb should be in the simple past or the present perfect. Point out that there is a *Student grammar review* on page W46. Check the answers as a class.

Answers
1 *haven't written* **2** have/'ve seen **3** haven't seen **4** left **5** has been **6** were **7** have/'ve been **8** have, written

SPEAKING

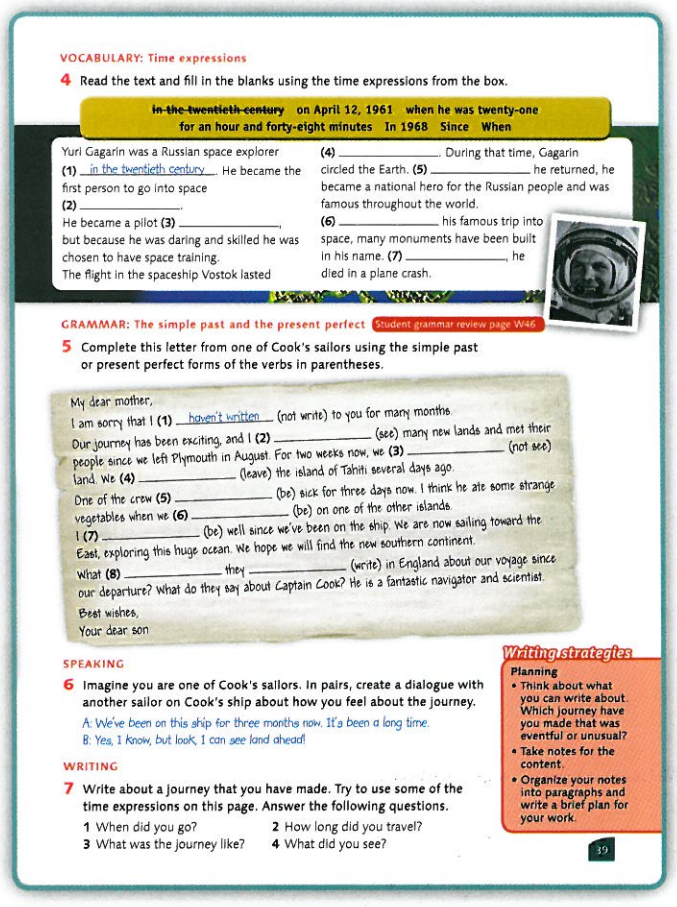
6 Tell the students that you are a sailor on Cook's ship. Tell them to ask you a few questions about life on board.
Now read the instructions. Explain that the students have to work in pairs to create a dialogue about being sailors on Cook's ship. Before they begin speaking, elicit a list of things they might talk about and write them on the board (e.g., *the food, the weather, where they are going, what the ship is like, what the captain is like, the sleeping conditions, sickness among the crew, etc.*). Encourage them to use the list of ideas as prompts, but not to write anything down. They should talk about how they feel about the journey.
Choose pairs to act out their dialogue for the class.

Suggested answers
A: *We've been on this ship for three months now. It's been a long time.* ***B:*** *Yes, I know, but look, I can see land ahead!*

WRITING

7 Ask the students to tell you about a journey they have made. This does not have to be a vacation but could be a bus or train journey, for example. Give an example of your own, making sure you include information that answers the questions.
Tell the students they are going to write about their journey. Ask them to read the questions.
Now read the *Writing strategies* box with the class. Ask the students to help you write about your own journey, using the method in the *Writing strategies* box.
Students write their descriptions. 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 their descriptions out loud.

Answers
Students' own answers



VOCABULARY: Time expressions

4 Read the text and fill in the blanks using the time expressions from the box.

~~in the twentieth century~~ on April 12, 1961 when he was twenty-one for an hour and forty-eight minutes In 1968 Since When

Yuri Gagarin was a Russian space explorer (1) in the twentieth century. He became the first person to go into space (2) _____. He became a pilot (3) _____, but because he was daring and skilled he was chosen to have space training. The flight in the spaceship Vostok lasted (4) _____. During that time, Gagarin circled the Earth. (5) _____ he returned, he became a national hero for the Russian people and was famous throughout the world. (6) _____ his famous trip into space, many monuments have been built in his name. (7) _____, he died in a plane crash.

GRAMMAR: The simple past and the present perfect Student grammar review page W46

5 Complete this letter from one of Cook's sailors using the simple past or present perfect forms of the verbs in parentheses.

My dear mother,
I am sorry that I (1) haven't written (not write) to you for many months.
Our journey has been exciting, and I (2) _____ (see) many new lands and met their people since we left Plymouth in August. For two weeks now, we (3) _____ (not see) land. We (4) _____ (leave) the island of Tahiti several days ago.
One of the crew (5) _____ (be) sick for three days now. I think he ate some strange vegetables when we (6) _____ (be) on one of the other islands.
I (7) _____ (be) well since we've been on the ship. We are now sailing toward the East, exploring this huge ocean. We hope we will find the new southern continent.
What (8) _____ they _____ (write) in England about our voyage since our departure? What do they say about Captain Cook? He is a fantastic navigator and scientist.
Best wishes,
Your dear son

SPEAKING

6 Imagine you are one of Cook's sailors. In pairs, create a dialogue with another sailor on Cook's ship about how you feel about the journey.
A: We've been on this ship for three months now. It's been a long time.
B: Yes, I know, but look, I can see land ahead!

WRITING

7 Write about a journey that you have made. Try to use some of the time expressions on this page. Answer the following questions.
1 When did you go? 2 How long did you travel?
3 What was the journey like? 4 What did you see?

Writing strategies
Planning
- Think about what you can write about. Which journey have you made that was eventful or unusual?
- Take notes for the content.
- Organize your notes into paragraphs and write a brief plan for your work.

39

LESSONS 5 AND 6

Overview

Outcomes
- to read a text about Scott's journey to the South Pole
- to distinguish between the /o/ and /ɑ/ sounds
- to talk about stories of bravery and failure
- to write a journal entry about a trip

Functions
- making guesses
- giving reasons
- recounting a past experience

Language focus
- pronunciation – the /o/ and /ɑ/ sounds
- the simple past and the present perfect

Vocabulary
- exploration

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

Student's Book, pages 40 and 41

READING

1 Tell the students to look at the pictures. Ask them if they know who the people are and if they know what their notable achievement was. Tell them they are going to find out the answers to these questions when they read the text on page 40. Ask the students to look at the title of the text. Students work in pairs to discuss the questions. Choose students to give their answers.

Answers
Students' own answers

2 Tell the students they are going to read the text about Captain Robert Scott and his team. What kind of information do they think will be included in the text?
Go over the *Reading strategies* box with the class. Students complete the exercise and compare their ideas with a partner. Choose students to give their answers.

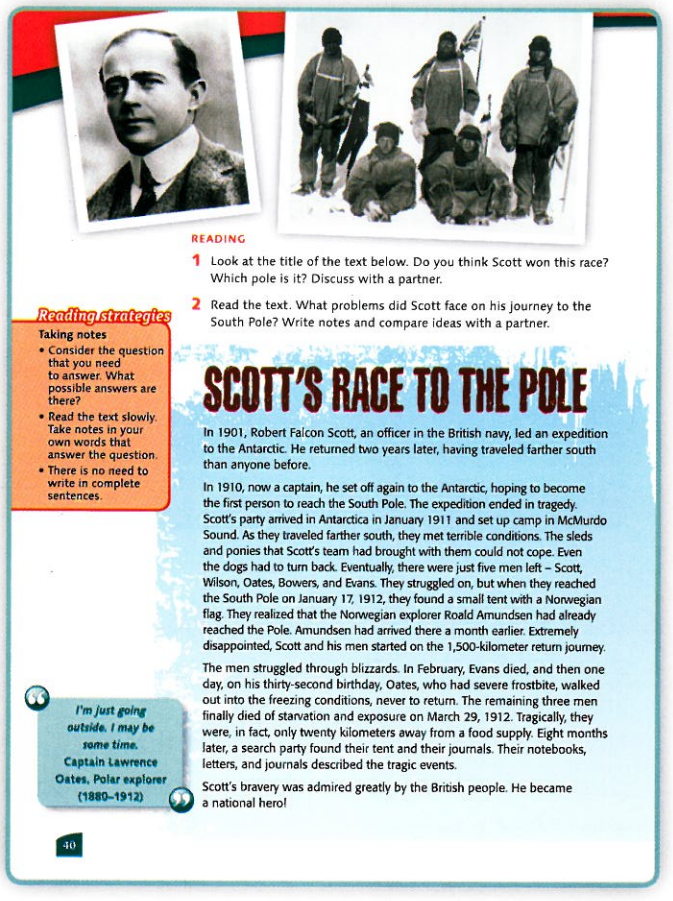
Answers
The problems included terrible weather conditions; blizzards; frostbite; starvation; exposure; and the disappointment of discovering that they had been beaten in their quest by a Norwegian explorer who had reached the South Pole before them.

Quotation
Ask students to read the quotation. Ask them what happened to Oates. What do they think happened when he went outside? Do they think he intended to return? Why / Why not?

COMPREHENSION

3 Ask students to look at the picture. Where do they think it is? Tell them they are going to read the text again and decide if the sentences are true or false. Read the sentences with the class and check the meaning of any vocabulary they may not know. Point out that they have to correct the false sentences, writing in full instead of note form.
Students read the text again and find the answers, in pairs if you wish. Check answers as a class.

Answers
1 *False. Scott led the expedition.* **2** True **3** True **4** False. Oates died on his thirty-second birthday. **5** False. Scott and his men were only twenty kilometers away from a food supply. **6** True



READING

1 Look at the title of the text below. Do you think Scott won this race? Which pole is it? Discuss with a partner.

2 Read the text. What problems did Scott face on his journey to the South Pole? Write notes and compare ideas with a partner.

Reading strategies
Taking notes
- Consider the question that you need to answer. What possible answers are there?
- Read the text slowly. Take notes in your own words that answer the question.
- There is no need to write in complete sentences.

SCOTT'S RACE TO THE POLE

In 1901, Robert Falcon Scott, an officer in the British navy, led an expedition to the Antarctic. He returned two years later, having traveled farther south than anyone before.

In 1910, now a captain, he set off again to the Antarctic, hoping to become the first person to reach the South Pole. The expedition ended in tragedy. Scott's party arrived in Antarctica in January 1911 and set up camp in McMurdo Sound. As they traveled farther south, they met terrible conditions. The sleds and ponies that Scott's team had brought with them could not cope. Even the dogs had to turn back. Eventually, there were just five men left – Scott, Wilson, Oates, Bowers, and Evans. They struggled on, but when they reached the South Pole on January 17, 1912, they found a small tent with a Norwegian flag. They realized that the Norwegian explorer Roald Amundsen had already reached the Pole. Amundsen had arrived there a month earlier. Extremely disappointed, Scott and his men started on the 1,500-kilometer return journey.

The men struggled through blizzards. In February, Evans died, and then one day, on his thirty-second birthday, Oates, who had severe frostbite, walked out into the freezing conditions, never to return. The remaining three men finally died of starvation and exposure on March 29, 1912. Tragically, they were, in fact, only twenty kilometers away from a food supply. Eight months later, a search party found their tent and their journals. Their notebooks, letters, and journals described the tragic events.

Scott's bravery was admired greatly by the British people. He became a national hero!

I'm just going outside. I may be some time.
Captain Lawrence Oates, Polar explorer (1880–1912)

40

PRONUNCIATION: The /o/ and /ɑ/ sounds

4 Write the phonetic symbols on the board. Repeat the sounds several times and ask students to repeat after you. Ask them if they can think of any words that include either sound. Write any appropriate answers under the headings on the board.

Check the meaning of the words. Ask the students to underline the letter *o* in the words.
Tell the students they are going to hear the words and they have to decide whether the *o* sound in each word is the first or second sound (that is, the same as the /o/ sound in *cope*, or the same as the /ɑ/ sound in *lot*).
Play the CD for the students. Repeat as often as necessary, pausing between each word to give students time to think about which sound they have heard.
Choose students to give their answers. Write the word under the sound they suggest and check with the rest of the class if it is correct. Move it under the correct heading if necessary.

Audioscript 5.3 – see page 129

Answers

/o/	/ɑ/
cope, ponies, boat, hope	*lot*, job, continent, astronomy

Talk together

5 Tell the students you are going to have a class discussion. Look at the instructions and questions. Now read the *Speaking strategies* box with the students. Tell them you will give them a few minutes to think about the questions and make some notes.
Monitor while the students make their notes, answering any questions they may have. Remind them they can look back at the text in Exercise 2 if they wish. When the students are ready, ask the questions and hold a short class discussion. Remind the students to give reasons for their answers.

Suggested answers
The expedition failed because the weather conditions were very bad. The men were very tired and they didn't have enough food. Scott became a national hero because he tried to succeed at a very challenging task. His death is tragic because he was such a great explorer and because a rival explorer had already succeeded in doing what Scott had hoped to do first.

6 Ask the students to discuss the question with their partner. Choose students to give their answers and explain them.

Answers
Students' own answers

7 Ask the students to discuss the question with their partner. Choose students to give their answers and explain how they felt. Ask *Do you think it was important to try anyway? Would you try again?*

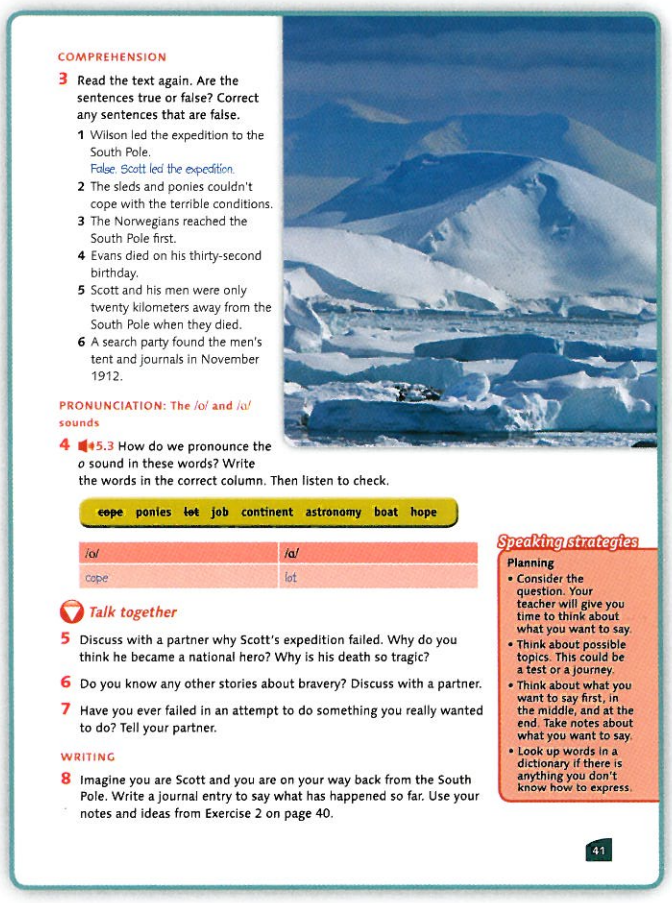
Answers
Students' own answers

WRITING

8 Tell the students *You are Scott and you are on your way back from the South Pole*. Ask the students for ideas about what has happened so far and write them on the board. Tell them they are going to write a journal entry about the journey. Tell students to use their notes and ideas from Exercise 2.
Students complete the exercise. 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 their journal entries out loud.

Answers
Students' own answers

Workbook, page W24, Exercises 9 and 10



COMPREHENSION

3 Read the text again. Are the sentences true or false? Correct any sentences that are false.

1 Wilson led the expedition to the South Pole.
False. Scott led the expedition.
2 The sleds and ponies couldn't cope with the terrible conditions.
3 The Norwegians reached the South Pole first.
4 Evans died on his thirty-second birthday.
5 Scott and his men were only twenty kilometers away from the South Pole when they died.
6 A search party found the men's tent and journals in November 1912.

PRONUNCIATION: The /o/ and /ɑ/ sounds

4 5.3 How do we pronounce the *o* sound in these words? Write the words in the correct column. Then listen to check.

~~cope~~ ponies ~~lot~~ job continent astronomy boat hope

/o/	/ɑ/
cope	lot

Talk together

5 Discuss with a partner why Scott's expedition failed. Why do you think he became a national hero? Why is his death so tragic?

6 Do you know any other stories about bravery? Discuss with a partner.

7 Have you ever failed in an attempt to do something you really wanted to do? Tell your partner.

WRITING

8 Imagine you are Scott and you are on your way back from the South Pole. Write a journal entry to say what has happened so far. Use your notes and ideas from Exercise 2 on page 40.

Speaking strategies

Planning
- Consider the question. Your teacher will give you time to think about what you want to say.
- Think about possible topics. This could be a test or a journey.
- Think about what you want to say first, in the middle, and at the end. 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.

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LESSONS 7 AND 8

Workbook, page W25, Exercises 11 and 12

Unit 6 Ocean voyages

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a magazine article about the Tall Ships Atlantic Challenge

Functions
- describing pictures
- expressing opinions

Language focus
- the present perfect

Vocabulary
- boats and ships
- sailing

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

Student's Book, pages 42 and 43

BEFORE YOU BEGIN

1 Write *Ocean voyages* on the board and check the meaning of the words. Ask the students to look at the pictures. Ask *What can you see?* Ask the students if they have ever taken a trip on the ocean. Did they enjoy it?

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

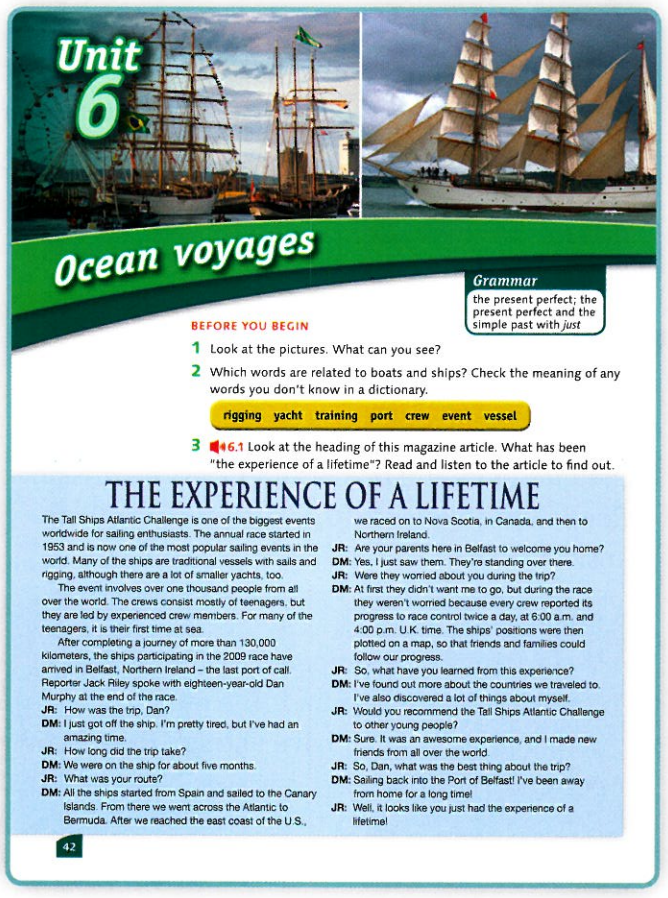
Answers
rigging, yacht, port, crew, vessel

3 Tell the students they are going to read and listen to a magazine article. Ask them to read the title of the article. What do they think the article might be about?

Ask students to read the article and find the answer to the question. Remind them to read quickly to find the relevant information. They should not worry about any vocabulary they don't know at this point.
Play the CD. Students listen and read at the same time. Check answers as a class.

Audioscript 6.1 – see page 129

Answer
taking part in the 2009 Tall Ships Atlantic Challenge


Unit 6
Ocean voyages
Grammar
the present perfect; the present perfect and the simple past with *just*
BEFORE YOU BEGIN
1 Look at the pictures. What can you see?
2 Which words are related to boats and ships? Check the meaning of any words you don't know in a dictionary.
rigging yacht training port crew event vessel
3 6.1 Look at the heading of this magazine article. What has been "the experience of a lifetime"? Read and listen to the article to find out.
THE EXPERIENCE OF A LIFETIME
The Tall Ships Atlantic Challenge is one of the biggest events worldwide for sailing enthusiasts. The annual race started in 1953 and is now one of the most popular sailing events in the world. Many of the ships are traditional vessels with sails and rigging, although there are a lot of smaller yachts, too.
The event involves over one thousand people from all over the world. The crews consist mostly of teenagers, but they are led by experienced crew members. For many of the teenagers, it is their first time at sea.
After completing a journey of more than 130,000 kilometers, the ships participating in the 2009 race have arrived in Belfast, Northern Ireland – the last port of call. Reporter Jack Riley spoke with eighteen-year-old Dan Murphy at the end of the race.
JR: How was the trip, Dan?
DM: I just got off the ship. I'm pretty tired, but I've had an amazing time.
JR: How long did the trip take?
DM: We were on the ship for about five months.
JR: What was your route?
DM: All the ships started from Spain and sailed to the Canary Islands. From there we went across the Atlantic to Bermuda. After we reached the east coast of the U.S., we raced on to Nova Scotia, in Canada, and then to Northern Ireland.
JR: Are your parents here in Belfast to welcome you home?
DM: Yes, I just saw them. They're standing over there.
JR: Were they worried about you during the trip?
DM: At first they didn't want me to go, but during the race they weren't worried because every crew reported its progress to race control twice a day, at 6:00 a.m. and 4:00 p.m. U.K. time. The ships' positions were then plotted on a map, so that friends and families could follow our progress.
JR: So, what have you learned from this experience?
DM: I've found out more about the countries we traveled to. I've also discovered a lot of things about myself.
JR: Would you recommend the Tall Ships Atlantic Challenge to other young people?
DM: Sure. It was an awesome experience, and I made new friends from all over the world.
JR: So, Dan, what was the best thing about the trip?
DM: Sailing back into the Port of Belfast! I've been away from home for a long time!
JR: Well, it looks like you just had the experience of a lifetime!
42

COMPREHENSION

4 Tell the students that they are going to read and listen to the magazine article again and make a list of the countries that the tall ships visited.
Play the CD again. Students listen and read the text again and find the answers in the text. They can underline the countries in the text as they listen and then make a list.
Students complete the exercise. Check answers as a class.

Audioscript 6.1 – see page 129

Answers
Spain, Canary Islands, Bermuda, U.S.A., Canada, Northern Ireland

5 Tell the students they have to answer the questions from the text. Students read and find the answers to questions 1 to 8 in the text. Remind them to write full sentences.
Point out that they will not find the answers to questions 9 and 10 in the text but that they will have to think about the answers themselves. They can work in pairs if you wish. Check answers as a class.
Ask students if there is any vocabulary they still do not understand. Encourage other students to try to explain words if they can.

Answers
1 *He just had an experience of a lifetime.*
2 "Tall ships" are traditional vessels with sails and other rigging (masts, ropes, etc). **3** The ships sailed more than 130,000 kilometers. **4** No, many of the teenagers have never sailed before. **5** The ships started from Spain. **6** The race ended in Northern Ireland. **7** They plotted the ships' positions so that friends and families of the crews could follow their progress. **8** Dan has had an experience of a lifetime because he has made lots of new friends, discovered a lot of things about himself and found out lots of new things about the countries on the route. **9** Students' own answers **10** Students' own answers

GRAMMAR: The present perfect

6 Ask the students to give you some examples of the present perfect. On the board, write an example of your own (e.g., *I've asked you to give me some examples of the present prefect.)*.
Review the use of this tense (*to talk about activities and events in the past when we don't know, or it isn't important to know, exactly when they happened*). We also use this tense to talk about a time that hasn't ended yet (e.g., *I haven't finished my homework*).
Write the prompts for example sentence 1 on the board and ask the students to think about how to form the sentence without referring to the book. Choose students to give their answers.
Students complete the exercise, in pairs if you wish. Point out that there is a *Student grammar review* on page W46. They can refer to this if they need to. Check the answers as a class.

Answers
1 *The ships have entered the Port of Belfast.*
2 The crews have completed the final part of the trip. **3** We have arrived in Bermuda. **4** The race has ended. **5** The teenagers have crossed the Atlantic. **6** You have finished the race in third place. **7** I have had the experience of a lifetime!

Workbook, page W26, Exercises 1 and 2

VOCABULARY: Sailing

7 Ask students to look at the pictures. What can they see? Look at the words in the box. Choose students to read out loud the words to check pronunciation.
Tell the students they have to match the words from the box with the pictures. Students complete the exercise. Check answers as a class.

Answers
1 map **2** ship **3** sails **4** yacht **5** rigging **6** crew **7** coast **8** port

Workbook, page W26, Exercise 3



COMPREHENSION

4 46.1 Read and listen to the article again and make a list of the countries that the Tall Ships visited.
Spain, ...

5 Answer the questions.
1 What kind of experience did Dan just have?
He just had an experience of a lifetime.
2 What are "Tall Ships"?
3 How far did the ships sail in the race?
4 Have all the teenagers who participated in the race sailed before?
5 Which country did the ships start from?
6 Where did the race end?
7 Why did race control plot the ships' positions twice a day?
8 Why has Dan had the experience of a lifetime?
9 What has Dan learned from participating in the Tall Ships Atlantic Challenge?
10 Would you like to participate in a race like this? Why / Why not?

GRAMMAR: The present perfect Student grammar review page W46

6 Write sentences using the present perfect.
1 The ships / enter / the Port of Belfast. The ships have entered the Port of Belfast.
2 The crews / complete / the final part of the trip.
3 We / arrive / in Bermuda.
4 The race / end.
5 The teenagers / cross / the Atlantic.
6 You / finish / the race in third place.
7 I / have / the experience of a lifetime!

VOCABULARY: Sailing

7 Match the words from the box with the pictures.
yacht ship rigging map port coast crew sails

LESSONS 3 AND 4

Overview

Outcomes
- to listen to an interview with a young sailor
- to role-play an interview about the Tall Ships Atlantic Challenge
- to write an interview

Functions
- making inferences
- conducting an interview

Language focus
- the present perfect and the simple past with *just*

Vocabulary
- sailing

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

Student's Book, pages 44 and 45

LISTENING

1 Tell the students they are going to listen to an interview with a young sailor who participated in the Tall Ships race.
Tell the students that, as they listen, they have to write down the names of the countries the sailor visited.
Play the CD. Check answers as a class.

Audioscript 6.2 – see page 129

Answers
Spain, Canary Islands, Bermuda, Canada, Northern Ireland

2 Tell the students they are going to listen to the interview again and decide if the sentences are true or false.
Play the CD again. The students listen again and decide if the sentences are true or false.

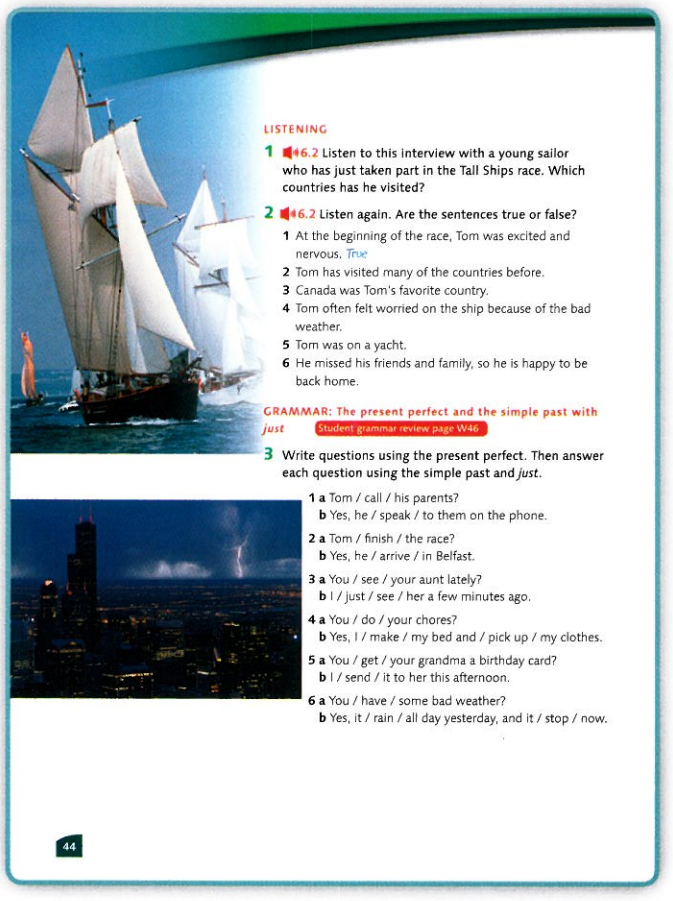
Audioscript 6.2 – see page 129

Answers
1 *True* **2** False. Tom hasn't visited any of the countries before. **3** True **4** False. Tom never felt worried on the ship. **5** False. Tom was on a tall ship. **6** True

GRAMMAR: The present perfect and the simple past with *just*

3 Elicit the form of the present perfect from the students and write it on the board (*have + past participle*). Ask the students *Is Tom still participating in the race?* and elicit an answer using the present perfect (*No, he has completed it*). Ask the students to change the verb in that answer from the present perfect to the simple past (*completed*). Write the new sentence on the board, adding the word *just* before *completed*. Explain that we can use the simple past with *just* to talk about something that has happened a short time before.
Remind students that there is a *Student grammar review* on page W46. They can refer to this if they need to.
Tell them they have to write questions using the present perfect and answer them using the simple past with *just*. Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 A: Has Tom called his parents? **B:** Yes, he just spoke to them on the phone. **2 A:** Has Tom finished the race? **B:** Yes, he just arrived in Belfast. **3 A:** Have you seen your aunt lately? **B:** I just saw her a few minutes ago. **4 A:** Have you done your chores? **B:** Yes, I just made my bed and picked up my clothes. **5 A:** Have you gotten your grandma a birthday card? **B:** I just sent it to her this afternoon. **6 A:** Have you had some bad weather? **B:** Yes, it rained all day yesterday, and it just stopped now.



LISTENING

1 6.2 Listen to this interview with a young sailor who has just taken part in the Tall Ships race. Which countries has he visited?

2 6.2 Listen again. Are the sentences true or false?
1 At the beginning of the race, Tom was excited and nervous. *True*
2 Tom has visited many of the countries before.
3 Canada was Tom's favorite country.
4 Tom often felt worried on the ship because of the bad weather.
5 Tom was on a yacht.
6 He missed his friends and family, so he is happy to be back home.

GRAMMAR: The present perfect and the simple past with *just* Student grammar review page W46

3 Write questions using the present perfect. Then answer each question using the simple past and *just*.

1 a Tom / call / his parents?
b Yes, he / speak / to them on the phone.
2 a Tom / finish / the race?
b Yes, he / arrive / in Belfast.
3 a You / see / your aunt lately?
b I / just / see / her a few minutes ago.
4 a You / do / your chores?
b Yes, I / make / my bed and / pick up / my clothes.
5 a You / get / your grandma a birthday card?
b I / send / it to her this afternoon.
6 a You / have / some bad weather?
b Yes, it / rain / all day yesterday, and it / stop / now.

44

Workbook, page W27, Exercise 4

READING

4 Tell the students they are going to read a letter that Tom (the sailor featured on page 44) wrote to his mother.
Read the letter with the class. Ask students to suggest words that might go in each blank without referring to the words in the box.
Now look at the words in the box. Choose students to read out loud the words to check pronunciation and meaning. Tell them that they have to complete the letter with these words, using each word once only.

Answers
1 *set sail* **2** Ship **3** on board **4** rigging **5** crew **6** boats **7** yachts **8** port **9** journey **10** route **11** map **12** places

Workbook, page W27, Exercises 5 and 6

Talk together

5 Ask the students to look at the map and the places. Ask *Which countries are these places in? (Belfast, Northern Ireland; Vigo, Spain; Tenerife, the Canary Islands, Spain; Bermuda; Charleston, the U.S.A.; Boston, the U.S.A.; Halifax, Canada)*
Tell students they are going to conduct their own interview about the Tall Ships Atlantic Challenge. Put the students into pairs, A and B. Tell them that Student A is Tom and Student B is a reporter. The pairs work together to make interview questions and answers.
The students carry out their role play, asking and answering the questions.

Suggested answers
B: Hello. Have you been in the Tall Ships race?
A: Yes, we just arrived. **B:** How do you feel?
A: I feel tired and happy. I am glad to be home. **B:** What was the best part of your trip?
A: Canada was my favorite place. The people were really friendly! Living on a ship was really fun, too. **B:** Would you like to participate in the race again? **A:** Yes, I hope to participate again next year!

6 Choose pairs of students to do their role play for the class.

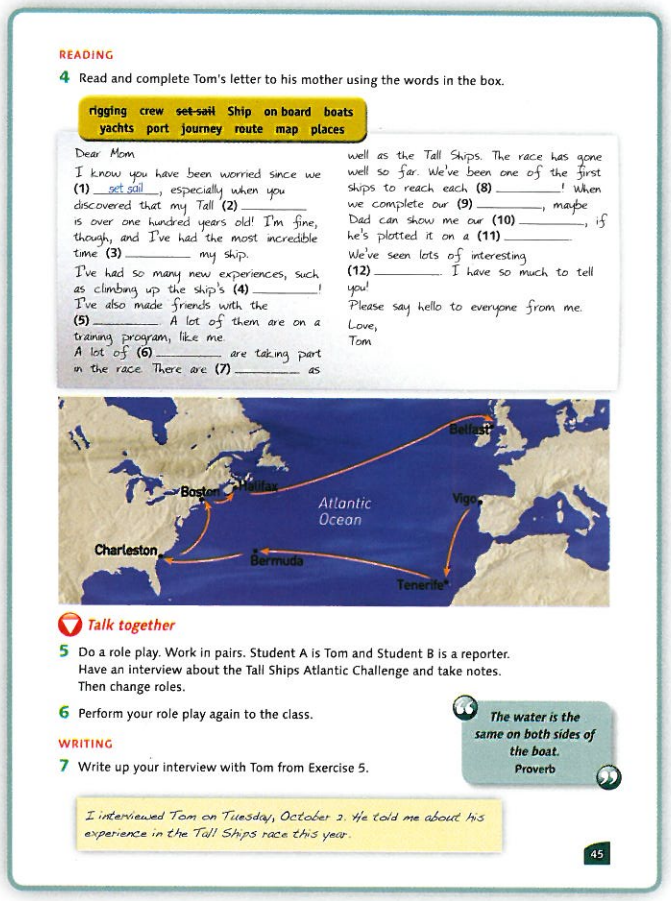
Answers
Students' own answers

WRITING

7 Tell the students they are going to write up their interview with Tom from Exercise 5. Read the example.
Encourage students to correct any mistakes themselves, instead of giving them the answer immediately.

Answers
Students' own answers

Quotation
Ask the students to read the proverb. Discuss the meaning of the proverb with the class.



READING

4 Read and complete Tom's letter to his mother using the words in the box.

rigging crew ~~set sail~~ Ship on board boats yachts port journey route map places

Dear Mom
I know you have been worried since we (1) set sail, especially when you discovered that my Tall (2) _____ is over one hundred years old! I'm fine, though, and I've had the most incredible time (3) _____ my ship.
I've had so many new experiences, such as climbing up the ship's (4) _____! I've also made friends with the (5) _____. A lot of them are on a training program, like me.
A lot of (6) _____ are taking part in the race. There are (7) _____ as well as the Tall Ships. The race has gone well so far. We've been one of the first ships to reach each (8) _____! When we complete our (9) _____, maybe Dad can show me our (10) _____, if he's plotted it on a (11) _____.
We've seen lots of interesting (12) _____. I have so much to tell you!
Please say hello to everyone from me.
Love,
Tom

Talk together

5 Do a role play. Work in pairs. Student A is Tom and Student B is a reporter. Have an interview about the Tall Ships Atlantic Challenge and take notes. Then change roles.

6 Perform your role play again to the class.

The water is the same on both sides of the boat.
Proverb

WRITING

7 Write up your interview with Tom from Exercise 5.

I interviewed Tom on Tuesday, October 2. He told me about his experience in the Tall Ships race this year.

45

LESSONS 5 AND 6

Overview

Outcomes
- to listen and read part of a poem
- to write a description of a voyage by ship
- to read a leaflet about the Golden Hinde
- to talk about a tour around the Golden Hinde

Functions
- recounting a past experience
- giving facts

Language focus
- the present perfect
- the simple past

Vocabulary
- ships and the ocean

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

Student's Book, pages 46 and 47

READING AND LISTENING

1 Ask the students to look at the pictures. What can they see? Ask the students to look at the words in the box.
They can check the meaning of any words they don't know in a dictionary.

Answers
sail: piece of material that uses the wind to move a ship
oar: a pole with a flat end used for moving a boat forward
voyage: a journey in a boat
helm: the means of steering a ship
galley: the kitchen in a ship
crew: the people who work on a ship
voyager: a person who goes on voyages

2 Tell students they are going to read and listen to a poem about a journey on a ship. Ask *Do you like poems? Why / Why not?* Look at the title with the students and check the meaning. Read the *Reading strategies* box with the class.
Play the CD for the students. Ask them to listen for the answer to the question.
They can underline the key information in the text as they listen. Check answers as a class.

Audioscript 6.3 – see page 130

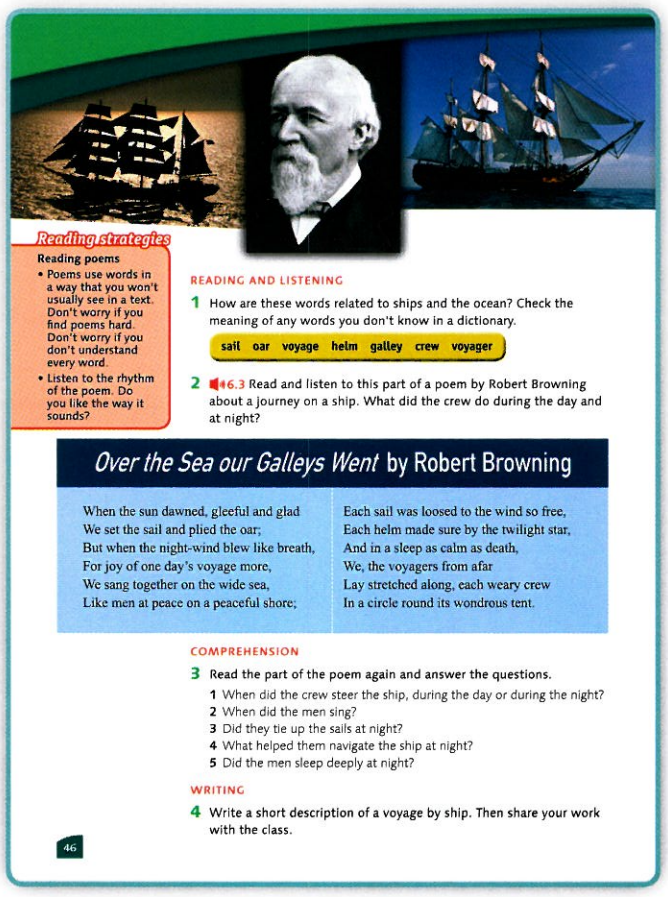
Answer
During the day, the crew worked with the sails and the oars. During the night, the crew sang together and slept.

COMPREHENSION

3 Tell the students they are going to read and listen to the poem again.
Play the CD again. Students listen and underline key information in the text. You could also point out that Browning was an English poet writing in the 1800s and so the language is not contemporary.
Ask the students if there is any vocabulary they still do not understand.

Audioscript 6.3 – see page 130

Answers
1 They steered the ship during the day. **2** They sang at night. **3** No, they let the sails loose at night. **4** The stars helped them navigate the ship at night. **5** Yes, the men slept deeply at night.



Reading strategies
Reading poems
- Poems use words in a way that you won't usually see in a text. Don't worry if you find poems hard. Don't worry if you don't understand every word.
- Listen to the rhythm of the poem. Do you like the way it sounds?

READING AND LISTENING

1 How are these words related to ships and the ocean? Check the meaning of any words you don't know in a dictionary.

sail oar voyage helm galley crew voyager

2 6.3 Read and listen to this part of a poem by Robert Browning about a journey on a ship. What did the crew do during the day and at night?

Over the Sea our Galleys Went by Robert Browning

When the sun dawned, gleeful and glad
We set the sail and plied the oar;
But when the night-wind blew like breath,
For joy of one day's voyage more,
We sang together on the wide sea,
Like men at peace on a peaceful shore;

Each sail was loosed to the wind so free,
Each helm made sure by the twilight star,
And in a sleep as calm as death,
We, the voyagers from afar
Lay stretched along, each weary crew
In a circle round its wondrous tent.

COMPREHENSION

3 Read the part of the poem again and answer the questions.
1 When did the crew steer the ship, during the day or during the night?
2 When did the men sing?
3 Did they tie up the sails at night?
4 What helped them navigate the ship at night?
5 Did the men sleep deeply at night?

WRITING

4 Write a short description of a voyage by ship. Then share your work with the class.

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WRITING

4 Ask the students to tell you about any trips they have made by boat, ferry, or ship. Ask them to describe what happened and how they felt during the journey. Tell the students they are going to write about a voyage by ship. They can write about their own experiences or invent information if they wish. Encourage students to correct any mistakes themselves, instead of giving them the answer immediately.
Choose students to read their descriptions to the class.

Answers
Students' own answers

READING

5 Ask the students to look at the picture of the ship and the paragraph just above it. Ask them *What is the ship called?* (*The Golden Hinde*) *What kind of ship was it?* (*A warship*) *Whose ship was it?* (*Sir Francis Drake's*).
Now ask the students to look at the headings in the text. Where do they think they would find this kind of information? (*in a leaflet*).

Answer
Sir Francis Drake sailed around the world in it, in 1577.

COMPREHENSION

6 Tell the students they are going to read the leaflet again to find the information. Remind them that they do not need to understand every word in the text to find the correct information. Check answers as a class.

Answers
1 *It was a warship*. **2** It took him three years. **3** The Spanish were England's enemies. **4** She made him a knight. **5** No, it rotted away in the late 1600s. **6** It is in a dock in Southwark, London. **7** It costs $17.

Workbook, page W28, Exercise 7

VOCABULARY: The ocean

7 Ask the students to work in pairs and match the words that have a similar meaning.
Check answers as a class.

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

Workbook, page W28, Exercise 8

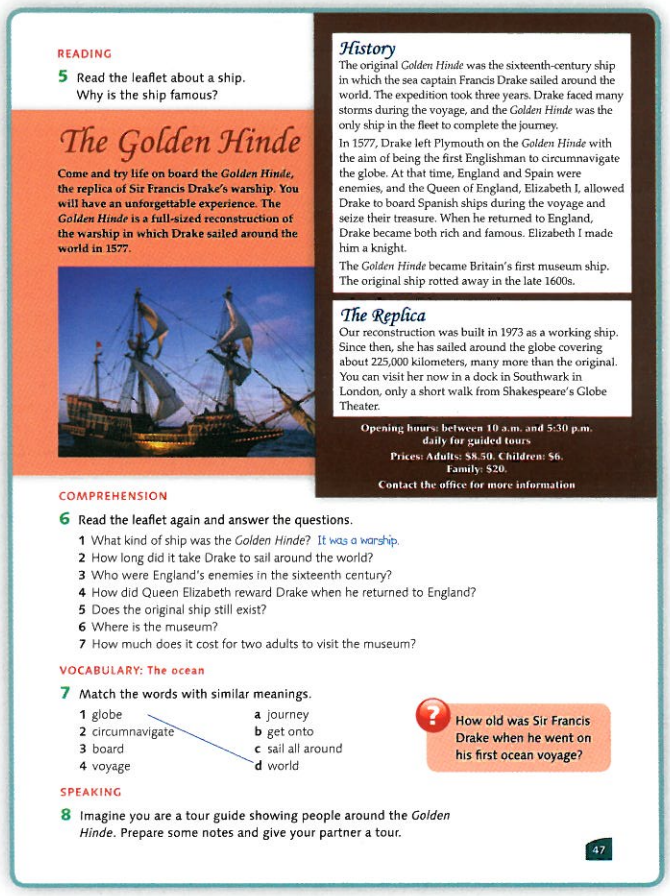
SPEAKING

8 Check the meaning of *tour guide*. Ask students if they have ever been on a guided tour. Where was it? Did they enjoy it? Why / Why not?
Tell the students to imagine they are a tour guide showing people around the *Golden Hinde*. They should prepare some notes, using the text in Exercise 5 for ideas if they wish.
The students give their partners a tour of the ship. Monitor as they are speaking, helping where necessary.

Answers
Students' own answers

Research box
Ask the students to read the question in the *Research box*. Do they know the answer? Ask them to make guesses about how old Sir Francis Drake was when he went on his first ocean voyage.

Answer
twenty-three



READING

5 Read the leaflet about a ship. Why is the ship famous?

The Golden Hinde

Come and try life on board the *Golden Hinde*, the replica of Sir Francis Drake's warship. You will have an unforgettable experience. The *Golden Hinde* is a full-sized reconstruction of the warship in which Drake sailed around the world in 1577.

History
The original *Golden Hinde* was the sixteenth-century ship in which the sea captain Francis Drake sailed around the world. The expedition took three years. Drake faced many storms during the voyage, and the *Golden Hinde* was the only ship in the fleet to complete the journey.
In 1577, Drake left Plymouth on the *Golden Hinde* with the aim of being the first Englishman to circumnavigate the globe. At that time, England and Spain were enemies, and the Queen of England, Elizabeth I, allowed Drake to board Spanish ships during the voyage and seize their treasure. When he returned to England, Drake became both rich and famous. Elizabeth I made him a knight.
The *Golden Hinde* became Britain's first museum ship. The original ship rotted away in the late 1600s.

The Replica
Our reconstruction was built in 1973 as a working ship. Since then, she has sailed around the globe covering about 225,000 kilometers, many more than the original. You can visit her now in a dock in Southwark in London, only a short walk from Shakespeare's Globe Theater.

Opening hours: between 10 a.m. and 5:30 p.m. daily for guided tours
Prices: Adults: $8.50. Children: $6. Family: $20.
Contact the office for more information

COMPREHENSION

6 Read the leaflet again and answer the questions.
1 What kind of ship was the *Golden Hinde*? It was a warship.
2 How long did it take Drake to sail around the world?
3 Who were England's enemies in the sixteenth century?
4 How did Queen Elizabeth reward Drake when he returned to England?
5 Does the original ship still exist?
6 Where is the museum?
7 How much does it cost for two adults to visit the museum?

VOCABULARY: The ocean

7 Match the words with similar meanings.

1 globe	a journey
2 circumnavigate	b get onto
3 board	c sail all around
4 voyage	d world

How old was Sir Francis Drake when he went on his first ocean voyage?

SPEAKING

8 Imagine you are a tour guide showing people around the *Golden Hinde*. Prepare some notes and give your partner a tour.

47

LESSONS 7 AND 8

Workbook, page W29, Exercises 9 and 10

LESSON 9

Project

Tell students that they are going to write about an explorer from the past or the present. Brainstorm the names of some explorers and write them on the board.

Ask students to look at page 48 in their Student's Book. Read the task with them. Explain to them that they will do the project on a sheet of paper when they are ready. They should first plan in their notebooks.

You may need to provide the students with information about the explorers they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

The students then read the *Questions* box. Using one of the explorers from Module 3, go over the questions and take notes on the board to answer the questions. Remind the students to do this before they begin writing their article. If students can't think of an explorer, they can choose one from page 48.

The students write their articles. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately. Remind them to illustrate their articles with drawings or pictures they have found in magazines, etc.

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

Student's Book, page 49

OPENER

Write *The natural world* on the board and elicit its meaning. Brainstorm ideas related to the natural world (e.g., *the names of animal and plant species, different types of habitats, weather and climates, human influences, etc.*) and write them on the board. Now look at page 49. Tell students that this page tells them what they will be doing in Module 4.

Look at each picture with the class. Do the ideas students mentioned appear in the pictures? Ask if the students know any of the answers to the questions. Tell them they will find out the answers in the module. The pictures depict a rainforest (Mount Bosavi in Papua New Guinea), parrots, and a piece of uncut ruby. Then ask the students about themselves and their own experiences with the natural world, for example, *Have you ever seen these things? Have you ever been to a rainforest? Do you like spending time outside? Why / Why not?*

Explain to the students that they will learn how to talk about the natural world in Units 7 and 8.

The natural world

Outcomes

- To read about rainforests, a visit to New York City, the oldest trees on Earth, Robert Allen's love of amber, a guide to gems, emeralds in Egypt, and treasures
- To listen to a radio show about life on Earth and a guide to precious stones
- To use vocabulary related to rainforests, animals, plants, and precious stones
- To talk about tasks, saving the rainforests, the oldest trees on Earth, precious stones, and treasures
- To use the present perfect with *yet* and *already*, and *some*, *any*, *much*, *many*, *a lot of*, *lots of*, *too*, and *enough*
- To write about saving the rainforests, the oldest trees in the world, and descriptions of precious stones and treasures



Unit 7 Rainforests

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about a new rainforest in Papua New Guinea
- to talk about what one and others have or haven't done

Functions
- making guesses
- giving information about past events

Language focus
- the present perfect with *yet* and *already*

Vocabulary
- rainforests

Materials
- Student's Book pages 50–51, Workbook pages W30–W31, CD

Student's Book, pages 50 and 51

BEFORE YOU BEGIN

1 Ask students to say what they can see in the pictures on page 50. Tell the students that they are going to listen to the sounds of the rainforest and answer the questions.
Play the CD. The students listen and answer the questions. Choose students to give their answers.

Audioscript 7.1 – see page 130

Answers
rain, animal and bird noises
Rainforests can be found near the Equator, where it is always warm and wet.

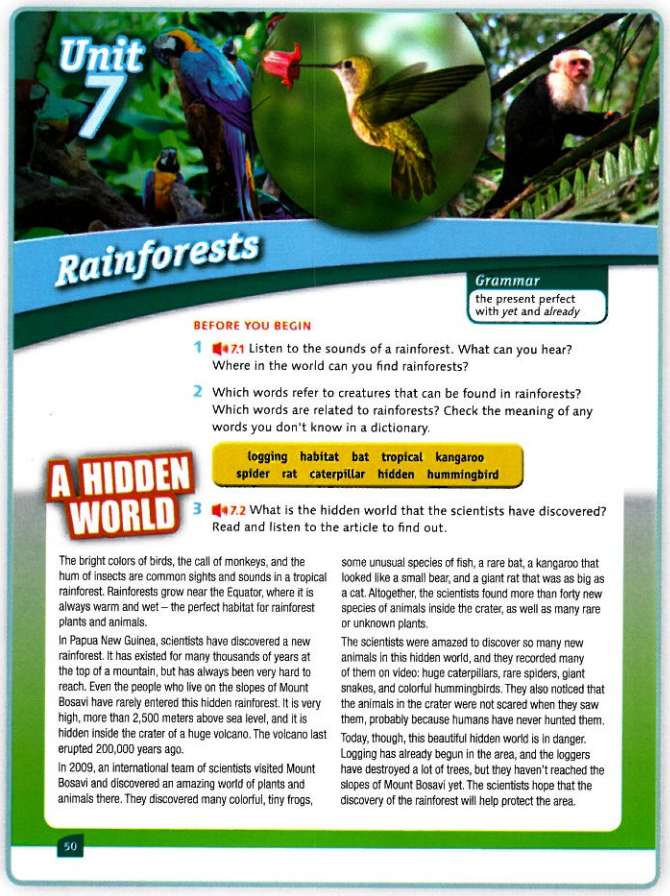
2 Ask the students what creatures can be found in rainforests. Accept any appropriate answers. Then look at the words in the box.
Students work in pairs to answer the questions. Check answers as a class. Students can check the meaning of any words they don't know in a dictionary.

Answers
creatures: bat, kangaroo, spider, rat, caterpillar, hummingbird
rainforests: logging, habitat, tropical, hidden

3 Tell students to look at the title of the text and ask them what they think the text will be about. After you have heard their suggestions, tell them that they will discover the answer to the question by reading the text and listening to the CD.

Audioscript 7.2 – see page 130

Answer
a rainforest newly discovered in the crater of a volcano in Papua New Guinea


Unit 7
Rainforests
Grammar
the present perfect with *yet* and *already*
BEFORE YOU BEGIN
1 7.1 Listen to the sounds of a rainforest. What can you hear? Where in the world can you find rainforests?
2 Which words refer to creatures that can be found in rainforests? Which words are related to rainforests? Check the meaning of any words you don't know in a dictionary.
logging habitat bat tropical kangaroo spider rat caterpillar hidden hummingbird
A HIDDEN WORLD
3 7.2 What is the hidden world that the scientists have discovered? Read and listen to the article to find out.
The bright colors of birds, the call of monkeys, and the hum of insects are common sights and sounds in a tropical rainforest. Rainforests grow near the Equator, where it is always warm and wet – the perfect habitat for rainforest plants and animals.
In Papua New Guinea, scientists have discovered a new rainforest. It has existed for many thousands of years at the top of a mountain, but has always been very hard to reach. Even the people who live on the slopes of Mount Bosavi have rarely entered this hidden rainforest. It is very high, more than 2,500 meters above sea level, and it is hidden inside the crater of a huge volcano. The volcano last erupted 200,000 years ago.
In 2009, an international team of scientists visited Mount Bosavi and discovered an amazing world of plants and animals there. They discovered many colorful, tiny frogs, some unusual species of fish, a rare bat, a kangaroo that looked like a small bear, and a giant rat that was as big as a cat. Altogether, the scientists found more than forty new species of animals inside the crater, as well as many rare or unknown plants.
The scientists were amazed to discover so many new animals in this hidden world, and they recorded many of them on video: huge caterpillars, rare spiders, giant snakes, and colorful hummingbirds. They also noticed that the animals in the crater were not scared when they saw them, probably because humans have never hunted them.
Today, though, this beautiful hidden world is in danger. Logging has already begun in the area, and the loggers have destroyed a lot of trees, but they haven't reached the slopes of Mount Bosavi yet. The scientists hope that the discovery of the rainforest will help protect the area.
50

COMPREHENSION

4 Tell students they are going to read and listen to the article again and then decide if the sentences are true or false.
Play the CD again. Students can underline the key information in the text as they listen.

Encourage the students to correct the false sentences, writing in full instead of note form. They can work in pairs if you wish. Check answers as a class.

Audioscript 7.2 – see page 130

Answers
1 *True* **2** True **3** False. The volcano last erupted 200,000 years ago. **4** True **5** False. The animals in the crater were not scared of the scientists. **6** False. They haven't reached the slopes of Mount Bosavi yet.

GRAMMAR: The present perfect with *yet* and *already*

5 Elicit the form and use of the present perfect from the students. Read the three example sentences and check students' comprehension. Have them look for and underline the words *yet* and *already*. Then ask the students to look at the rules, and explain that they have to complete them. Point out that there is a *Student grammar review* on page W46. They can refer to this if they need to.

Answers
1 yet **2** yet **3** already

Quotation
Ask the students to read the quotation. Ask them what they think it means. Check any vocabulary that they may not know. Do they agree with what it says? Ask them to give reasons for their answers.

6 Students complete the exercise, in pairs if you wish. Remind them that there is a *Student grammar review* on page W46. They can refer to this if they need to. Check the answers as a class. Ask the students what they notice about the position of *yet* and *already* in a present perfect sentence (yet *goes at the end while* already *goes between* have *and the past participle.*)

Answers
1 *I've already done my homework.* **2** We haven't finished yet. **3** The teacher has already given us our homework. **4** I have/'ve already called my mother. **5** They haven't saved the rainforests yet. **6** Have you seen their pictures yet?

Workbook, page W30, Exercises 1 and 2

SPEAKING

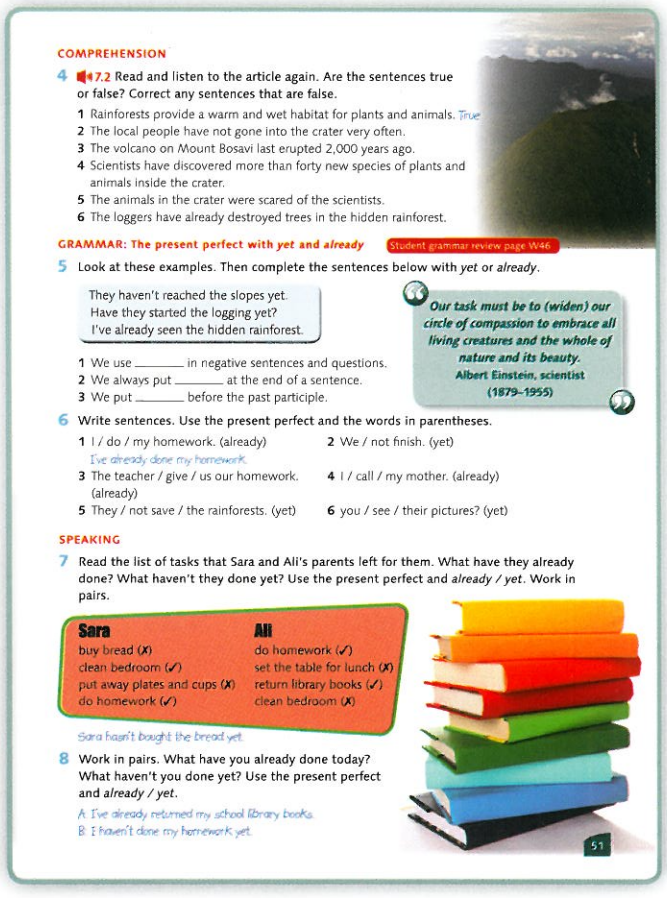
7 Ask the students to read the instructions and look at the list of tasks for Sara and Ali. Draw their attention to the checks and crosses. Ask *What do they mean?* (check = *yes* and cross = *no*).
Tell the students that they have to use the present perfect with *yet* and *already* to make sentences like the example. Students complete the exercise. Check answers as a class.

Answers
Sara: *Sara hasn't bought the bread yet.* Sara has already cleaned her bedroom. Sara hasn't put away the plates and cups yet. Sara has already done her homework.
Ali: Ali has already done his homework. Ali hasn't set the table for lunch yet. Ali has already returned the library books. Ali hasn't cleaned his bedroom yet.

8 Ask the students to make a list of things they have to do today. They tell their partner what they have and haven't done, using the present perfect with *yet* and *already*. Choose students to give their answers.

Suggested answers
A: *I've already returned my school library books.* ***B:*** *I haven't done my homework yet.*
A: I haven't spoken to my friend yet. **B:** I've already eaten my breakfast.

Workbook, pages W30 and W31, Exercises 3 and 4



COMPREHENSION

4 7.2 Read and listen to the article again. Are the sentences true or false? Correct any sentences that are false.

1 Rainforests provide a warm and wet habitat for plants and animals. True
2 The local people have not gone into the crater very often.
3 The volcano on Mount Bosavi last erupted 2,000 years ago.
4 Scientists have discovered more than forty new species of plants and animals inside the crater.
5 The animals in the crater were scared of the scientists.
6 The loggers have already destroyed trees in the hidden rainforest.

GRAMMAR: The present perfect with *yet* and *already* — Student grammar review page W46

5 Look at these examples. Then complete the sentences below with *yet* or *already*.

They haven't reached the slopes yet.
Have they started the logging yet?
I've already seen the hidden rainforest.

1 We use _____ in negative sentences and questions.
2 We always put _____ at the end of a sentence.
3 We put _____ before the past participle.

Our task must be to (widen) our circle of compassion to embrace all living creatures and the whole of nature and its beauty.
Albert Einstein, scientist (1879–1955)

6 Write sentences. Use the present perfect and the words in parentheses.

1 I / do / my homework. (already)
I've already done my homework.
2 We / not finish. (yet)
3 The teacher / give / us our homework. (already)
4 I / call / my mother. (already)
5 They / not save / the rainforests. (yet)
6 you / see / their pictures? (yet)

SPEAKING

7 Read the list of tasks that Sara and Ali's parents left for them. What have they already done? What haven't they done yet? Use the present perfect and *already / yet*. Work in pairs.

Sara	Ali
buy bread (✗)	do homework (✓)
clean bedroom (✓)	set the table for lunch (✗)
put away plates and cups (✗)	return library books (✓)
do homework (✓)	clean bedroom (✗)

Sara hasn't bought the bread yet.

8 Work in pairs. What have you already done today? What haven't you done yet? Use the present perfect and *already / yet*.

A: I've already returned my school library books.
B: I haven't done my homework yet.

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LESSONS 3 AND 4

Overview

Outcomes
- to listen to a radio show about life on Earth
- to read a leaflet about rainforests
- to talk about saving rainforests
- to write a paragraph about protecting the rainforest

Functions
- proposing solutions
- giving reasons

Language focus
- the present perfect with *yet* and *already*

Vocabulary
- animals
- rainforests

Materials
- Student's Book pages 52–53, Workbook pages W31–W32, CD

Student's Book, pages 52 and 53

VOCABULARY: Animals

1 Brainstorm a list of animals on the board. Then ask the students to look at the pictures at the top of page 52. Do they know the names of theses animals in English? The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 kangaroo **2** bat **3** caterpillar **4** frog **5** rat **6** bear

2 Tell the students they are going to learn some more animal names. Look at the words in the box. Choose students to read the words from the box out loud to check pronunciation.
Now tell them to look at the chart and the headings. Check any vocabulary they may not know. Make sure that they understand the key features that define an animal as an insect, a fish, a bird, a reptile, a mammal, or an amphibian. The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers

Insects	Fish	Birds
fly	shark	hummingbird
caterpillar	ray	parrot

Reptiles	Mammals	Amphibians
snake	monkey	toad
crocodile	bear	frog

LISTENING

3 Tell the students they are going to listen to a radio show about life on Earth. Ask them to read the question and tell them they are going to listen and find the answer.
Play the CD for the students. Check the answers as a class.

Audioscript 7.3 – see page 130

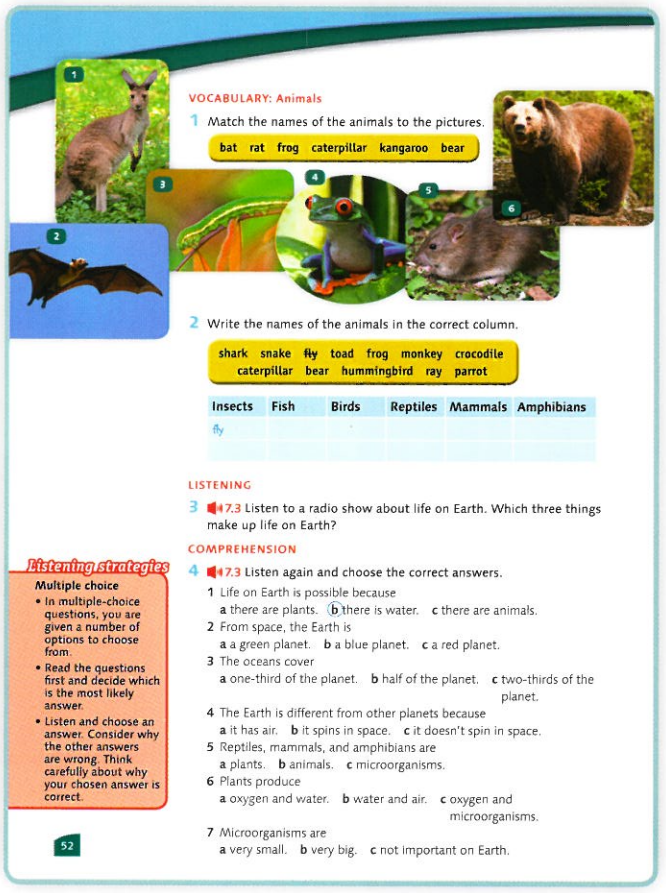
Answer
water, air, and oxygen

COMPREHENSION

4 Tell the students that they are going to listen to the radio show again and choose the correct answers. Read the *Listening strategies* box with the class.
Now read the sentences and check any vocabulary that the students may not know. Give students a few minutes to read the options and decide which they think is the right answer. They do not need to write anything for now.
Play the CD again. Students listen again and circle a, b, or c. Check answers as a class.

Audioscript 7.3 – see page 130

Answers
1 *b* **2** b **3** c **4** a **5** b **6** a **7** a



VOCABULARY: Animals

1 Match the names of the animals to the pictures.

bat rat frog caterpillar kangaroo bear

2 Write the names of the animals in the correct column.

shark snake fly toad frog monkey crocodile caterpillar bear hummingbird ray parrot

Insects	Fish	Birds	Reptiles	Mammals	Amphibians
fly					

LISTENING

3 7.3 Listen to a radio show about life on Earth. Which three things make up life on Earth?

COMPREHENSION

4 7.3 Listen again and choose the correct answers.

1 Life on Earth is possible because
a there are plants. b there is water. c there are animals.
2 From space, the Earth is
a a green planet. b a blue planet. c a red planet.
3 The oceans cover
a one-third of the planet. b half of the planet. c two-thirds of the planet.
4 The Earth is different from other planets because
a it has air. b it spins in space. c it doesn't spin in space.
5 Reptiles, mammals, and amphibians are
a plants. b animals. c microorganisms.
6 Plants produce
a oxygen and water. b water and air. c oxygen and microorganisms.
7 Microorganisms are
a very small. b very big. c not important on Earth.

Listening strategies

Multiple choice
- In multiple-choice questions, you are given a number of options to choose from.
- Read the questions first and decide which is the most likely answer.
- Listen and choose an answer. Consider why the other answers are wrong. Think carefully about why your chosen answer is correct.

52

READING

5 Tell the students they are going to read a leaflet about rainforests. Ask them what they have learned so far about them. What new information do they think might be included in the text?
Read the text with the students, asking them to suggest words that might go in each blank. Accept any appropriate answers.
Now look at the words in the box and check the pronunciation and meaning.
Students complete the exercise, in pairs if you wish. Remind them to consider whether any of the answers need to begin with a capital letter (number 9 does). Check answers as a class.

Answers
1 *surface* **2** species **3** insects **4** plants
5 oxygen **6** breathe **7** rainforests **8** extinct
9 Logging **10** danger

Workbook, pages W31 and W32, Exercises 5, 6, and 7

Talk together

6 Ask the students to think about what people can do to save the rainforests and make a list of their suggestions on the board.
Now ask the students what they remember about using *yet* and *already* with the present perfect. Ask them to look at the instructions, and give them a few minutes to prepare for their discussion. Ensure that they understand the difference between affirmative and negative sentences (e.g., *I have a bike. I don't own a car.*)
Students discuss their ideas in pairs. Choose pairs to give their suggestions.

Suggested answers
We haven't done enough to save the rainforests yet. We must do much more. Logging has already become a big problem. A lot of trees have already been cut down. Some animals have already become extinct. So, we must educate people about the importance of the rainforests. Then we can save the animals and plants that still live there and aren't extinct yet.

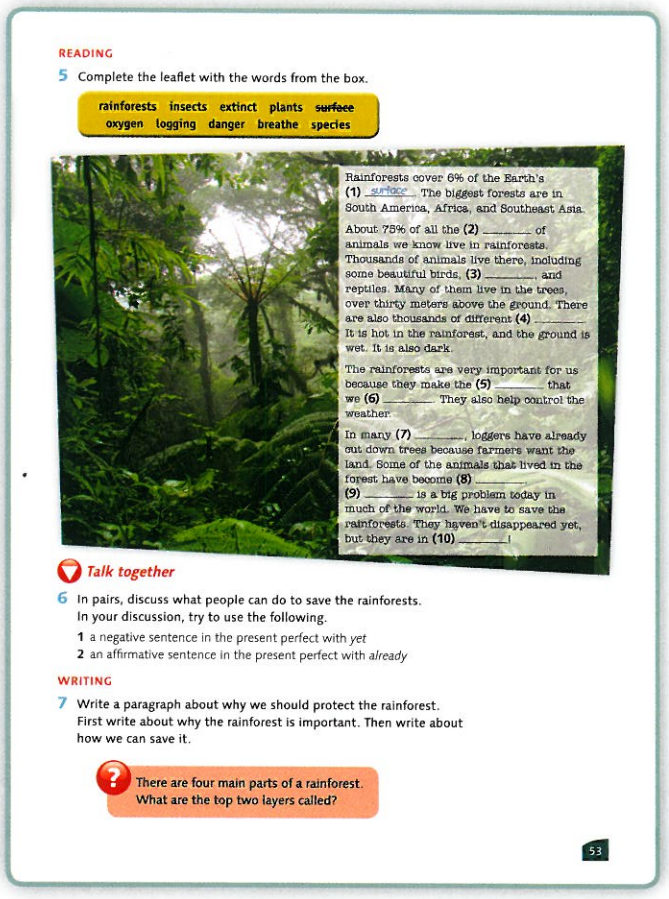
WRITING

7 Ask the students why rainforests are important. Write some of their ideas on the board. Now ask them to help you write a paragraph saying why the rainforests are important. Encourage them to use full sentences.
Tell the students they have to write a paragraph themselves, explaining why the rainforest is important and how we can save it. Explain that they can use their ideas from Exercise 6.
The students write their paragraphs. 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 their paragraphs out loud.

Answers
Students' own answers

Research box
Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to find out the information before the next class.

Answer
The first two are the emergent layer and the canopy. The other two layers are the understory and the forest floor.


READING
5 Complete the leaflet with the words from the box.
rainforests insects extinct plants ~~surface~~ oxygen logging danger breathe species
Rainforests cover 6% of the Earth's (1) surface. The biggest forests are in South America, Africa, and Southeast Asia.
About 75% of all the (2) _____ of animals we know live in rainforests. Thousands of animals live there, including some beautiful birds, (3) _____, and reptiles. Many of them live in the trees, over thirty meters above the ground. There are also thousands of different (4) _____. It is hot in the rainforest, and the ground is wet. It is also dark.
The rainforests are very important for us because they make the (5) _____ that we (6) _____. They also help control the weather.
In many (7) _____, loggers have already cut down trees because farmers want the land. Some of the animals that lived in the forest have become (8) _____. (9) _____ is a big problem today in much of the world. We have to save the rainforests. They haven't disappeared yet, but they are in (10) _____!
Talk together
6 In pairs, discuss what people can do to save the rainforests. In your discussion, try to use the following.
1 a negative sentence in the present perfect with *yet*
2 an affirmative sentence in the present perfect with *already*
WRITING
7 Write a paragraph about why we should protect the rainforest. First write about why the rainforest is important. Then write about how we can save it.
There are four main parts of a rainforest. What are the top two layers called?
53

LESSONS 5 AND 6

Overview

Outcomes
- to read an e-mail about someone's stay in New York
- to read information about the oldest trees on Earth
- to talk about two types of trees
- to write a leaflet about the oldest trees in the world

Functions
- making guesses
- making comparisons
- giving facts

Language focus
- the present perfect with *yet* and *already*

Vocabulary
- animals and plants

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 and describe the places they were taken (*a zoo, a botanical garden*). Tell them that they will be reading about a zoo and a botanical garden in New York City. Now ask them what other places they can visit in New York. Ask if anyone has visited New York, and which places they visited.

Suggested answers
The Statue of Liberty, Ellis Island, the Empire State Building, Madison Square Garden, Grand Central Terminal, the Bronx Zoo, Central Park, the New York Botanical Garden, Riverside Park, the Manhattan Skyline, the Brooklyn Bridge, the Staten Island Ferry, the Metropolitan Museum of Art, the Museum of Modern Art, the American Museum of Natural History, Times Square, Fifth Avenue, Greenwich Village, Broadway theaters, and the Chrysler Building.

2 Tell the students they are going to read an e-mail from Hana, who is visiting New York City. Ask them to read the e-mail quickly and find which places she mentions.

Answers
the Bronx Zoo, the New York Aquarium, Central Park, Riverside Park, the Botanical Garden

GRAMMAR: The present perfect with *yet* and *already*

3 Ask the students to remind you of when to use *already* with the present perfect. Write the first sentence on the board and elicit the example answer.
Now read the instruction, and sentences with the class. Point out that there is a *Student grammar review* on page W46. The students can refer to this if they need to.
The students read the e-mail again and complete the exercise. Choose students to give their answers.

Answers
1 *Hana has already been to the Bronx Zoo.*
2 Hana has already seen the gorillas. **3** Hana has already been to the New York Aquarium.
4 Hana has already visited some parks.
5 Hana has already taken some pictures.
6 It has already rained.



READING

1 What places can you visit in New York City?

2 Read Hana's e-mail about her stay in New York City. Which places does she mention?

Hi Paula,

Hello from New York City! I'm taking an English class, and I've already been here for two weeks. Although I haven't seen all the sights yet, I've been to some interesting places. We went to the Bronx Zoo yesterday. I saw a lot of animals that I have never seen before, like giraffes and penguins. My favorite animals were the gorillas. They were very funny. Emma really wanted to go to the reptile house to see the snakes. Some of them were huge. I'm glad they were behind glass! The alligators were also fascinating. I saw some other scary creatures when we went to the New York Aquarium last week. We saw piranhas and sharks there.

I've seen some beautiful trees and flowers in New York parks, like Central Park and Riverside Park, and tomorrow we're going to the Botanical Garden, where we'll see colorful trees from all over the world. I'm looking forward to seeing the redwood trees, the maple trees, and banana plants. Do you know that the redwood tree is the tallest tree in the world? I hope the weather improves. It has been pretty cold this week, and it just stopped raining. I haven't taken many pictures yet, but I still have two more weeks.

See you soon,

Hana

GRAMMAR: The present perfect with *yet* and *already*

3 Correct the sentences using *already*. Student grammar review page W46

1 Hana hasn't been to The Bronx Zoo yet.
Hana has already been to The Bronx Zoo.
2 Hana hasn't seen the gorillas yet.
3 Hana hasn't been to the New York Aquarium yet.
4 Hana hasn't visited any parks yet.
5 Hana hasn't taken any pictures yet.
6 It hasn't rained yet.

4 Correct the sentences using *yet*.

1 Hana has already seen all the sights. Hana hasn't seen all the sights yet.
2 Hana has already been to Central Park.
3 Hana has already seen the banana plants at the Botanical Garden.

54

4 Ask the students to remind you of when to use *yet* with the present perfect. Write the first sentence on the board and elicit the example answer.
Now read the instructions and sentences with the class. The students complete the exercise. Choose students to give their answers. Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers
1 *Hana hasn't seen all the sights yet.* **2** Hana hasn't been to Central Park yet. **3** Hana hasn't seen the banana plants at the Botanical Garden yet.

Workbook, pages W32 and W33, Exercises 8, 9, and 10

VOCABULARY: Animals and plants

5 Ask the students if they can remember any of the animals mentioned in the e-mail on page 54, without referring to the exercise. Now ask them to look at the chart and the headings. Check any vocabulary they may not know.
Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers

Mammals	Reptiles	Fish
giraffe	snake	piranha
gorilla	alligator	shark

Plants	Birds
redwood tree	penguin
maple tree	
banana plant	

READING

6 Write the title of the text on the board. Ask the students if they know which trees they might be. Ask the students to read the text and find the answer to the question. You might need to point out that Bristlecone Pines are the oldest, in the sense that they have lived the longest as individual trees, while Wollemi Pines are the oldest in terms of fossil record, that is, the species is the first example of a tree for which a fossil trace has been found. Tell them not to worry about any vocabulary they don't know at this point. Check answers as a class.

Answer
They are the oldest trees on Earth.

SPEAKING

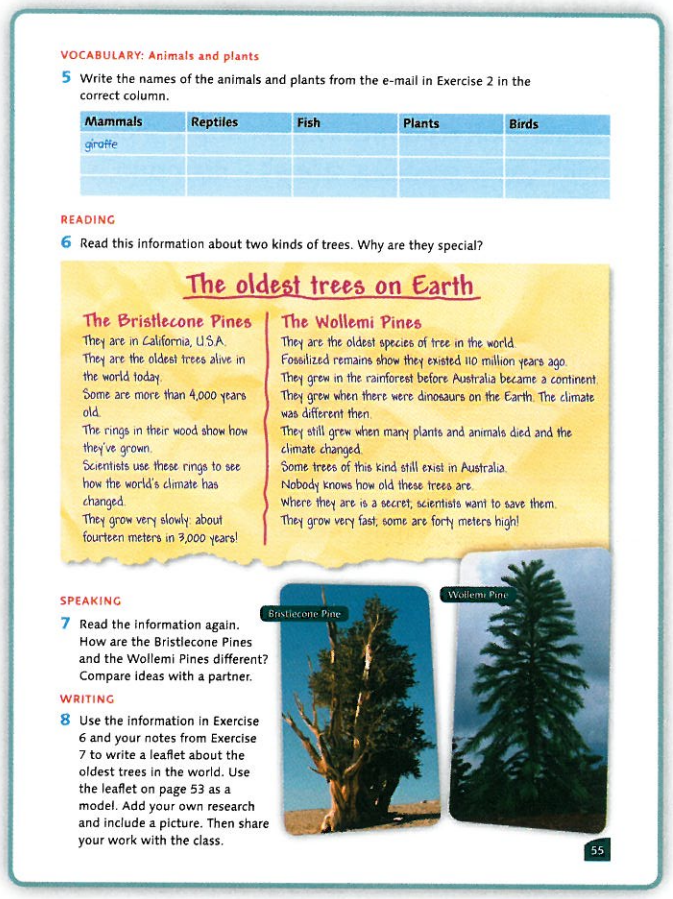
7 Tell students that they are going to read the text again and answer the question.
The students read the text again and compare their ideas with a partner. Choose students to give their answers. Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Suggested answers
Bristlecone Pines grow very slowly, but Wollemi Pines grow very fast. Nobody knows how old the living Wollemi are, but some Bristlecone Pines are more than 4,000 years old. The exact location of the Wollemi Pines is a secret. We know that the Bristlecone Pines are in California.

WRITING

8 Tell the students they are going to write a leaflet about the oldest trees in the world. Brainstorm what kind of information they will include. Write their ideas on the board.
Remind students to use the information in Exercise 6 and their notes from Exercise 7 in their leaflets. They can use the leaflet on page 53 as a model. You could bring in some additional pictures and information about the trees for students to look at. Alternatively, students could find out the information at home and write their leaflet for the next class.
The students complete the exercise. Remind them not to copy from their sources but to write the information using their own words. Choose students to read their leaflets out loud. You could also display the leaflets on the classroom wall.

Answers
Students' own answers



VOCABULARY: Animals and plants

5 Write the names of the animals and plants from the e-mail in Exercise 2 in the correct column.

Mammals	Reptiles	Fish	Plants	Birds
giraffe				

READING

6 Read this information about two kinds of trees. Why are they special?

The oldest trees on Earth

The Bristlecone Pines
They are in California, U.S.A.
They are the oldest trees alive in the world today.
Some are more than 4,000 years old.
The rings in their wood show how they've grown.
Scientists use these rings to see how the world's climate has changed.
They grow very slowly: about fourteen meters in 3,000 years!

The Wollemi Pines
They are the oldest species of tree in the world.
Fossilized remains show they existed 110 million years ago.
They grew in the rainforest before Australia became a continent.
They grew when there were dinosaurs on the Earth. The climate was different then.
They still grew when many plants and animals died and the climate changed.
Some trees of this kind still exist in Australia.
Nobody knows how old these trees are.
Where they are is a secret; scientists want to save them.
They grow very fast; some are forty meters high!

SPEAKING

7 Read the information again. How are the Bristlecone Pines and the Wollemi Pines different? Compare ideas with a partner.

WRITING

8 Use the information in Exercise 6 and your notes from Exercise 7 to write a leaflet about the oldest trees in the world. Use the leaflet on page 53 as a model. Add your own research and include a picture. Then share your work with the class.

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LESSONS 7 AND 8

Workbook, page W33, Exercises 11, 12, and 13

Unit 8 Treasures of the earth

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a magazine article about Robert Allen's love of amber

Functions
- making guesses
- expressing quantity

Language focus
- *some, any, much, many, a lot of, lots of, too,* and *enough*

Vocabulary
- precious stones

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

Student's Book, pages 56 and 57

BEFORE YOU BEGIN

1 Write *treasure* on the board and check the meaning. Ask the students to suggest items of treasure. Ask students to look at the pictures (which show precious stones – diamond, sapphire, and ruby). Ask *What can you see? Why are these objects treasures? How easy or hard is it to find them?*

Answers
They are treasures because they are rare and valuable. They are very hard to find.

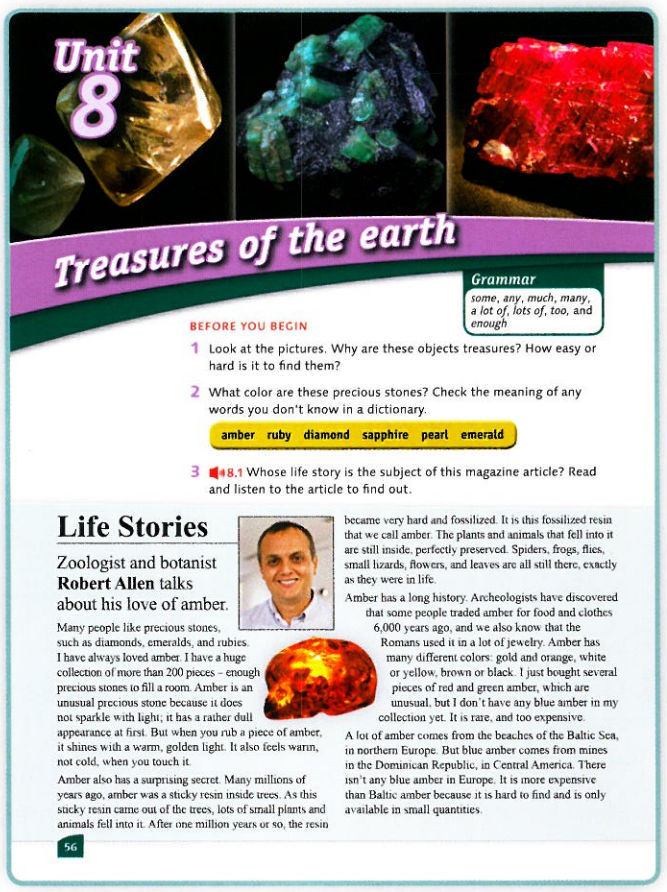
2 Tell the students that the objects in the pictures are known as *precious stones*. Ask them to look at the words in the box. Choose students to read the words out loud to check pronunciation.
Students work in pairs to answer the question. Students can check the meaning of any words they don't know in a dictionary. Check answers as a class. Ask the students if they have seen any of these precious stones. Which is their favorite?

Answers
amber: orange, gold, white, yellow, brown, black, blue, red, green
ruby: red
diamond: colorless
sapphire: blue
pearl: white/cream, yellow, pink, blue, black
emerald: green, blue

3 Tell the students that they are going to read and listen to a magazine article. Check the meaning of *zoologist* and *botanist*. Ask students to read and listen to the article and find the answer to the question.
Play the CD. The students listen and read at the same time. Check the answer as a class.

Audioscript 8.1 – see pages 130 and 131

Answer
zoologist and botanist Robert Allen



Unit 8

Treasures of the earth

Grammar
some, any, much, many, a lot of, lots of, too, and *enough*

BEFORE YOU BEGIN

1 Look at the pictures. Why are these objects treasures? How easy or hard is it to find them?

2 What color are these precious stones? Check the meaning of any words you don't know in a dictionary.

amber ruby diamond sapphire pearl emerald

3 8.1 Whose life story is the subject of this magazine article? Read and listen to the article to find out.

Life Stories

Zoologist and botanist **Robert Allen** talks about his love of amber.

Many people like precious stones, such as diamonds, emeralds, and rubies. I have always loved amber. I have a huge collection of more than 200 pieces – enough precious stones to fill a room. Amber is an unusual precious stone because it does not sparkle with light; it has a rather dull appearance at first. But when you rub a piece of amber, it shines with a warm, golden light. It also feels warm, not cold, when you touch it.

Amber also has a surprising secret. Many millions of years ago, amber was a sticky resin inside trees. As this sticky resin came out of the trees, lots of small plants and animals fell into it. After one million years or so, the resin became very hard and fossilized. It is this fossilized resin that we call amber. The plants and animals that fell into it are still inside, perfectly preserved. Spiders, frogs, flies, small lizards, flowers, and leaves are all still there, exactly as they were in life.

Amber has a long history. Archeologists have discovered that some people traded amber for food and clothes 6,000 years ago, and we also know that the Romans used it in a lot of jewelry. Amber has many different colors: gold and orange, white or yellow, brown or black. I just bought several pieces of red and green amber, which are unusual, but I don't have any blue amber in my collection yet. It is rare, and too expensive.

A lot of amber comes from the beaches of the Baltic Sea, in northern Europe. But blue amber comes from mines in the Dominican Republic, in Central America. There isn't any blue amber in Europe. It is more expensive than Baltic amber because it is hard to find and is only available in small quantities.

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COMPREHENSION

4 Tell the students that they are going to read and listen to the magazine article again and answer the questions. Read the questions and check any vocabulary that they may not know.
Play the CD again. The students listen and underline key information in the text.
Encourage them to write the answers to the questions as in the example. They can work in pairs if you wish. Check answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Audioscript 8.1 – see pages 130 and 131

Answers
1 *He has more than 200.* **2** It shines with a warm, golden light. **3** It feels warm. **4** It is made of sticky resin from trees. **5** Spiders, frogs, flies, and lizards are sometimes found in amber. **6** People traded amber 6,000 years ago. **7** Amber comes in nine different colors. **8** It is rare and too expensive. **9** There is no blue amber in Europe. **10** It is hard to find and only available in small quantities.

GRAMMAR: *some, any, much, many, a lot of, lots of, too,* and *enough*

5 Ask the students to look at the text in Exercise 3 again and underline any examples of *some, any, much, many, a lot of, lots of, too,* and *enough.* Ask them what they think the words mean and when to use them. Look at the *Student grammar review* with the students on pages W46 and W47.
Give some examples of your own for each of the words and phrases. Write them on the board.
Elicit additional examples from the students.
Write these on the board and ask the class to tell you if they are right or wrong. Correct any wrong examples.
Now write the first sentence with the two options on the board and ask the students to tell you which is the correct word or phrase.
Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *Lots of* **2** Some **3** a lot of **4** many **5** any **6** A lot of

Workbook, page W34, Exercise 1

6 Ask the students to remind you what *too* means. Look at the words in the box and tell them they have to complete the answers using *too*. You might like to explain the difference between *too* and *very* at this point because these words are often confused.
The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *too expensive* **2** too far **3** too long **4** too tired **5** too cold **6** too small

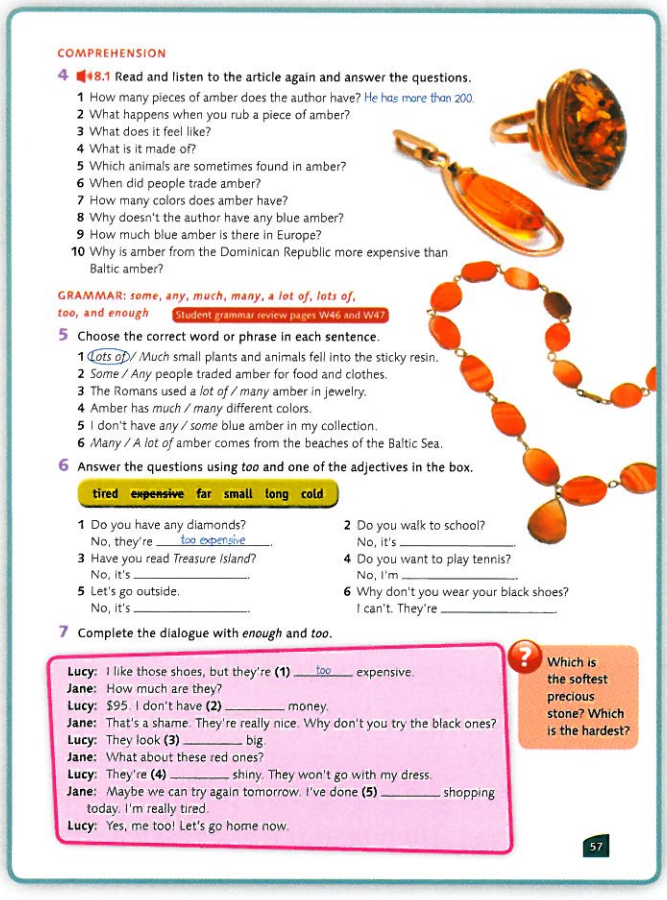
7 Ask the students to remind you what *enough* means. Tell them they are going to complete the dialogue between Lucy and Jane, using *enough* and *too*.
Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *too* **2** enough **3** too **4** too **5** enough

Research box
Ask the students to read the questions in the *Research box*. Do they know the answers? Explain that they have to find out the information before the next class.

Answer
Emeralds are the softest and diamonds are the hardest. (Tell the students that diamonds are used in industrial tools, as well as in jewelry because they are so hard.)

Workbook, page W34, Exercises 2, 3, and 4



COMPREHENSION

4 48.1 Read and listen to the article again and answer the questions.
1 How many pieces of amber does the author have? He has more than 200.
2 What happens when you rub a piece of amber?
3 What does it feel like?
4 What is it made of?
5 Which animals are sometimes found in amber?
6 When did people trade amber?
7 How many colors does amber have?
8 Why doesn't the author have any blue amber?
9 How much blue amber is there in Europe?
10 Why is amber from the Dominican Republic more expensive than Baltic amber?

GRAMMAR: *some, any, much, many, a lot of, lots of, too, and enough* Student grammar review pages W46 and W47

5 Choose the correct word or phrase in each sentence.
1 (Lots of) / *Much* small plants and animals fell into the sticky resin.
2 *Some / Any* people traded amber for food and clothes.
3 The Romans used a *lot of / many* amber in jewelry.
4 Amber has *much / many* different colors.
5 I don't have *any / some* blue amber in my collection.
6 *Many / A lot of* amber comes from the beaches of the Baltic Sea.

6 Answer the questions using *too* and one of the adjectives in the box.
tired ~~expensive~~ far small long cold
1 Do you have any diamonds? No, they're *too expensive*.
2 Do you walk to school? No, it's _____.
3 Have you read *Treasure Island*? No, it's _____.
4 Do you want to play tennis? No, I'm _____.
5 Let's go outside. No, it's _____.
6 Why don't you wear your black shoes? I can't. They're _____.

7 Complete the dialogue with *enough* and *too*.
Lucy: I like those shoes, but they're (1) *too* expensive.
Jane: How much are they?
Lucy: $95. I don't have (2) _____ money.
Jane: That's a shame. They're really nice. Why don't you try the black ones?
Lucy: They look (3) _____ big.
Jane: What about these red ones?
Lucy: They're (4) _____ shiny. They won't go with my dress.
Jane: Maybe we can try again tomorrow. I've done (5) _____ shopping today. I'm really tired.
Lucy: Yes, me too! Let's go home now.

? Which is the softest precious stone? Which is the hardest?

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LESSONS 3 AND 4

Overview

Outcomes
- to listen to a guide to precious stones
- to read a poster about precious stones
- to talk about precious stones
- to write a description of a precious stone

Functions
- making descriptions
- giving reasons

Language focus
- language to describe precious stones (*The stone is ... It was discovered ... It has been used ...*)

Vocabulary
- precious stones

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

Student's Book, pages 58 and 59

LISTENING

1 Ask the students to remind you of the names of the precious stones from Lessons 1 and 2. Ask them to look at the pictures and the words in the box. Can they remember which stone is which?
Tell them they are going to listen to a guide to precious stones in order to check their answers. Check answers as a class. Ask *Which stone do you like the best? Why?*

Audioscript 8.2 – see page 131

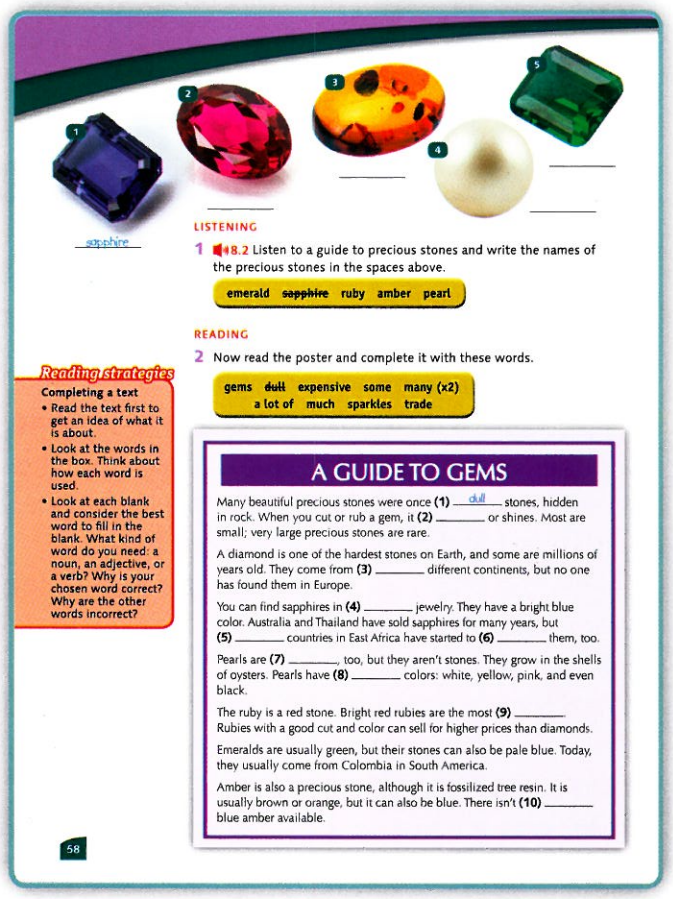
Answers
1 *sapphire* **2** ruby **3** amber **4** pearl
5 emerald

READING

2 Ask the students to read the title of the poster. What kind of information do they think might be included?
Read the first point in the *Reading strategies* box with the class. Ask the students to read the poster quickly and tell you what it is about (*descriptions of precious stones*). Now look at the second point in the *Reading strategies* box. Ask the students to look at the words in the box. Choose students to read out loud the words to check pronunciation and meaning.
Read the first part of the third point in the *Reading strategies* box. Then read the text, asking students to tell you what kind of word is needed in each blank.
The students complete the exercise, thinking about why the word they have chosen for each blank is correct and why the other words are incorrect. Choose students to give their answers and explain them.
Ask students if there is any vocabulary they still do not understand. Encourage other students to try to explain words if they can.

Answers
1 *dull* **2** sparkles **3** many **4** a lot of **5** some
6 trade **7** gems **8** many **9** expensive
10 much

Workbook, page W35, Exercises 5, 6, 7, and 8



3 Tell the students they are going to read an article about emeralds in Egypt. Do they know the answer to the question?
Ask students to read the article quickly and find the answer to the question. Check the answer as a class. Ask students what they remember about Cleopatra.

Answer
Queen Cleopatra

COMPREHENSION

4 Tell the students that they are going to read the article again and answer the questions. Read the questions and check any vocabulary that they may not know.
Students complete the exercise. Encourage them to write the answers to the questions as complete sentences, as in the example. They can work in pairs if you wish. Check answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers
1 *The Aztecs in Mexico and the Incas in Peru valued emeralds.* **2** She wore jewelry made from emeralds and decorated ornaments with the jewel. **3** They believed they were beautiful and were able to cure disease. **4** They were a lighter green than many emeralds found today. **5** They were mined for more than 1,500 years. **6** No, there are no more emeralds left in Egypt. **7** The majority of emeralds can now be found in Colombia. **8** Students' own answers

SPEAKING

5 Tell the students you have found a precious stone. Describe it to the class. Students guess which stone it is. Ask *Is it rare? Is it expensive? Why / Why not?*
Ask the students to read the instructions, and give them a few minutes to take some notes about the precious stone they have found. You could provide some more information about each of the stones if necessary.
Students take turns describing their stone while their partner takes notes. Then they decide if the stone is rare and/or expensive and give their reasons. Do not ask students to give their answers at this point.

Suggested answers
A: I have found a red stone. It has a very bright color and it sparkles when you rub it. **B:** I think you have found a ruby. It must be very precious. How big is the stone? **A:** It's pretty big. **B:** It sounds very rare and expensive. I have found a green stone. **A:** Does it shine when you rub it? **B:** No, it doesn't. **A:** Does it sparkle? **B:** No, it doesn't. **A:** I don't think your stone is rare or expensive.

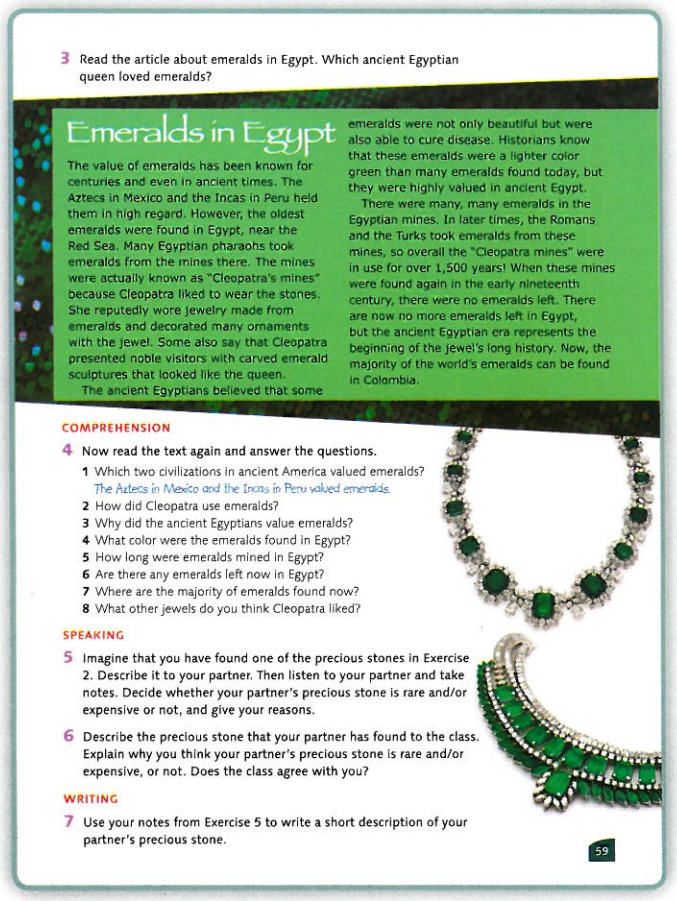
6 Choose students to describe their partner's stone to the class. Ask them to refer to the notes they took for Exercise 5 and to explain why they think their partner's precious stone is rare and/or expensive or not. Ask if the class agrees and why.

Answers
Students' own answers

WRITING

7 The students write a short description of their partner's precious stone, using the notes they took in Exercise 5. 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 their descriptions out loud.

Answers
Students' own answers


3 Read the article about emeralds in Egypt. Which ancient Egyptian queen loved emeralds?

Emeralds in Egypt

The value of emeralds has been known for centuries and even in ancient times. The Aztecs in Mexico and the Incas in Peru held them in high regard. However, the oldest emeralds were found in Egypt, near the Red Sea. Many Egyptian pharaohs took emeralds from the mines there. The mines were actually known as "Cleopatra's mines" because Cleopatra liked to wear the stones. She reputedly wore jewelry made from emeralds and decorated many ornaments with the jewel. Some also say that Cleopatra presented noble visitors with carved emerald sculptures that looked like the queen.
The ancient Egyptians believed that some emeralds were not only beautiful but were also able to cure disease. Historians know that these emeralds were a lighter color green than many emeralds found today, but they were highly valued in ancient Egypt.
There were many, many emeralds in the Egyptian mines. In later times, the Romans and the Turks took emeralds from these mines, so overall the "Cleopatra mines" were in use for over 1,500 years! When these mines were found again in the early nineteenth century, there were no emeralds left. There are now no more emeralds left in Egypt, but the ancient Egyptian era represents the beginning of the jewel's long history. Now, the majority of the world's emeralds can be found in Colombia.

COMPREHENSION

4 Now read the text again and answer the questions.
1 Which two civilizations in ancient America valued emeralds?
The Aztecs in Mexico and the Incas in Peru valued emeralds.
2 How did Cleopatra use emeralds?
3 Why did the ancient Egyptians value emeralds?
4 What color were the emeralds found in Egypt?
5 How long were emeralds mined in Egypt?
6 Are there any emeralds left now in Egypt?
7 Where are the majority of emeralds found now?
8 What other jewels do you think Cleopatra liked?

SPEAKING

5 Imagine that you have found one of the precious stones in Exercise 2. Describe it to your partner. Then listen to your partner and take notes. Decide whether your partner's precious stone is rare and/or expensive or not, and give your reasons.

6 Describe the precious stone that your partner has found to the class. Explain why you think your partner's precious stone is rare and/or expensive, or not. Does the class agree with you?

WRITING

7 Use your notes from Exercise 5 to write a short description of your partner's precious stone.

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LESSONS 5 AND 6

Overview

Outcomes
- to read about the Topkapi treasures and dagger
- to listen to a newspaper article about a theft
- to talk about a treasure
- to write a description of two treasures

Functions
- making guesses
- making descriptions
- giving reasons

Language focus
- language to describe treasures (*The treasures are … They are found …*)

Vocabulary
- treasures

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

Student's Book, pages 60 and 61

READING

1 Ask the students where precious stones might be used (*in jewelry, on clothes, in artifacts, etc.*). Ask them to look at the picture. Ask *What precious stones can you see?*

Answer
diamonds and emeralds

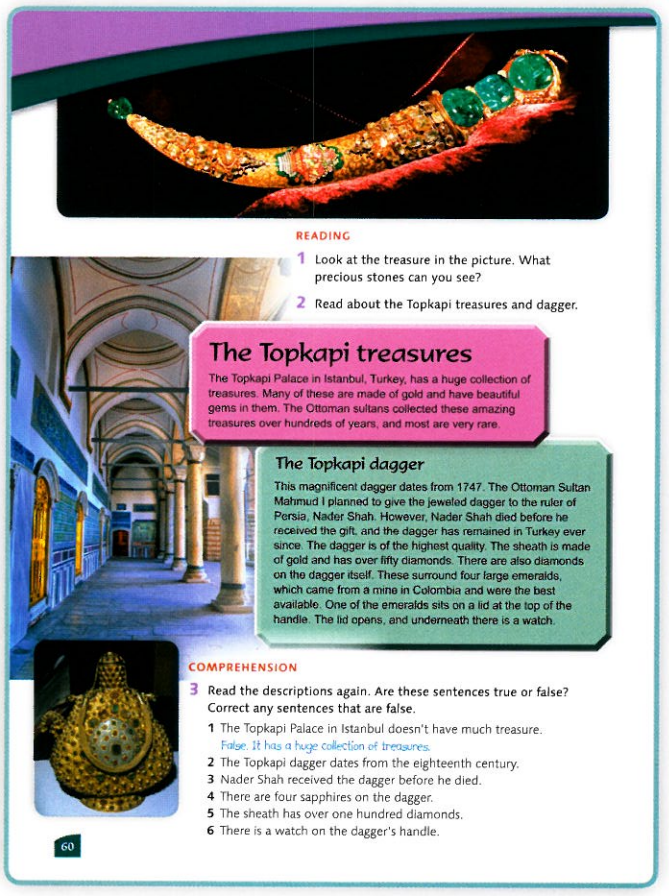
2 Ask the students to look at the pictures and say what they can see. Explain that the picture on the left is the Topkapi Palace in Istanbul, Turkey. The picture below it shows a jewel-encrusted helmet, one of the Topkapi treasures. Ask if anyone has visited the palace. What did they see? Explain that the palace is where the Ottoman Sultans (the rulers of the Ottoman Empire, including Turkey) lived for around 400 years.
Tell the students they are going to read about the treasures found in the Topkapi Palace. Ask them to read the texts. Ask *What treasures can you find at the Topkapi Palace? What does the text say about the dagger?*

COMPREHENSION

3 Tell the students they are going to read about the treasures again and decide if the sentences are true or false. Read the sentences with the class and check the meaning of any vocabulary students may not know.

The students read the text again and find the answers there. They can underline the key information in the text as they read.
Encourage students to correct the false sentences, writing in full instead of note form. They can work in pairs if you wish. Check answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers
1 *False. It has a huge collection of treasures.* **2** True **3** False. Nader Shah died before he received the dagger. **4** False. There are four emeralds on the dagger. **5** False. The sheath has over fifty diamonds. **6** True



READING

1 Look at the treasure in the picture. What precious stones can you see?

2 Read about the Topkapi treasures and dagger.

The Topkapi treasures

The Topkapi Palace in Istanbul, Turkey, has a huge collection of treasures. Many of these are made of gold and have beautiful gems in them. The Ottoman sultans collected these amazing treasures over hundreds of years, and most are very rare.

The Topkapi dagger

This magnificent dagger dates from 1747. The Ottoman Sultan Mahmud I planned to give the jeweled dagger to the ruler of Persia, Nader Shah. However, Nader Shah died before he received the gift, and the dagger has remained in Turkey ever since. The dagger is of the highest quality. The sheath is made of gold and has over fifty diamonds. There are also diamonds on the dagger itself. These surround four large emeralds, which came from a mine in Colombia and were the best available. One of the emeralds sits on a lid at the top of the handle. The lid opens, and underneath there is a watch.

COMPREHENSION

3 Read the descriptions again. Are these sentences true or false? Correct any sentences that are false.

1 The Topkapi Palace in Istanbul doesn't have much treasure.
False. It has a huge collection of treasures.
2 The Topkapi dagger dates from the eighteenth century.
3 Nader Shah received the dagger before he died.
4 There are four sapphires on the dagger.
5 The sheath has over one hundred diamonds.
6 There is a watch on the dagger's handle.

60

LISTENING

4 Ask the students *What do burglars steal? What do you think burglars stole in the past?* You might like to explain the difference between burglars and thieves at this point.
Tell the students they are going to read a newspaper article about an imaginary theft at the Topkapi Palace. Look at the words in the box. Choose students to read out loud the words to check pronunciation and meaning. Tell them that they have to complete the newspaper article with these words, using each word only once. Remind them to use the method from the *Reading strategies* box on page 58.

The students can work in pairs if you wish. Do not ask students to give their answers at this point.

Answers
Students' own answers

5 Tell the students they are going to listen to the news story and check their answers. Check answers as a class.
Ask where students think they might hear this news story (*on the radio or television*).

Audioscript 8.3 – see page 131

Answers
1 *Palace* **2** treasures **3** dagger **4** gift
5 valuable **6** precious **7** emeralds
8 diamonds **9** handle **10** watch

Workbook, page W36, Exercises 9, 10, and 11

SPEAKING

6 Describe the sheath on page 60 to the class, making sure you include the information from the questions.
Ask the students to look at the pictures. What do they think the objects are? (*a jewel and a helmet*).
Read the questions with the class, checking any vocabulary that they may not know.
The students complete the exercise, taking turns asking and answering the questions. Choose students to give their answers and explain them.

Suggested answers
This piece of treasure is a very large diamond surrounded by many smaller diamonds. It doesn't have any other precious stones. It was probably for a sultan or a king. / This piece of treasure is a decorative helmet. It has many brightly colored precious stones. It doesn't have any diamonds or emeralds. This helmet was probably for a very important soldier or a king.

Talk together

7 Tell the students that all the treasures in the Topkapi Palace have emeralds in them. Ask students to discuss why they think this is, with their partner. Choose students to give their answers.

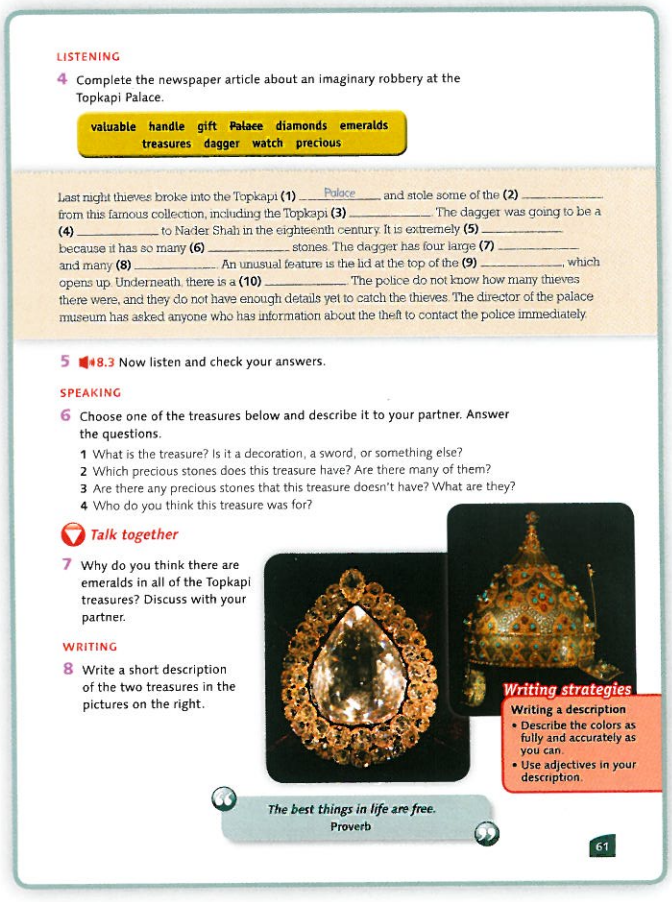
Answer
Turkish sultans preferred green stones such as emeralds because they were Muslims and green was the preferred color of Prophet Muhammad.

WRITING

8 Tell the students they are going to write a short description of both the objects in the pictures. Tell them they can use the questions in Exercise 6 to help them. Also, refer them to the *Writing strategies* box for more guidance.
The students complete the exercise. 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 their descriptions to the class.

Suggested answers
This diamond is very large and rare. It is set in silver and surrounded by lots of smaller diamonds. It is very shiny and is worth a lot of money. / This golden helmet is very decorative. It has many precious stones and is probably very heavy. It is worth a lot of money.

Quotation
Ask students to read the proverb. Discuss the meaning of the proverb with the class. Ask the students which things in life are free. Do they agree or disagree with the proverb?



LISTENING

4 Complete the newspaper article about an imaginary robbery at the Topkapi Palace.

valuable handle gift ~~Palace~~ diamonds emeralds treasures dagger watch precious

Last night thieves broke into the Topkapi (1) Palace and stole some of the (2) _____ from this famous collection, including the Topkapi (3) _____. The dagger was going to be a (4) _____ to Nadir Shah in the eighteenth century. It is extremely (5) _____ because it has so many (6) _____ stones. The dagger has four large (7) _____ and many (8) _____. An unusual feature is the lid at the top of the (9) _____, which opens up. Underneath, there is a (10) _____. The police do not know how many thieves there were, and they do not have enough details yet to catch the thieves. The director of the palace museum has asked anyone who has information about the theft to contact the police immediately.

5 8.3 Now listen and check your answers.

SPEAKING

6 Choose one of the treasures below and describe it to your partner. Answer the questions.
1 What is the treasure? Is it a decoration, a sword, or something else?
2 Which precious stones does this treasure have? Are there many of them?
3 Are there any precious stones that this treasure doesn't have? What are they?
4 Who do you think this treasure was for?

Talk together

7 Why do you think there are emeralds in all of the Topkapi treasures? Discuss with your partner.

WRITING

8 Write a short description of the two treasures in the pictures on the right.

Writing strategies
Writing a description
- Describe the colors as fully and accurately as you can.
- Use adjectives in your description.

The best things in life are free.
Proverb

61

LESSONS 7 AND 8

Workbook, page W37, Exercises 12 and 13

LESSON 9

Project

Tell the students that they are going to write about the discovery of a treasure. Brainstorm some treasures that have been found around the world and write them on the board.

Ask students to look at page 62 in their Student's Book. 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.

You may need to provide students with information about the treasures they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

Students read the list of questions. Using one of the treasures from Module 4, go over the questions and take notes on the board to answer the questions. Remind the students to do this first before they begin writing their text. If the students can't think of a treasure, they can choose one from Unit 8.

The students write their newspaper articles. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately. Remind them to illustrate their articles with drawings or pictures they have found in magazines, etc.

Give students sheets of paper to write their final projects on. When they are finished, choose students to read their article to the class and discuss it with them. Encourage students to ask questions about each other's work.

The articles could be displayed on the classroom wall.

LESSON 10

REVIEW B

Student's Book, pages 63 and 64

Tell the students they are going to review the vocabulary and grammar they have studied in Module 4. Ask them what they remember from Units 7 and 8. Write their answers on the board and elicit explanations for the language points.

The students work individually on the vocabulary questions on page 63 of the Student's Book and in pairs on the grammar section on page 64. Tell them that for multiple-choice questions, there is only one correct answer for each question.

VOCABULARY

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

GRAMMAR

Suggested answers
10 ***A:*** *What has the person you chose done in his/her life?* ***B:*** *She has competed in the Olympic Games for the U.S.* ***A:*** *Has she ever won gold medals?* ***B:*** *Yes, she has. She's won four gold medals in gymnastics.* ***A:*** *When did she win them?* ***B:*** *She won them in the 2016 Rio Olympics.* ***A:*** *Is it Simone Biles?* ***B:*** *Yes, it is.*
11 **1** *She has baked a cake. She hasn't cut it yet. She's already turned the oven off.*
2 The children have started the test. They haven't finished it yet. They have already answered the first question. **3** He has started painting a wall. He hasn't finished it yet. He has already painted half of the wall.
4 She has started the trek. She hasn't gotten very far yet. She can already see the top of the mountain.
12 ***A:*** *There are a lot of trees.* ***B:*** *Are there any parrots?* ***A:*** *Yes, there are some. And there are a lot of monkeys. But there aren't many people. It's a little too quiet for me.* ***B:*** *Are you on a tropical island?* ***A:*** *Yes!* **B:** There are lots of ancient objects. **A:** Are there any people? **B:** Yes, there are some people. But there aren't any other children, and it's too hot for me. **A:** Are you at an archeological site? **B:** Yes, I am!

Workbook, pages W38 and W39, Progress test 2

Student's Book, page 65

OPENER

Write *Science* on the board and elicit its meaning. Brainstorm words related to science and write them on the board. Now look at page 65. Tell the students that this page tells them what they will be doing in Module 5.

Look at each picture with the class. The pictures show a laboratory with some equipment typically used to conduct chemical experiments, a detail of some test tubes containing colored liquids, a prism refracting white light into its constituent wavelengths, and a portrait of Marie Curie. Ask if the students know any of the answers to the questions. Tell them they will find out the answers in the module. Then ask students about themselves, for example, *Which famous scientists do you know about? What did they do? Do you like science? Why / Why not? Would you like to be a scientist?*

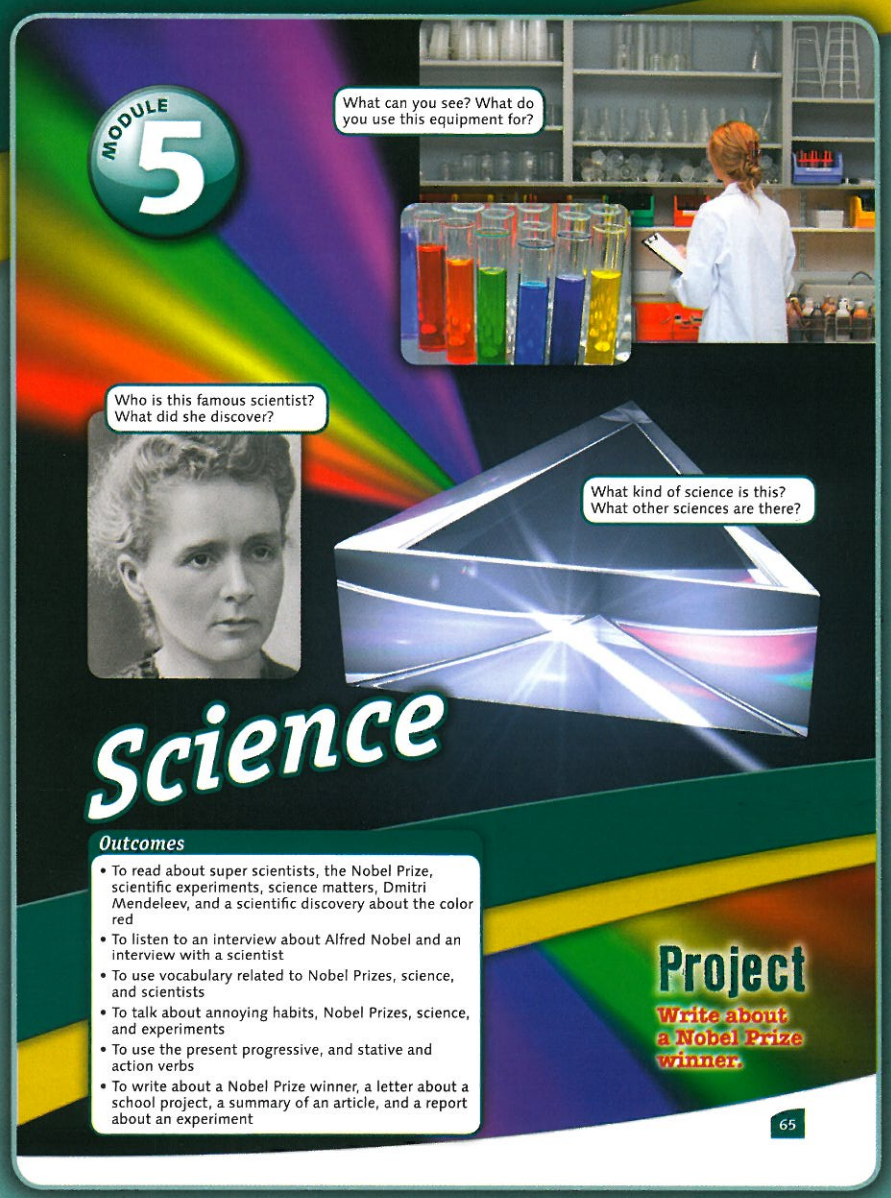
Explain to the students that they will learn how to talk about science and scientists in Units 9 and 10.

MODULE 5

Science

Outcomes

- To read about super scientists, the Nobel Prize, scientific experiments, science matters, Dmitri Mendeleev, and a scientific discovery about the color red
- To listen to an interview about Alfred Nobel and an interview with a scientist
- To use vocabulary related to Nobel Prizes, science, and scientists
- To talk about annoying habits, Nobel Prizes, science, and experiments
- To use the present progressive, and stative and action verbs
- To write about a Nobel Prize winner, a letter about a school project, a summary of an article, and a report about an experiment



Unit 9 The Nobel Prize

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about "super scientists"
- to talk about people's annoying habits

Functions
- making guesses
- expressing annoyance

Language focus
- the present progressive and *always*

Vocabulary
- Nobel Prizes

Materials
- Student's Book pages 66–67, Workbook pages W52–W53, CD

Student's Book, pages 66 and 67

BEFORE YOU BEGIN

1 Ask the students which famous scientists they know. Ask them to look at the pictures. Ask *Who are the scientists? What are they famous for?*

Answers
James Watson (medicine), Marie Curie (physics and chemistry), Albert Einstein (physics)

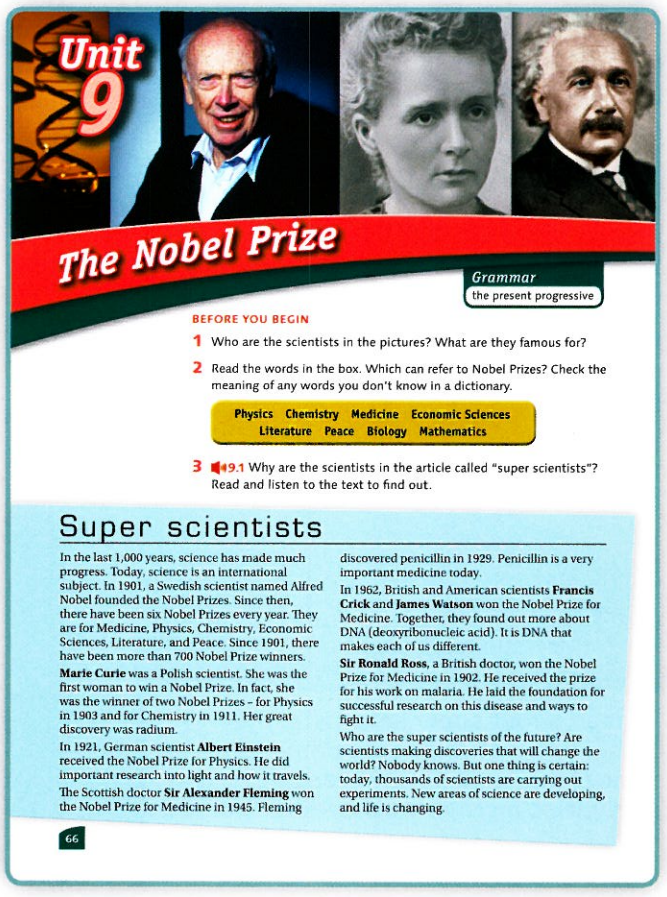
2 Write *Nobel Prize* on the board. Ask students if they know what this is (*an international award that recognizes important progress in science and culture*).
Choose students to read the words from the box out loud to check pronunciation.
The students work in pairs to answer the question. Students can check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answers
Physics, Chemistry, Medicine, Economic Sciences, Literature, Peace

3 Look at the title of the text. What do the students think a "super scientist" is? Tell them they are going to read and listen to the text in order to find the answer to the question.
Play the CD. Students listen and read at the same time. Check the answer as a class.

Audioscript 9.1 – see page 131

Answer
They are called "super scientists" because they have made discoveries that have changed the world.


Unit 9

The Nobel Prize

Grammar
the present progressive

BEFORE YOU BEGIN

1 Who are the scientists in the pictures? What are they famous for?

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

Physics Chemistry Medicine Economic Sciences Literature Peace Biology Mathematics

3 9.1 Why are the scientists in the article called "super scientists"? Read and listen to the text to find out.

Super scientists

In the last 1,000 years, science has made much progress. Today, science is an international subject. In 1901, a Swedish scientist named Alfred Nobel founded the Nobel Prizes. Since then, there have been six Nobel Prizes every year. They are for Medicine, Physics, Chemistry, Economic Sciences, Literature, and Peace. Since 1901, there have been more than 700 Nobel Prize winners.

Marie Curie was a Polish scientist. She was the first woman to win a Nobel Prize. In fact, she was the winner of two Nobel Prizes – for Physics in 1903 and for Chemistry in 1911. Her great discovery was radium.

In 1921, German scientist **Albert Einstein** received the Nobel Prize for Physics. He did important research into light and how it travels.

The Scottish doctor **Sir Alexander Fleming** won the Nobel Prize for Medicine in 1945. Fleming discovered penicillin in 1929. Penicillin is a very important medicine today.

In 1962, British and American scientists **Francis Crick** and **James Watson** won the Nobel Prize for Medicine. Together, they found out more about DNA (deoxyribonucleic acid). It is DNA that makes each of us different.

Sir Ronald Ross, a British doctor, won the Nobel Prize for Medicine in 1902. He received the prize for his work on malaria. He laid the foundation for successful research on this disease and ways to fight it.

Who are the super scientists of the future? Are scientists making discoveries that will change the world? Nobody knows. But one thing is certain: today, thousands of scientists are carrying out experiments. New areas of science are developing, and life is changing.

66

COMPREHENSION

4 Tell the students they are going to read and listen to the text again in order to choose the correct answers.
Now read the sentences with the students and check any vocabulary that they may not know. Give students a few minutes to read the options and decide which they think is the right answer. Play the CD again. The students listen again and circle a, b, or c. Check answers as a class.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Audioscript 9.1 – see page 131

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

Workbook, page W52, Exercise 1

GRAMMAR: The present progressive

5 Ask students to remind you when to use the simple present (*to talk about routines, habits, and facts*). Write the first sentence on the board and elicit the form (*the verb be in the simple present + the main verb with -ing*). Ask students what they think this form means (*to talk about what is happening now*).
Look at the words in the box. Explain that they are in the present progressive form and check the meaning of any words the students may not know. Remind them that there is a *Student grammar review* on page W95. They can refer to this if they need to.
The students complete the exercise, in pairs if you wish. Check the answers as a class.

Answers
1 *developing* **2** changing **3** making
4 carrying out **5** continuing

Workbook, page W52, Exercise 2

6 Ask the students what they remember about using the present progressive. Write the first sentence on the board and underline *always*. Elicit the meaning of *always* (*all the time*). Do the students think *always* means something positive or something negative in this sentence (*negative*). Tell the students that we sometimes use *always* to talk about annoying habits.
The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *is always talking* **2** is/'s always looking
3 is/'s always telling **4** am/'m always getting
5 are/'re always playing **6** are/'re always complaining

Workbook, page W52, Exercise 3

SPEAKING

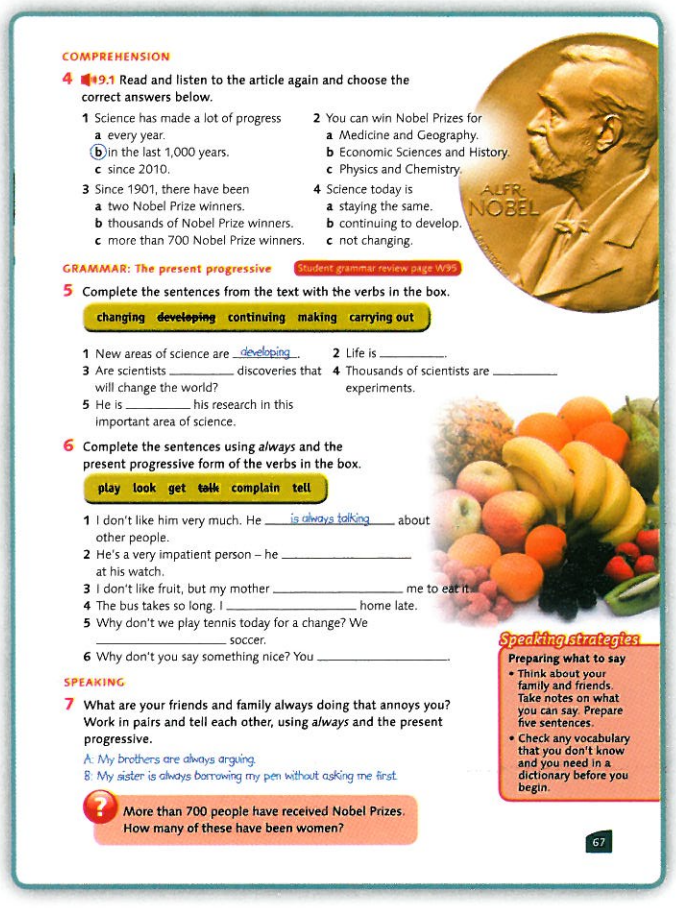
7 Tell the students a few things that your friends and family are always doing that annoy you. Elicit annoying habits and write them on the board. Read the *Speaking strategies* box with the students. Ask the students to make their notes, checking any vocabulary that they don't know in a dictionary.
The students work in pairs, telling each other about their friends' and families' annoying habits, using *always* and the present progressive.

Suggested answers
A: *My brothers are always arguing.* ***B:*** *My sister is always borrowing my pen without asking me first.*

Research box
Ask the students to read the information and question about Nobel Prize winners. Do they know the answer? Explain that they have to find out the information before the next class.

Answer
Forty-three women between 1901 and 2011 (Marie Curie was the only woman during this time to receive the prize twice.)

Workbook, pages W52 and W53, Exercise 4



COMPREHENSION

4 9.1 Read and listen to the article again and choose the correct answers below.

1 Science has made a lot of progress
a every year.
b in the last 1,000 years.
c since 2010.

2 You can win Nobel Prizes for
a Medicine and Geography.
b Economic Sciences and History.
c Physics and Chemistry.

3 Since 1901, there have been
a two Nobel Prize winners.
b thousands of Nobel Prize winners.
c more than 700 Nobel Prize winners.

4 Science today is
a staying the same.
b continuing to develop.
c not changing.

GRAMMAR: The present progressive — Student grammar review page W95

5 Complete the sentences from the text with the verbs in the box.

changing ~~developing~~ continuing making carrying out

1 New areas of science are developing.
2 Life is _____.
3 Are scientists _____ discoveries that will change the world?
4 Thousands of scientists are _____ experiments.
5 He is _____ his research in this important area of science.

6 Complete the sentences using *always* and the present progressive form of the verbs in the box.

play look get ~~talk~~ complain tell

1 I don't like him very much. He is always talking about other people.
2 He's a very impatient person – he _____ at his watch.
3 I don't like fruit, but my mother _____ me to eat it.
4 The bus takes so long. I _____ home late.
5 Why don't we play tennis today for a change? We _____ soccer.
6 Why don't you say something nice? You _____.

SPEAKING

7 What are your friends and family always doing that annoys you? Work in pairs and tell each other, using *always* and the present progressive.

A: My brothers are always arguing.
B: My sister is always borrowing my pen without asking me first.

More than 700 people have received Nobel Prizes. How many of these have been women?

Speaking strategies

Preparing what to say
- Think about your family and friends. Take notes on what you can say. Prepare five sentences.
- Check any vocabulary that you don't know and you need in a dictionary before you begin.

67

LESSONS 3 AND 4

Overview

Outcomes
- to talk about Nobel Prize winners
- to listen to an interview about Alfred Nobel
- to talk about awarding a person a Nobel Prize
- to write a short text about a Nobel Prize winner

Functions
- expressing opinions
- giving reasons

Language focus
- language for the Nobel Prize

Vocabulary
- science

Materials
- Student's Book pages 68–69, Workbook page W53, CD

Student's Book, pages 68 and 69

READING

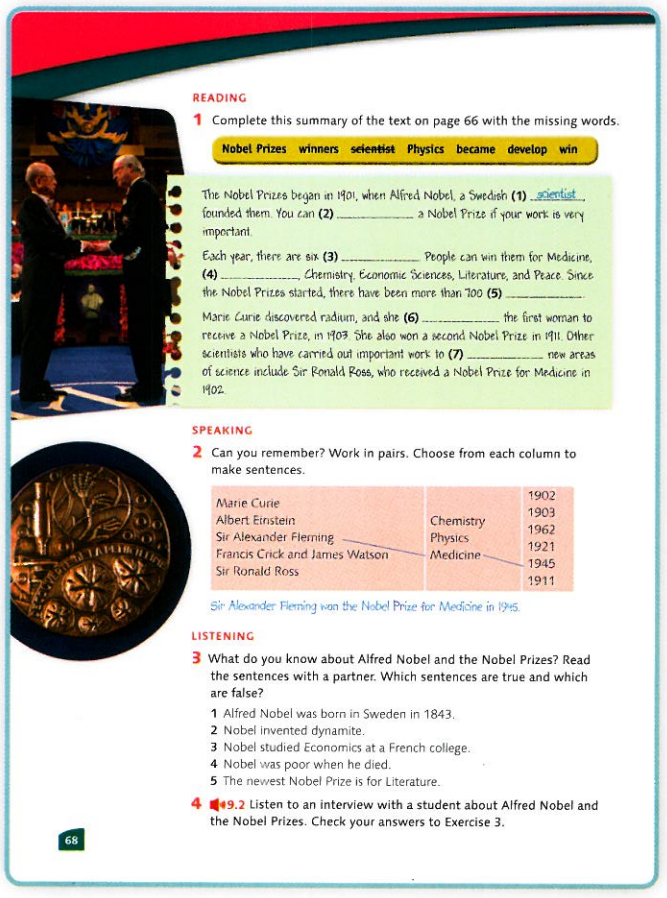
1 Ask the students what a *summary* is (*a short account of the main points of a text*). Ask them what they remember from the text on page 66. They could read the text again quickly if you wish and tell you the main points.
Ask the students to look at the picture at the top left of page 68. Ask *What is happening?* (*someone is being awarded the Nobel Prize*). The other picture shows the Nobel medal awarded to Sir Alexander Fleming for his discovery of penicillin. Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation. Tell them that they have to complete the summary with the words from the box. Check answers as a class.

Answers
1 *scientist* **2** win **3** Nobel Prizes **4** Physics **5** winners **6** became **7** develop

SPEAKING

2 Tell the students that they have to make sentences like the example from what they remember about the text. Explain that they need to use the words in the middle box more than once. Check answers as a class.

Answers
Sir Alexander Fleming won the Nobel Prize for Medicine in 1945. Marie Curie won the Nobel Prize for Physics in 1903. Marie Curie won the Nobel Prize for Chemistry in 1911. Albert Einstein won the Nobel Prize for Physics in 1921. Francis Crick and James Watson won the Nobel Prize for Medicine in 1962. Sir Ronald Ross won the Nobel Prize for Medicine in 1902.



READING

1 Complete this summary of the text on page 66 with the missing words.

Nobel Prizes winners scientist Physics became develop win

The Nobel Prizes began in 1901, when Alfred Nobel, a Swedish (1) scientist, founded them. You can (2) _____ a Nobel Prize if your work is very important.

Each year, there are six (3) _____. People can win them for Medicine, (4) _____, Chemistry, Economic Sciences, Literature, and Peace. Since the Nobel Prizes started, there have been more than 700 (5) _____.

Marie Curie discovered radium, and she (6) _____ the first woman to receive a Nobel Prize, in 1903. She also won a second Nobel Prize in 1911. Other scientists who have carried out important work to (7) _____ new areas of science include Sir Ronald Ross, who received a Nobel Prize for Medicine in 1902.

SPEAKING

2 Can you remember? Work in pairs. Choose from each column to make sentences.

Marie Curie	Chemistry	1902
Albert Einstein	Physics	1903
Sir Alexander Fleming	Medicine	1962
Francis Crick and James Watson		1921
Sir Ronald Ross		1945
		1911

Sir Alexander Fleming won the Nobel Prize for Medicine in 1945.

LISTENING

3 What do you know about Alfred Nobel and the Nobel Prizes? Read the sentences with a partner. Which sentences are true and which are false?

1 Alfred Nobel was born in Sweden in 1843.
2 Nobel invented dynamite.
3 Nobel studied Economics at a French college.
4 Nobel was poor when he died.
5 The newest Nobel Prize is for Literature.

4 9.2 Listen to an interview with a student about Alfred Nobel and the Nobel Prizes. Check your answers to Exercise 3.

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LISTENING

3 Ask the students what they remember about Alfred Nobel and the Nobel Prizes. Read the sentences. Tell the students they have to decide which sentences are true and which are false. Students complete the exercise in pairs. Don't check the answers at this point.

Answers
Students' own answers

4 Tell the students they are going to listen to an interview with a student about Alfred Nobel and the Nobel Prizes. Tell the students they have to listen and check their answers to Exercise 3. Play the CD for the students to check their answers. Check answers as a class.

Audioscript 9.2 – see pages 131 and 132

Answers
1 False. He was born in 1833. **2** True **3** False. He studied Chemistry. **4** False. He was very wealthy when he died. **5** False. The newest prize is for Economic Sciences.

COMPREHENSION

5 Tell the students that they are going to listen to the interview again and answer the questions.
Read the questions and check any vocabulary that they may not know.
Play the CD again. The students listen and answer the questions. Encourage them to write the answers to the questions as in the example.
Now read the *Listening strategies* box. Play the CD again for students to check their answers. Check answers as a class.

Audioscript 9.2 – see pages 131 and 132

Answers
1 *They're doing a project on the Nobel Prizes.* **2** Mark's teacher is always saying that the Nobel Prizes are the highest awards anyone can receive. **3** No, he is researching Alfred Nobel, who set up the prizes. **4** He first studied Chemistry. **5** He left his money for five annual prizes in Literature, Physics, Chemistry, Medicine, and Peace. **6** There are now six Nobel Prizes. **7** Mark is hoping to be a chemist. **8** He is finishing his project this afternoon.

VOCABULARY: Science

6 Elicit the subjects that Nobel Prizes are awarded in (*Physics, Chemistry, Medicine, Economic Sciences, Literature, Peace*).
Tell the students that they are going to read and complete the extract from Mark's project. Read the text with the students, asking them to suggest words that might go in each blank. Accept any appropriate answers.
Students complete the exercise, in pairs if you wish. Check the answers as a class.

Answers
1 *award* **2** annual **3** Peace **4** explosive
5 Chemistry **6** laboratory **7** experiments

Workbook, page W53, Exercises 5, 6, and 7

SPEAKING

7 Tell the students about someone you would like to award a Nobel Prize to. Take notes on the board, explaining what they do or have done and why you think they should win the prize.
Ask the students to read the instructions. Give them a few minutes to make some notes about their chosen person. Remind them that there are six areas of expertise for which prizes are given, and tell them that Nobel recipients have to be living.
The students discuss the questions in pairs. Choose students to tell the class about their partner's ideas.

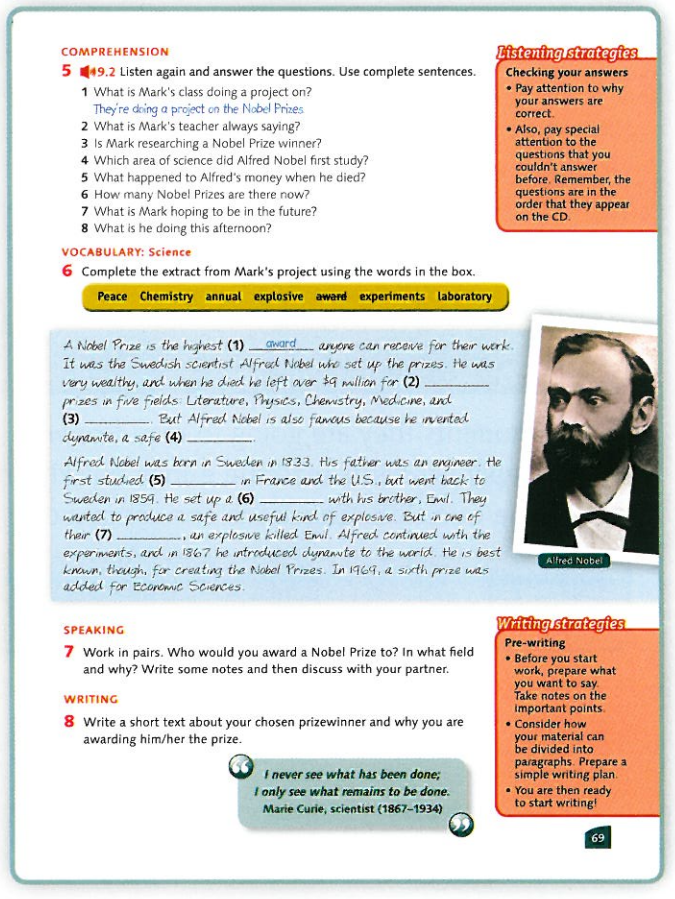
Answers
Students' own answers

WRITING

8 Tell the students that they are going to write a short text about the person they chose in Exercise 7. Read the *Writing strategies* box with the students.
Ask the students to organize your notes from Exercise 7 into paragraphs. Then ask them to help you expand your notes into sentences until you have written a short text on the board about your chosen prize winner.
Have students write their own texts about the people they chose in Exercise 7. Choose students to read their texts out loud.

Answers
Students' own answers

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation. Do they think this is a good way to approach work? Why / Why not?



COMPREHENSION

5 49.2 Listen again and answer the questions. Use complete sentences.

1 What is Mark's class doing a project on?
They're doing a project on the Nobel Prizes.
2 What is Mark's teacher always saying?
3 Is Mark researching a Nobel Prize winner?
4 Which area of science did Alfred Nobel first study?
5 What happened to Alfred's money when he died?
6 How many Nobel Prizes are there now?
7 What is Mark hoping to be in the future?
8 What is he doing this afternoon?

Listening strategies
Checking your answers
- Pay attention to why your answers are correct.
- Also, pay special attention to the questions that you couldn't answer before. Remember, the questions are in the order that they appear on the CD.

VOCABULARY: Science

6 Complete the extract from Mark's project using the words in the box.

Peace Chemistry annual explosive award experiments laboratory

A Nobel Prize is the highest (1) award anyone can receive for their work. It was the Swedish scientist Alfred Nobel who set up the prizes. He was very wealthy, and when he died he left over $9 million for (2) _____ prizes in five fields: Literature, Physics, Chemistry, Medicine, and (3) _____. But Alfred Nobel is also famous because he invented dynamite, a safe (4) _____.

Alfred Nobel was born in Sweden in 1833. His father was an engineer. He first studied (5) _____ in France and the U.S., but went back to Sweden in 1859. He set up a (6) _____ with his brother, Emil. They wanted to produce a safe and useful kind of explosive. But in one of their (7) _____, an explosive killed Emil. Alfred continued with the experiments, and in 1867 he introduced dynamite to the world. He is best known, though, for creating the Nobel Prizes. In 1969, a sixth prize was added for Economic Sciences.

Alfred Nobel

SPEAKING

7 Work in pairs. Who would you award a Nobel Prize to? In what field and why? Write some notes and then discuss with your partner.

WRITING

8 Write a short text about your chosen prizewinner and why you are awarding him/her the prize.

I never see what has been done;
I only see what remains to be done.
Marie Curie, scientist (1867–1934)

Writing strategies
Pre-writing
- Before you start work, prepare what you want to say. Take notes on the important points.
- Consider how your material can be divided into paragraphs. Prepare a simple writing plan.
- You are then ready to start writing!

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LESSONS 5 AND 6

Overview

Outcomes
- to read an e-mail about science experiments and a reply
- to talk about what people are doing in pictures
- to write an e-mail about a school project

Functions
- describing actions
- recounting an experience

Language focus
- the present progressive

Vocabulary
- science

Materials
- Student's Book pages 70–71, Workbook page W54

Student's Book, pages 70 and 71

VOCABULARY: Science

1 Tell the students they are going to learn some words used in science. Ask them to look at the words in the lists. Choose students to read the words out loud to check pronunciation.
The students match words 1 to 6 with their definitions a to f. Check answers as a class.

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

READING

2 Tell the students they are going to read an e-mail Robert has written to his dad. Read the *Reading strategies* box with the students.
The students read the e-mail quickly and answer the question. Check the answer as a class.

Answer
Robert wants help with his science project.

3 Tell the students they are going to read Robert's father's reply. Students read the e-mail quickly and answer the question. Check the answer as a class.

Answer
Yes



VOCABULARY: Science

1 Match words 1 to 6 with definitions a to f.

1 microscope	a information discovered after an investigation
2 research	b written information about a subject
3 report	c what scientists use for their work
4 findings	d the study of something to find out information
5 laboratory	e the place scientists work
6 equipment	f a piece of equipment for looking at very small objects

Reading strategies

Reading for main idea
- Look at the first line and the question to predict what you will read about.
- When you read for the first time, don't worry about not understanding every word. In your first reading of the text, you want to get a general idea of what the text is about.

READING

2 Read Robert's e-mail. What does he want help with?

3 Read Robert's father's reply. Did he answer Robert's question?

Hi Dad,
I'm doing an interesting Science project for school right now. Can you help me? For instance, what are scientists doing when they carry out experiments?
Love,
Robert

Robert

Hi Robert,
I'm glad you are showing interest in my work as a scientist! Right now, I am working on a project in Australia. That's because there's a lot of very useful equipment here, and I am using this equipment to carry out my experiments. For example, there's a huge microscope in the laboratory, which is helping me with my research.
When scientists carry out an experiment, they first decide what to investigate. They ask a question about why something is happening and try to think of a possible answer. This possible answer is called a theory. Scientists then carry out experiments to test their theory. They observe the results and, if necessary, they change their theory. Finally, scientists write a report about what they have found out. This is how they share their findings with other scientists.
I'm only working in Australia for two more weeks. Then I'm coming home!
See you soon!
Love,
Dad

70

COMPREHENSION

4 Ask the students what they remember about Robert's father's reply. Tell the students they are going to read Robert's father's e-mail again and put the events in the correct order. Read the sentences and check any vocabulary they may not know.
The students complete the exercise, in pairs if you wish. Choose students to give their answers.

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

GRAMMAR: The present progressive

5 Ask students to remind you of the form and use of the present progressive. Ask *What am I doing now?* to elicit the answer *You are teaching*. Ask *What are you doing now?* to elicit the answer *We are learning/studying English*.
Ask the students to look at the pictures and say what they can see. Now ask them to read the sentences, and explain that they have to match the pictures with the sentences. Check answers as a class.

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

Talk together

6 Ask the students to read the instructions and ask and answer questions about the pictures in Exercise 5.

Suggested answers
A: *Are you writing a report?* ***B:*** *No, I'm not. I'm observing the results. Are you writing a report?* ***A:*** *Yes, I am.* Are you looking through a microscope? **B:** No, I'm not. I'm setting up an experiment.

Workbook, page W54, Exercises 8, 9, and 10

WRITING

7 Elicit words for family members and write them on the board. Choose students to tell you about school projects they are working on right now. Ask *What do you have to do? How are you doing the work?* (e.g., *carrying out an experiment, researching on the Internet, etc.*)

Read the *Writing strategies* box with the students. Ask the students to look at the e-mails on page 70 again. Ask *How do the e-mails start? How do the e-mails end? What information is in each paragraph?*

Students write their e-mail to a relative about a school project they are working on at the moment. 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 their e-mail out loud.

Answers
Students' own answers

Workbook, page W54, Exercise 11



COMPREHENSION

4 Read Robert's father's e-mail again and order the events.

a He writes a report.
b He observes the results.
c Then he carries out experiments to test the theory.
d The scientist decides what to investigate. !
e He might change his theory.
f He creates a theory.

GRAMMAR: The present progressive Student grammar review page W95

5 Match the pictures with the sentences.

1 He is observing the results.
2 She is looking through a microscope.
3 He is setting up an experiment.
4 She is writing a report.

Talk together

6 In pairs, ask and answer questions about the pictures in Exercise 5.

A: Are you writing a report?
B: No, I'm not. I'm observing the results. Are you writing a report?
A: Yes, I am.

WRITING

7 Write an e-mail to a relative about a school project you are working on right now. Tell what you are learning about and how you are doing the work.

Writing strategies
Writing an e-mail
• Consider how you are going to begin and end your e-mail. See the example e-mails on page 70.

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LESSONS 7 AND 8

Workbook, page W55, Exercises 12, 13, and 14

Unit 10 Science and scientists

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an extract from a science radio show
- to talk about science

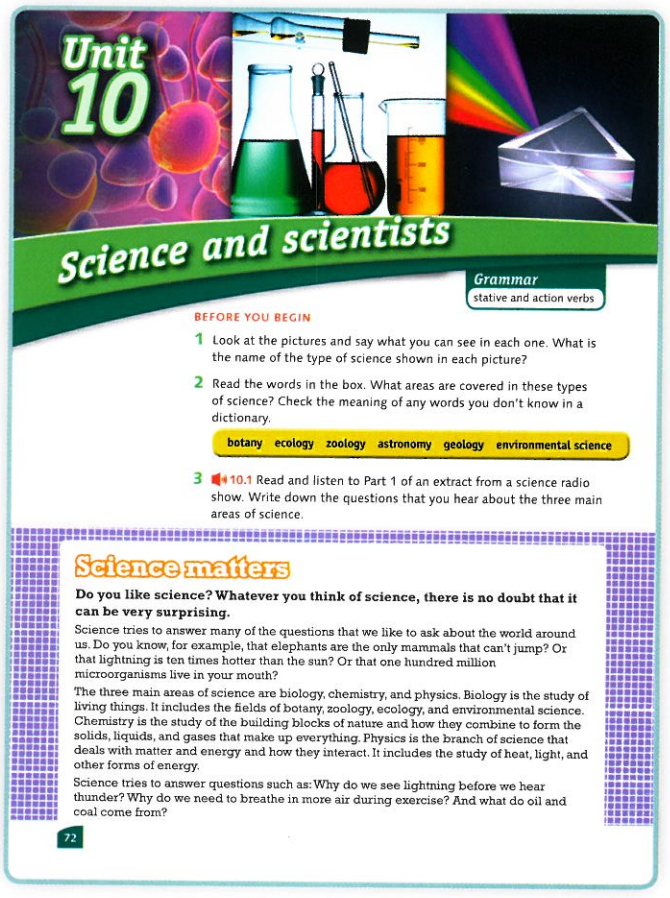
Functions
- describing pictures

Language focus
- stative and action verbs

Vocabulary
- types of science

Materials
- Student's Book pages 72–73, Workbook page W56, CD

Answers
botany: plants
ecology: organisms and their environment
zoology: animals
astronomy: the nature and movement of the objects in the universe
geology: rocks and fossils
environmental science: a mix of biology, chemistry, ecology, and geology, and how the environment is affected by the processes studied in these separate subjects



Student's Book, pages 72 and 73

BEFORE YOU BEGIN

1 Ask the students to look at the pictures and say what they can see in each one. Ask what types of science are shown in each picture. In general terms, the first picture (*a microscopic view of human blood cells*) illustrates biology, the second (*typical chemistry laboratory equipment*) illustrates chemistry, and the third (*light being refracted by a prism*) illustrates physics.

Answers
(from left to right) biology, chemistry, physics

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

Workbook, page W56, Exercise 1

3 Ask *Do you like science? Why / Why not? What type of science do you like? Why?* Tell the students they are going to read and listen to Part 1 of a radio show about science.
Explain that they will hear several questions but that they need to listen for the questions that science tries to answer. (These are at the end of Part 1 of the listening text).
Play the CD. The students listen and read at the same time. Check answers as a class.

Audioscript 10.1 – see page 132

Answers
1 Why do we see lightning before we hear thunder? **2** Why do we need to breathe in more air during exercise? **3** What do oil and coal come from?

4 Ask the students to read the instructions. They have to discuss the questions from Exercise 3 with their partner and try to answer them.

Answers
Students' own answers

5 Tell the students they are going to read and listen to Part 2 of the radio show. The students have to listen and check their answers to Exercise 4.
Play the CD. The students listen and read, checking their answers from Exercise 4. Choose students to give their answers.

Audioscript 10.2 – see page 132

Answers
1 Light travels faster than sound. **2** The cells in our body need more oxygen when we exercise. **3** Oil and coal come from plants and animals that lived many millions of years ago.

COMPREHENSION

6 Tell the students that they are going to read and listen to the two parts of the radio show again and choose the correct answers.
Play the CD again. Students listen again and circle a, b, or c for each question. Check answers as a class.

Audioscripts 10.1 and 10.2 – see page 132

Answers
1 a **2** c **3** b **4** c **5** c **6** a

GRAMMAR: Stative and action verbs

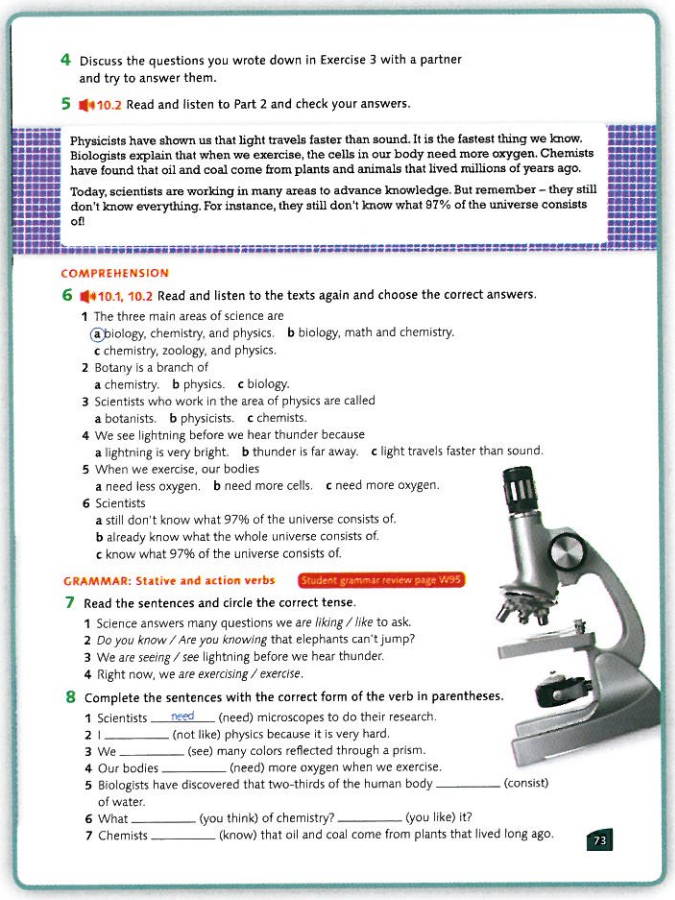
7 Ask the students to remind you of when to use the simple present and present progressive.
Write *stative verbs* and *action verbs* as headings on the board. Add the verb *like* under the first heading and the verb *do* under the second heading. Ask students if they can guess the difference between the two types of verbs. If not, add further examples of your own (e.g., *love*, *believe* for stative verbs and *listen*, *play* for action verbs.) Stative verbs describe states, opinions, and feelings. Action verbs describe actions and activities.
Go over the examples in the *Student grammar review* on page W95, explaining that stative verbs do not usually appear in the present progressive.

Answers
1 *like* **2** Do you know **3** see **4** are exercising

8 Tell the students that they have to complete Exercise 8. Remind them to think about whether the verb in parentheses is a stative verb or an action verb.
The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *need* **2** don't like **3** see **4** need **5** consists **6** do you think, Do you like **7** know

Workbook, page W56, Exercises 2 and 3



4 Discuss the questions you wrote down in Exercise 3 with a partner and try to answer them.

5 10.2 Read and listen to Part 2 and check your answers.

Physicists have shown us that light travels faster than sound. It is the fastest thing we know. Biologists explain that when we exercise, the cells in our body need more oxygen. Chemists have found that oil and coal come from plants and animals that lived millions of years ago.

Today, scientists are working in many areas to advance knowledge. But remember – they still don't know everything. For instance, they still don't know what 97% of the universe consists of!

COMPREHENSION

6 10.1, 10.2 Read and listen to the texts again and choose the correct answers.
1 The three main areas of science are
(a) biology, chemistry, and physics. b biology, math and chemistry.
c chemistry, zoology, and physics.
2 Botany is a branch of
a chemistry. b physics. c biology.
3 Scientists who work in the area of physics are called
a botanists. b physicists. c chemists.
4 We see lightning before we hear thunder because
a lightning is very bright. b thunder is far away. c light travels faster than sound.
5 When we exercise, our bodies
a need less oxygen. b need more cells. c need more oxygen.
6 Scientists
a still don't know what 97% of the universe consists of.
b already know what the whole universe consists of.
c know what 97% of the universe consists of.

GRAMMAR: Stative and action verbs Student grammar review page W95

7 Read the sentences and circle the correct tense.
1 Science answers many questions we *are liking / like* to ask.
2 *Do you know / Are you knowing* that elephants can't jump?
3 We *are seeing / see* lightning before we hear thunder.
4 Right now, we *are exercising / exercise*.

8 Complete the sentences with the correct form of the verb in parentheses.
1 Scientists need (need) microscopes to do their research.
2 I _____ (not like) physics because it is very hard.
3 We _____ (see) many colors reflected through a prism.
4 Our bodies _____ (need) more oxygen when we exercise.
5 Biologists have discovered that two-thirds of the human body _____ (consist) of water.
6 What _____ (you think) of chemistry? _____ (you like) it?
7 Chemists _____ (know) that oil and coal come from plants that lived long ago.

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LESSONS 3 AND 4

Overview

Outcomes
- to talk about school subjects
- to listen to an interview with a scientist
- to talk about areas of science
- to read a text about Dmitri Mendeleev

Functions
- giving personal information
- expressing opinions
- describing actions

Language focus
- stative and action verbs

Vocabulary
- science and scientists

Materials
- Student's Book pages 74–75, Workbook page W57, CD

Student's Book, pages 74 and 75

SPEAKING

1 Ask the students to look at the pictures at the top of the page and say what they can see. From left to right, the pictures show an astronomer at work in an observatory, and a zoologist and a geologist conducting studies in the field.
The students complete the exercise, taking turns asking and answering the questions. Remind them to answer using complete sentences.

Suggested answers
1 A: Do you have an English dictionary? **B:** Yes, I have an English dictionary. **2 A:** What do you think of Science? **B:** I think Science is hard but exciting. **3 A:** Does Biology seem hard? **B:** No, I find it easy to learn about plants and animals. **4 A:** What subjects do you like in school? **B:** I like English and Math. **5 A:** What languages do you know? **B:** I know Persian and English. **6 A:** When do you feel happy? **B:** I feel happy when I am with my friends.

LISTENING

2 Tell the students they are going to listen to an interview with a scientist. Ask them to look at the instructions.
Play the CD. Students listen and answer the question. Check the answer as a class.

Audioscript 10.3 – see page 132

Answer
environmental science

COMPREHENSION

3 Tell the students they are going to listen to the interview again to decide if the sentences are true or false. Play the CD again. The students listen again and decide if the sentences are true or false. Encourage students to correct the false sentences, writing in full instead of note form. Check answers as a class.

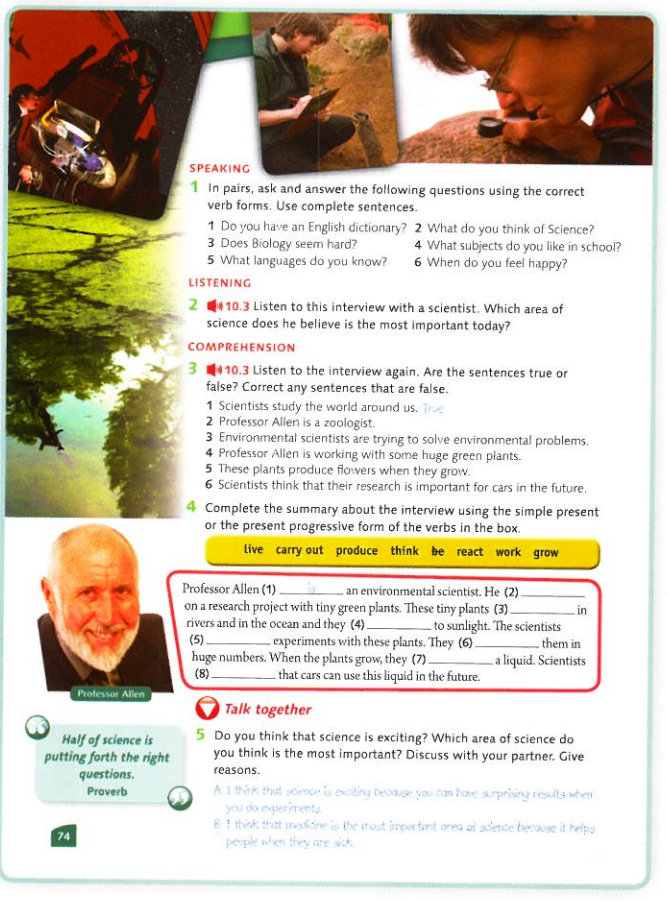
Audioscript 10.3 – see page 132

Answers
1 *True* **2** False. Professor Allen is an environmental scientist. **3** True **4** False. Professor Allen is working with some tiny green plants. **5** False. These plants do not produce flowers when they grow. **6** True

4 Tell them they are going to read a summary of the interview in Exercise 3. Ask them what the simple present and present progressive forms of the verbs are and check pronunciation and meaning. The students complete the exercise. Check answers as a class.

Answers
1 *is* **2** is working **3** live **4** react **5** are carrying out **6** are growing **7** produce **8** think

Workbook, page W57, Exercise 4



SPEAKING
1 In pairs, ask and answer the following questions using the correct verb forms. Use complete sentences.
1 Do you have an English dictionary? 2 What do you think of Science?
3 Does Biology seem hard? 4 What subjects do you like in school?
5 What languages do you know? 6 When do you feel happy?

LISTENING
2 10.3 Listen to this interview with a scientist. Which area of science does he believe is the most important today?

COMPREHENSION
3 10.3 Listen to the interview again. Are the sentences true or false? Correct any sentences that are false.
1 Scientists study the world around us. True
2 Professor Allen is a zoologist.
3 Environmental scientists are trying to solve environmental problems.
4 Professor Allen is working with some huge green plants.
5 These plants produce flowers when they grow.
6 Scientists think that their research is important for cars in the future.

4 Complete the summary about the interview using the simple present or the present progressive form of the verbs in the box.
live carry out produce think be react work grow

Professor Allen (1) ___is___ an environmental scientist. He (2) _____ on a research project with tiny green plants. These tiny plants (3) _____ in rivers and in the ocean and they (4) _____ to sunlight. The scientists (5) _____ experiments with these plants. They (6) _____ them in huge numbers. When the plants grow, they (7) _____ a liquid. Scientists (8) _____ that cars can use this liquid in the future.

Professor Allen

Half of science is putting forth the right questions.
Proverb

Talk together
5 Do you think that science is exciting? Which area of science do you think is the most important? Discuss with your partner. Give reasons.
A: I think that science is exciting because you can have surprising results when you do experiments.
B: I think that medicine is the most important area of science because it helps people when they are sick.

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Talk together

5 Ask the students to look at the instructions and the model answers. The students discuss the questions in pairs, giving reasons for their answers. Choose students to give you their answers and explain them.

Suggested answers
A: *I think that science is exciting because you can have surprising results when you do experiments.* ***B:*** *I think that medicine is the most important area of science because it helps people when they are sick.*

Quotation
Ask the students to read the proverb. Discuss the meaning of the proverb. Do they agree or disagree? Why / Why not?

VOCABULARY: Science and scientists

6 Ask the students to remind you of the three main types of science. Ask what the people who study these sciences are called (*physicists, chemists, and biologists*). Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *geologist* **2** Zoology **3** botanist
4 meteorologist **5** ecologist **6** Astronomy

Workbook, page W57, Exercise 5

SPEAKING

7 Tell the students that you are a scientist. Tell them that you are carrying out research into what whales eat. Ask them to guess what kind of scientist you are (*a zoologist*).
The students take turns saying what they are working on and guessing what kind of scientist their partner is.

Suggested answers
A: *I am carrying out research into what whales eat.* ***B:*** *I think you are a zoologist.* **B:** I am studying clouds. **A:** I think you are a meteorologist. **A:** I am working on a map of the stars. **B:** I think you are an astronomer.

READING

8 Explain that a periodic table is a table of elements that includes chemical symbols.
Tell the students that they are going to read about a famous chemist who invented the periodic table. Ask them to read the text quickly to find the answer. Check the answer as a class.
Note that the pronunciation of Mendeleev is /ˌmendəˈlejef/.

Answer
He ordered them according to their properties and atomic weight.

COMPREHENSION

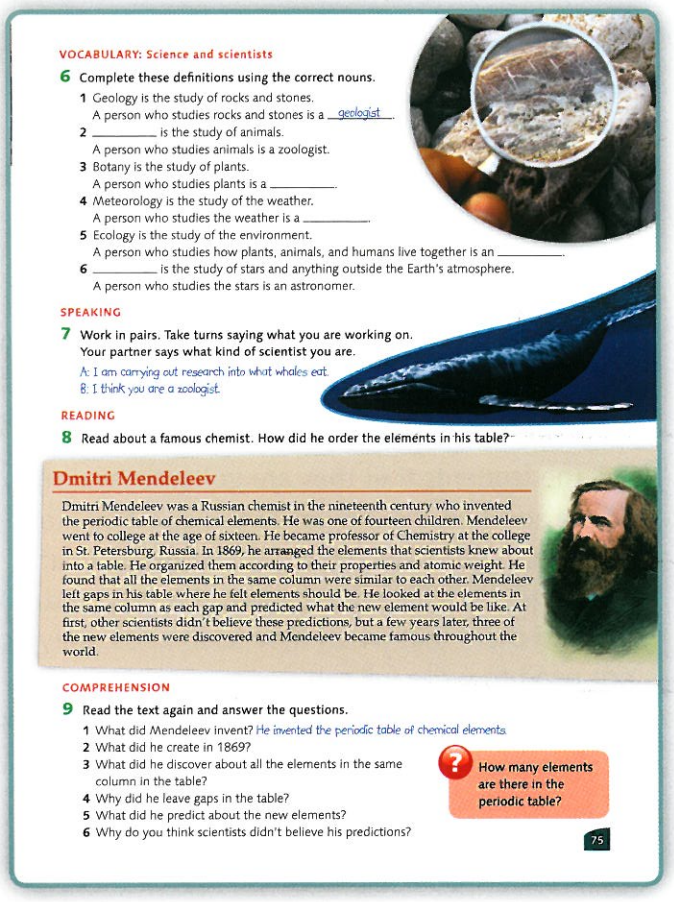
9 Tell the students they are going to read the text again and answer the questions. Read the questions and check the meaning of any vocabulary the students may not know. Check answers as a class.

Answers
1 *He invented the periodic table of chemical elements.* **2** He created a table of the elements that scientists knew about. **3** They were all similar to each other. **4** He left gaps to leave space for new elements. **5** He predicted that they would be similar to other elements in the same column. **6** Students' own answers

Research box
Ask the students to read the question. Do they know the answer? Explain that they have to find out the information before the next class. In the next class, check your list to see who got the answer right.

Answer
Currently, there are 118 known elements, of which more than twenty are synthetic and not naturally occurring. (However, new elements are being made all the time, albeit some have a very transitory existence, and so you are advised to check whether 118 is still the answer.)

Workbook, page W57, Exercise 6



VOCABULARY: Science and scientists

6 Complete these definitions using the correct nouns.

1 Geology is the study of rocks and stones.
A person who studies rocks and stones is a geologist.
2 _____ is the study of animals.
A person who studies animals is a zoologist.
3 Botany is the study of plants.
A person who studies plants is a _____.
4 Meteorology is the study of the weather.
A person who studies the weather is a _____.
5 Ecology is the study of the environment.
A person who studies how plants, animals, and humans live together is an _____.
6 _____ is the study of stars and anything outside the Earth's atmosphere.
A person who studies the stars is an astronomer.

SPEAKING

7 Work in pairs. Take turns saying what you are working on. Your partner says what kind of scientist you are.

A: I am carrying out research into what whales eat.
B: I think you are a zoologist.

READING

8 Read about a famous chemist. How did he order the elements in his table?

Dmitri Mendeleev

Dmitri Mendeleev was a Russian chemist in the nineteenth century who invented the periodic table of chemical elements. He was one of fourteen children. Mendeleev went to college at the age of sixteen. He became professor of Chemistry at the college in St. Petersburg, Russia. In 1869, he arranged the elements that scientists knew about into a table. He organized them according to their properties and atomic weight. He found that all the elements in the same column were similar to each other. Mendeleev left gaps in his table where he felt elements should be. He looked at the elements in the same column as each gap and predicted what the new element would be like. At first, other scientists didn't believe these predictions, but a few years later, three of the new elements were discovered and Mendeleev became famous throughout the world.

COMPREHENSION

9 Read the text again and answer the questions.

1 What did Mendeleev invent? *He invented the periodic table of chemical elements.*
2 What did he create in 1869?
3 What did he discover about all the elements in the same column in the table?
4 Why did he leave gaps in the table?
5 What did he predict about the new elements?
6 Why do you think scientists didn't believe his predictions?

? How many elements are there in the periodic table?

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LESSONS 5 AND 6

Overview

Outcomes
- to read an article about the color red
- to talk about the scientific discovery about the color red
- to write a summary of an article
- to read instructions for an experiment
- to write a short report about an experiment

Functions
- expressing opinions
- agreeing and disagreeing
- reporting findings

Language focus
- language for experiments

Vocabulary
- scientific experiments

Materials
- Student's Book pages 76–77, Workbook pages W58–W59

Student's Book, pages 76 and 77

READING

1 Ask the students to look at the pictures and say what they can see. What do they notice about the pictures and the words on the page (*they are all red*). Ask *Do you like the color red? What do you associate with the color red?* (e.g., *stop, danger, etc.*)
Tell them that they are going to read an article about scientific research into the color red. Ask the students to look at the title of the article. What kind of information do they think might be included in the article?
Students discuss the question in pairs. Choose students to give their answers and explain them.

Answers
Students' own answers

2 Tell the students that they are going to read the article and find the answer to the question. Tell them that they have to take notes about what scientists have discovered about the color red. Remind them that when they take notes, they do not need to write full sentences.
Students complete the exercise. Choose students to give you their answers.

Answers
Teams and athletes who wear red win more often. People feel more confident when they are wearing red. When people see other people wearing red, they feel less confident about themselves. Red is associated with anger and danger.



READING

1 Look at the title of the article below. Why do you think winners wear red? Discuss with a partner.

2 Read the article. What have scientists discovered about the color red? Take notes.

WINNERS WEAR RED

Scientists today are investigating how colors can make people think and react. It is becoming clear that colors have an important effect on humans and animals.

One of the first scientists to research the effect of red on animals was Niko Tinbergen, a biologist and Nobel Prize winner. About sixty years ago, he observed that each time his fish saw a small red truck on the road outside, they swam with their heads down. The only other time they did this was when they fought one another.

Since then, scientists have discovered that red has an important effect in sports.

Athletes who wear red win more games than athletes who wear other colors, such as blue. In the last fifty-six years in England, for example, teams that wear red have won more games than teams wearing other colors. Liverpool, Manchester United, and Arsenal are England's most successful soccer teams, and they all wear red. And in the 2004 soccer finals in Portugal, teams that had red as their main color also won more games and scored more goals.

Scientists have discovered that people feel more confident when they are wearing red. But when they see someone else in red, they feel less confident about themselves. This may be because, in nature, red can show anger. It can also mean danger. For example, we use red for warnings and important road signs.

In one experiment, scientists showed a group of one hundred students some pencils. Each pencil was a different color. The scientists asked the students which pencil looked the strongest. Red won.

In another experiment, a group of students took a test. Half of the test papers had questions in red. The other test papers had the same questions in black. The students who answered the questions in black got better scores than the students who answered the same questions in red.

Most people don't know that they react differently to different colors. Today, scientists are carrying out more research into this surprising area. Next time you are wearing red, watch out for the effect it has on other people!

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COMPREHENSION

3 Tell the students they are going to read the article again to decide if the sentences are true or false. Read the sentences with the class and check the meaning of any vocabulary the students may not know.
The students read the text again and decide if the sentences are true or false. Encourage students to correct the false sentences, writing in full instead of note form. They can work in pairs if you wish. Check answers as a class.

Answers
1 *True* **2** False. Niko Tinbergen was a biologist. **3** False. He researched the effect of the color red on animals. **4** True **5** False. People feel more confident when they are wearing red. **6** True **7** False. Students who answered questions written in black got better scores than students who answered questions written in red. **8** False. Most people don't know that they react differently to different colors.

Workbook, page W58, Exercises 7, 8, 9, and 10

SPEAKING

4 Ask the students to look at the instructions and discuss whether they agree or disagree with the article and why. Choose students to give their answers and to explain them.
Ask the students which colors they like and why. What do they associate with these colors?

Answers
Students' own answers

WRITING

5 Tell the students that they are going to write a summary of the article on page 76. Ask them to read the article in Exercise 2 again and take notes on the main points.
The students complete the exercise, expanding their notes to make a summary. Go over the advice in the *Writing strategies* box with them and remind them to use the summary on page 74 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 their summary to the class.

Suggested answer
Niko Tinbergen, a biologist and Nobel Prize winner, investigated the effect of red on animals. Since then, scientists have carried out many experiments, and they have found that teams and athletes who wear red win more games than those who wear other colors. They have also found that people feel more confident when they are wearing red but less confident when they see someone else wearing red. This is linked to the fact that in nature, red is associated with anger and danger. In other experiments, red was linked with strength, and test questions in red were answered less well than questions in black.

READING

6 Ask the students what an *experiment* is (*a scientific procedure to test a hypothesis or theory and to find out some new information*).
Ask the students to read the instructions for the experiment. Check any vocabulary they may not know. Tell them they are going to carry out the experiment and take notes about it afterward.
The students carry out the experiment in pairs and take notes about what happened. Monitor as they are working, helping where necessary. Do not check their answers at this point.

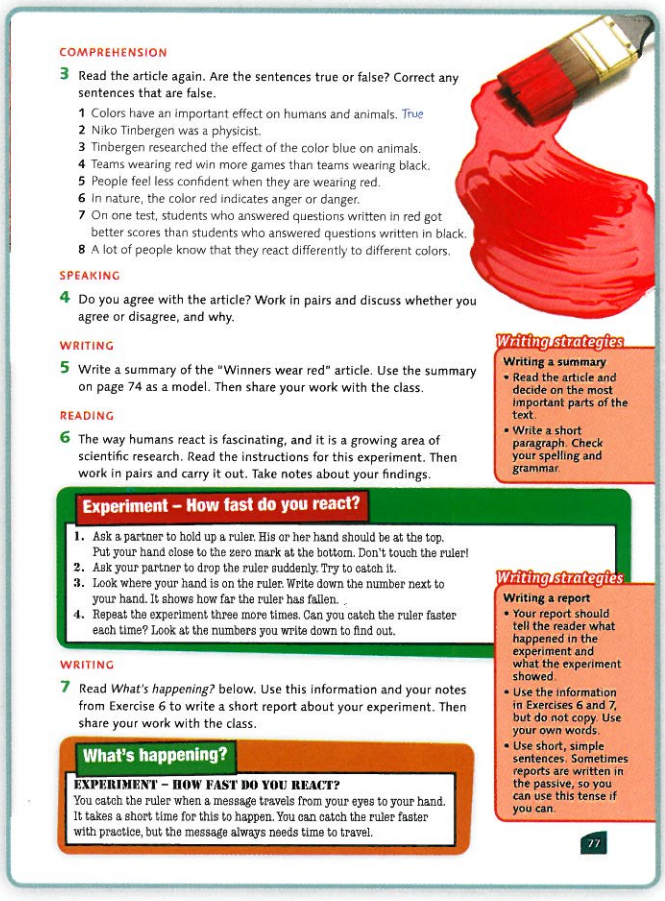
Answers
Students' own answers

WRITING

7 Tell the students they are going to write up their experiment in a short report. Ask the students what kind of information should be included in a report.
Read the *Writing strategies* box with the students. Ask students what the passive tense is and go over a few examples of your own on the board (*be + past participle*).
Ask the students to read *What's happening?* and check any vocabulary they may not know.
The students write their reports, using their notes from Exercise 6 and the *What's happening?* text. Monitor as they are working, helping where necessary.
Choose students to read their reports to the class.

Answers
Students' own answers

Workbook, page W59, Exercise 11



COMPREHENSION

3 Read the article again. Are the sentences true or false? Correct any sentences that are false.

1 Colors have an important effect on humans and animals. True
2 Niko Tinbergen was a physicist.
3 Tinbergen researched the effect of the color blue on animals.
4 Teams wearing red win more games than teams wearing black.
5 People feel less confident when they are wearing red.
6 In nature, the color red indicates anger or danger.
7 On one test, students who answered questions written in red got better scores than students who answered questions written in black.
8 A lot of people know that they react differently to different colors.

SPEAKING

4 Do you agree with the article? Work in pairs and discuss whether you agree or disagree, and why.

WRITING

5 Write a summary of the "Winners wear red" article. Use the summary on page 74 as a model. Then share your work with the class.

READING

6 The way humans react is fascinating, and it is a growing area of scientific research. Read the instructions for this experiment. Then work in pairs and carry it out. Take notes about your findings.

Experiment – How fast do you react?

1. Ask a partner to hold up a ruler. His or her hand should be at the top. Put your hand close to the zero mark at the bottom. Don't touch the ruler!
2. Ask your partner to drop the ruler suddenly. Try to catch it.
3. Look where your hand is on the ruler. Write down the number next to your hand. It shows how far the ruler has fallen.
4. Repeat the experiment three more times. Can you catch the ruler faster each time? Look at the numbers you write down to find out.

WRITING

7 Read *What's happening?* below. Use this information and your notes from Exercise 6 to write a short report about your experiment. Then share your work with the class.

What's happening?

EXPERIMENT – HOW FAST DO YOU REACT?
You catch the ruler when a message travels from your eyes to your hand. It takes a short time for this to happen. You can catch the ruler faster with practice, but the message always needs time to travel.

Writing strategies
Writing a summary
- Read the article and decide on the most important parts of the text.
- Write a short paragraph. Check your spelling and grammar.

Writing strategies
Writing a report
- Your report should tell the reader what happened in the experiment and what the experiment showed.
- Use the information in Exercises 6 and 7, but do not copy. Use your own words.
- Use short, simple sentences. Sometimes reports are written in the passive, so you can use this tense if you can.

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LESSONS 7 AND 8

Workbook, page W59, Exercises 12 and 13

LESSON 9

Project

Tell the students that they are going to write about a Nobel Prize winner. Ask them to remind you which subjects people can win Nobel Prizes for and write them on the board.

Ask the students to look at page 78 in their Student's Book. 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.

You may need to provide the students with information about the person they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

Students read the list of questions. Using one of the prize winners from Module 5, go over the questions and take notes on the board to answer the questions. Remind the students to do this first before they begin writing their text. If the students can't think of a person, they can choose one from page 78.

Students write their text. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, instead of giving them the answer immediately. Remind them to illustrate their text with drawings or pictures they have found in magazines, etc.

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

Student's Book, page 79

OPENER

Write *Journey* on the board and elicit its meaning. Brainstorm ideas related to journeys and write them on the board. Now look at page 79. Tell the students that this page tells them what they will be doing in Module 6.

Look at each picture with the class. Ask if the students know any of the answers to the questions. Tell them that they will find out the answers in the module. The pictures show penguins in the Antarctic, an aerial view of the Amazon with an inset of a man who swam the entire length of the river, and a train traveling through Canada.

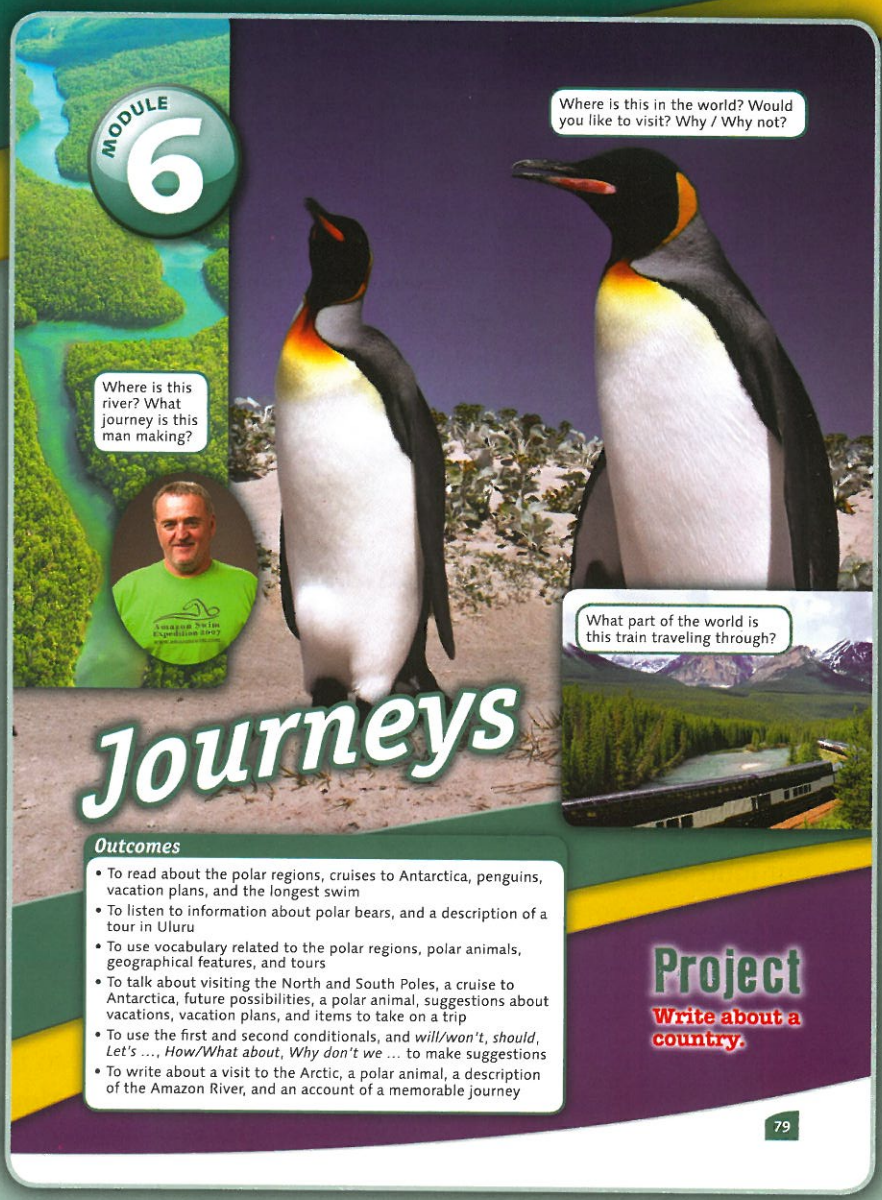
Then ask the students about themselves, for example, *Have you traveled to other countries? What did you see? Where have you visited in your own country? Was it interesting? Why / Why not?*

Explain to the students that they will learn how to talk about the polar regions and planning trips in Units 11 and 12.

Journeys

Outcomes

- To read about the polar regions, cruises to Antarctica, penguins, vacation plans, and the longest swim
- To listen to information about polar bears, and a description of a tour in Uluru
- To use vocabulary related to the polar regions, polar animals, geographical features, and tours
- To talk about visiting the North and South Poles, a cruise to Antarctica, future possibilities, a polar animal, suggestions about vacations, vacation plans, and items to take on a trip
- To use the first and second conditionals, and *will/won't*, *should*, *Let's ...*, *How/What about*, *Why don't we ...* to make suggestions
- To write about a visit to the Arctic, a polar animal, a description of the Amazon River, and an account of a memorable journey



Unit 11 Polar regions

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about the North and South Poles
- to talk about going to the North or the South Pole

Functions
- making guesses
- expressing conditions

Language focus
- the first and second conditionals

Vocabulary
- polar regions

Materials
- Student's Book pages 80–81, Workbook pages W60–W61, CD

Student's Book, pages 80 and 81

BEFORE YOU BEGIN

1 Ask the students what they know about the North and South Poles. Accept any appropriate answers. Ask them to look at the pictures. Ask *Which picture shows the North Pole and which picture shows the South Pole?*

Answers
(from left to right) North Pole, South Pole

2 Brainstorm the names of animals that you might find at the North and South Poles. Ask what color they often are (*white*). Ask the students to look at the words in the box. Are the animals they mentioned in the box?
Choose students to read the words from the box out loud to check pronunciation.
The students work in pairs to answer the question. The students can check the meaning of any words they don't know in a dictionary. Check answers as a class.

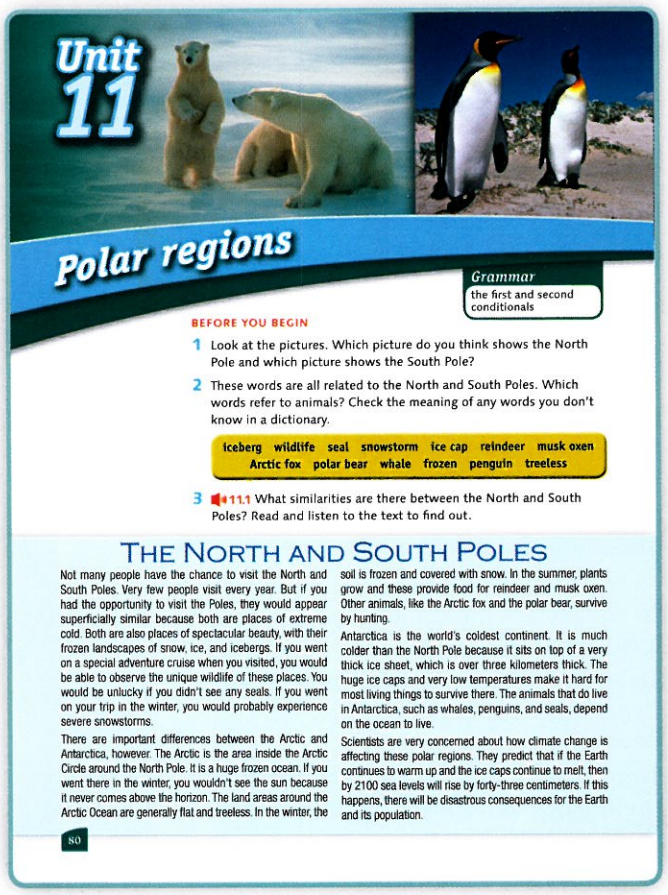
Answers
seal, reindeer, musk oxen, Arctic fox, polar bear, whale, penguin

Workbook, page W60, Exercises 1 and 2

3 Ask the students to look at the title of the text. What kind of information do they think might be included in the article? Tell them they are going to read and listen to the text to find the answer to the question.
Play the CD. The students listen and read at the same time. Check the answer as a class.

Audioscript 11.1 – see page 133

Answers
Both are places of extreme cold. Both are places of spectacular beauty with snow, ice, and icebergs. Both have unique wildlife, such as seals. Both have snowstorms in the winter.


Unit 11

Polar regions

Grammar
the first and second conditionals

BEFORE YOU BEGIN

1 Look at the pictures. Which picture do you think shows the North Pole and which picture shows the South Pole?

2 These words are all related to the North and South Poles. Which words refer to animals? Check the meaning of any words you don't know in a dictionary.

iceberg wildlife seal snowstorm ice cap reindeer musk oxen Arctic fox polar bear whale frozen penguin treeless

3 11.1 What similarities are there between the North and South Poles? Read and listen to the text to find out.

THE NORTH AND SOUTH POLES

Not many people have the chance to visit the North and South Poles. Very few people visit every year. But if you had the opportunity to visit the Poles, they would appear superficially similar because both are places of extreme cold. Both are also places of spectacular beauty, with their frozen landscapes of snow, ice, and icebergs. If you went on a special adventure cruise when you visited, you would be able to observe the unique wildlife of these places. You would be unlucky if you didn't see any seals. If you went on your trip in the winter, you would probably experience severe snowstorms.

There are important differences between the Arctic and Antarctica, however. The Arctic is the area inside the Arctic Circle around the North Pole. It is a huge frozen ocean. If you went there in the winter, you wouldn't see the sun because it never comes above the horizon. The land areas around the Arctic Ocean are generally flat and treeless. In the winter, the soil is frozen and covered with snow. In the summer, plants grow and these provide food for reindeer and musk oxen. Other animals, like the Arctic fox and the polar bear, survive by hunting.

Antarctica is the world's coldest continent. It is much colder than the North Pole because it sits on top of a very thick ice sheet, which is over three kilometers thick. The huge ice caps and very low temperatures make it hard for most living things to survive there. The animals that do live in Antarctica, such as whales, penguins, and seals, depend on the ocean to live.

Scientists are very concerned about how climate change is affecting these polar regions. They predict that if the Earth continues to warm up and the ice caps continue to melt, then by 2100 sea levels will rise by forty-three centimeters. If this happens, there will be disastrous consequences for the Earth and its population.

80

COMPREHENSION

4 Tell the students they are going to read and listen to the text again and choose the correct answers. Now read the sentences with the students and check any vocabulary they may not know. Give the students a few minutes to read the options and decide which they think is the right answer.

Play the CD again. The students listen again and circle a, b, or c. Check answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Audioscript 11.1 – see page 133

Answers
1 *b* **2** b **3** b **4** b **5** b **6** a

GRAMMAR: The first and second conditionals

5 On the board, write *If it is hot this afternoon, I will go swimming*. Underneath this sentence, write *If I had a lot of money, I would buy a big house*. Ask the students what they think the difference is between the two sentences. Underline the verb forms in each sentence and elicit the form and use of each conditional.
Go over the examples in the *Student grammar review* on pages W95 and W96, explaining how we use the first and second conditionals. To give them the opportunity to practice the forms, ask the students *If it is hot this afternoon, what will you do?* and *If you won a lot of money, what would you do?*
Ask the students to look at the sentences, and tell them that they have to decide if they use the first or second conditional. Remind them that there is a *Student grammar review* on pages W95 and W96, which they can refer to if necessary.
The students complete the exercise, in pairs if you wish. Choose students to give you their answers and explain why they think each sentence uses the first or second conditional.

Answers
1 *second* **2** second **3** second **4** first **5** first

6 Ask the students to tell you what they remember about the second conditional. Write the verbs in parentheses from the exercise on the board and choose students to tell you their simple past forms.
Now tell the students they have to complete the second conditional sentences with the verbs in parentheses.
The students complete the exercise. Choose students to give you their answers.

Answers
1 *went* **2** saw **3** visited **4** traveled **5** won

7 The students have to match the beginning and end of each conditional sentence as in the example. Remind them that they can only use each beginning and ending once.
The students complete the exercise. Check answers as a class.

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

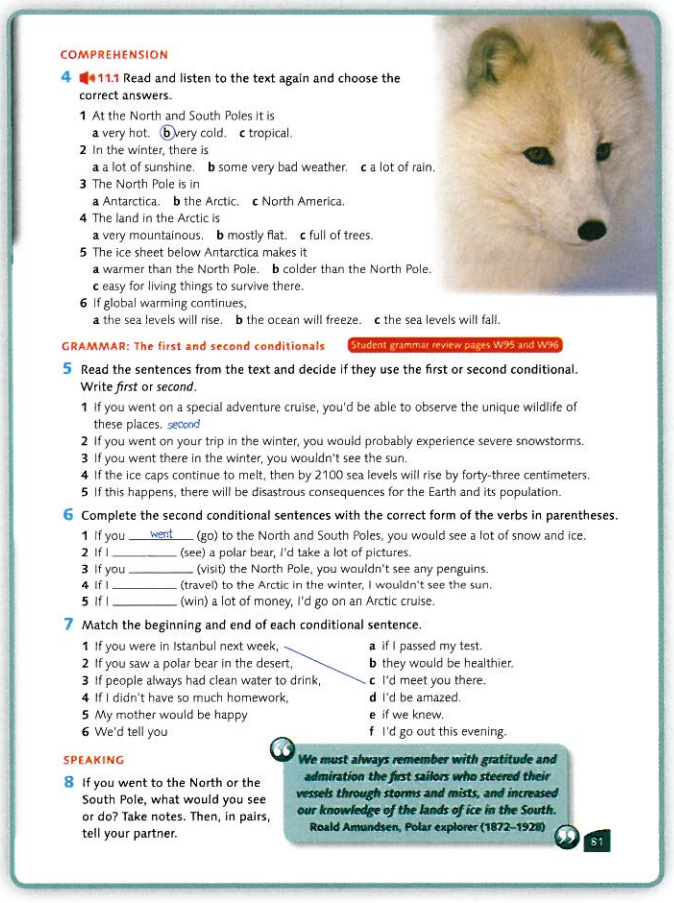
Workbook, pages W60 and W61, Exercises 3 and 4

SPEAKING

8 Ask the students if they think they will go to the North or South Pole. Ask them which conditional to use when talking about something that is unlikely to happen (*the second conditional*). Ask the students to think about what they would do if they went to the North or South Pole.
Give an example of your own using the second conditional.
The students take notes about what they would see or do. They then take turns telling their partner. Monitor as they are working, helping where necessary.
Choose students to give their answers.

Answers
Students' own answers

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation. Ask them if they agree with it, and to give reasons for their agreement or disagreement.



COMPREHENSION

4 11.1 Read and listen to the text again and choose the correct answers.

1 At the North and South Poles it is
a very hot. b very cold. c tropical.
2 In the winter, there is
a a lot of sunshine. b some very bad weather. c a lot of rain.
3 The North Pole is in
a Antarctica. b the Arctic. c North America.
4 The land in the Arctic is
a very mountainous. b mostly flat. c full of trees.
5 The ice sheet below Antarctica makes it
a warmer than the North Pole. b colder than the North Pole.
c easy for living things to survive there.
6 If global warming continues,
a the sea levels will rise. b the ocean will freeze. c the sea levels will fall.

GRAMMAR: The first and second conditionals — Student grammar review pages W95 and W96

5 Read the sentences from the text and decide if they use the first or second conditional. Write *first* or *second*.

1 If you went on a special adventure cruise, you'd be able to observe the unique wildlife of these places. *second*
2 If you went on your trip in the winter, you would probably experience severe snowstorms.
3 If you went there in the winter, you wouldn't see the sun.
4 If the ice caps continue to melt, then by 2100 sea levels will rise by forty-three centimeters.
5 If this happens, there will be disastrous consequences for the Earth and its population.

6 Complete the second conditional sentences with the correct form of the verbs in parentheses.

1 If you went (go) to the North and South Poles, you would see a lot of snow and ice.
2 If I _____ (see) a polar bear, I'd take a lot of pictures.
3 If you _____ (visit) the North Pole, you wouldn't see any penguins.
4 If I _____ (travel) to the Arctic in the winter, I wouldn't see the sun.
5 If I _____ (win) a lot of money, I'd go on an Arctic cruise.

7 Match the beginning and end of each conditional sentence.

1 If you were in Istanbul next week, — c I'd meet you there.
2 If you saw a polar bear in the desert, — d I'd be amazed.
3 If people always had clean water to drink, — b they would be healthier.
4 If I didn't have so much homework, — a if I passed my test.
5 My mother would be happy — e if we knew.
6 We'd tell you — f I'd go out this evening.

SPEAKING

8 If you went to the North or the South Pole, what would you see or do? Take notes. Then, in pairs, tell your partner.

We must always remember with gratitude and admiration the first sailors who steered their vessels through storms and mists, and increased our knowledge of the lands of ice in the South.
Roald Amundsen, Polar explorer (1872–1928)

S1

LESSONS 3 AND 4

Overview

Outcomes
- to read a text about Antarctica
- to read an e-mail about a cruise to Antarctica
- to talk about going on a cruise to Antarctica
- to write an e-mail describing a visit to the Arctic

Functions
- expressing conditions
- making descriptions

Language focus
- the first and second conditionals

Vocabulary
- cruise trips

Materials
- Student's Book pages 82–83, Workbook page W61

Student's Book, pages 82 and 83

READING

1 Ask the students what they know about the northern and southern hemispheres, to elicit that the seasons are opposite. Ask them when they think is the best time to visit Antarctica (*in the summer*). Ask *What happens in the summer in Antarctica?*
Tell the students they are going to read the text quickly to find the answer to the question. Remind them not to spend too long on this. They should not worry about any vocabulary they don't know at this point. Check the answer as a class.

Answer
It's light for twenty hours a day.

COMPREHENSION

2 Tell the students they are going to read the text again to decide if the sentences are true or false. Read the sentences with the class and check the meaning of any vocabulary the students may not know.
The students read the text again and find the answers in the text. They can underline the key information in the text as they read.
Encourage the students to correct the false sentences, writing in full instead of note form. They can work in pairs if you wish. Check answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

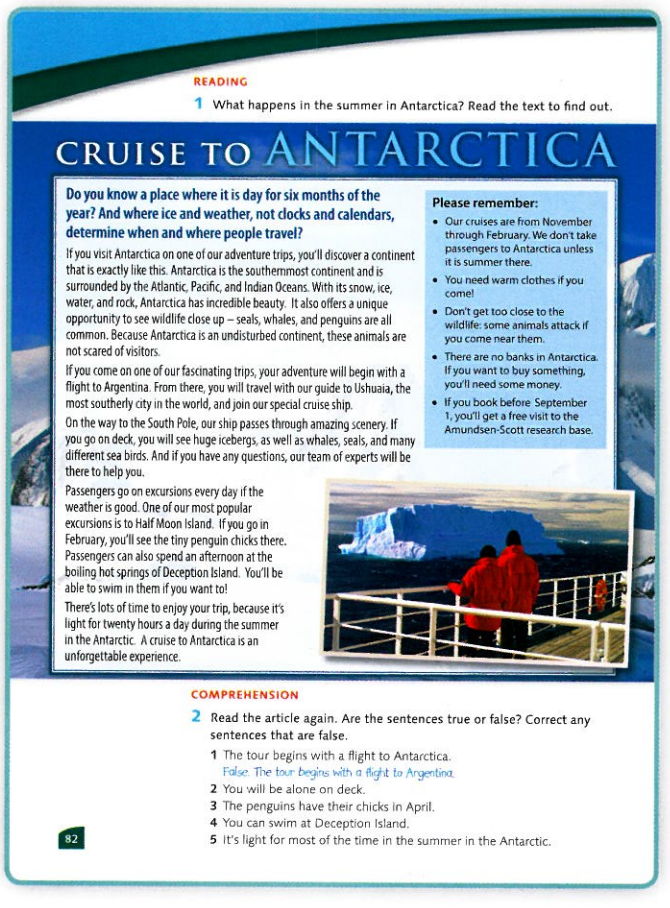
Answers
1 *False. The tour begins with a flight to Argentina.* **2** False. There are many experts on board. **3** False. The penguins have their chicks in February. **4** True **5** True

Workbook, page W61, Exercises 5, 6, 7, and 8

READING

3 Tell the students that they are going to read and complete Reza's e-mail about his trip to Antarctica. Read the text with the students, asking them to suggest words that might go in each blank. Accept any appropriate answers.
Now look at the words in the box and check the pronunciation and meaning.
The students complete the exercise, in pairs if you wish. Check the answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers
1 *frozen* **2** icebergs **3** wildlife **4** seals **5** penguin **6** research base **7** snowstorms **8** icy



READING

1 What happens in the summer in Antarctica? Read the text to find out.

CRUISE TO ANTARCTICA

Do you know a place where it is day for six months of the year? And where ice and weather, not clocks and calendars, determine when and where people travel?

If you visit Antarctica on one of our adventure trips, you'll discover a continent that is exactly like this. Antarctica is the southernmost continent and is surrounded by the Atlantic, Pacific, and Indian Oceans. With its snow, ice, water, and rock, Antarctica has incredible beauty. It also offers a unique opportunity to see wildlife close up – seals, whales, and penguins are all common. Because Antarctica is an undisturbed continent, these animals are not scared of visitors.

If you come on one of our fascinating trips, your adventure will begin with a flight to Argentina. From there, you will travel with our guide to Ushuaia, the most southerly city in the world, and join our special cruise ship.

On the way to the South Pole, our ship passes through amazing scenery. If you go on deck, you will see huge icebergs, as well as whales, seals, and many different sea birds. And if you have any questions, our team of experts will be there to help you.

Passengers go on excursions every day if the weather is good. One of our most popular excursions is to Half Moon Island. If you go in February, you'll see the tiny penguin chicks there. Passengers can also spend an afternoon at the boiling hot springs of Deception Island. You'll be able to swim in them if you want to!

There's lots of time to enjoy your trip, because it's light for twenty hours a day during the summer in the Antarctic. A cruise to Antarctica is an unforgettable experience.

Please remember:
- Our cruises are from November through February. We don't take passengers to Antarctica unless it is summer there.
- You need warm clothes if you come!
- Don't get too close to the wildlife: some animals attack if you come near them.
- There are no banks in Antarctica. If you want to buy something, you'll need some money.
- If you book before September 1, you'll get a free visit to the Amundsen-Scott research base.

COMPREHENSION

2 Read the article again. Are the sentences true or false? Correct any sentences that are false.

1 The tour begins with a flight to Antarctica.
False. The tour begins with a flight to Argentina.
2 You will be alone on deck.
3 The penguins have their chicks in April.
4 You can swim at Deception Island.
5 It's light for most of the time in the summer in the Antarctic.

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GRAMMAR: The second conditional

4 Ask the students to remind you of the form and use of the second conditional. Tell them they have to complete the sentences with the correct form of the verbs in parentheses.
The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *visited* **2** went **3** didn't see **4** hit
5 got

SPEAKING

5 Tell the students they are going to go on the cruise to Antarctica that Reza went on and they are going to ask him some questions. Read the questions with the students and check any vocabulary they may not know.
Ask the students what they remember from the text in Exercise 1. Ask them to read it again quickly to remind themselves.
The students take turns asking and answering the questions, using the text in Exercise 1 to help them. Monitor as they are working, helping where necessary.
Choose pairs to ask and answer the questions.

Suggested answers
1 A: *If I went on deck, what scenery would there be?* **B:** *There would be huge icebergs.*
2 A: What animals would I see? **B:** You would see whales, seals, and penguins. **3 A:** What would I do if the weather was good? **B:** You would visit the Amundsen-Scott research base. **4 A:** What would I see on Half Moon Island? **B:** You would see the penguin chicks. **5 A:** Would I need warm clothes? **B:** Yes, you would need warm clothes. It's very cold in Antarctica! **6 A:** Would I see any polar bears? **B:** No, you wouldn't. There are no polar bears in Antarctica.

WRITING

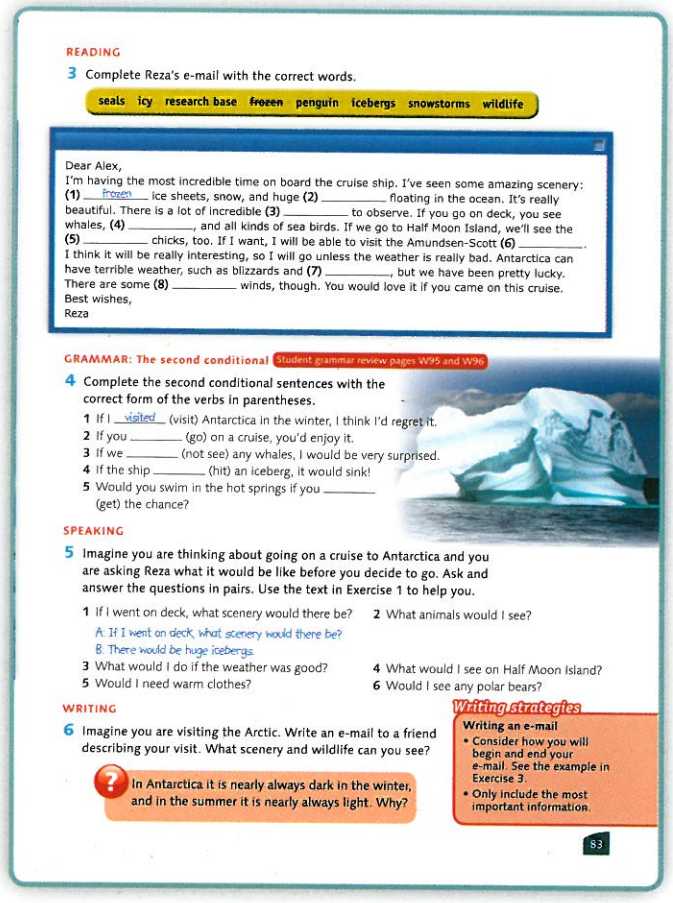
6 Ask the students to remind you where the Arctic is. Tell them they are visiting the Arctic, and they are going to write an e-mail describing their visit to a friend. They have to describe the scenery and wildlife that they can see.
Read the *Writing strategies* box with the students. Ask the students if they can think of other ways to begin and end an e-mail, and write them on the board (e.g., *Hi, See you later, Bye for now, All the best, Love from, etc.).*
The students write their e-mails. Remind them to include only the most important information. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately.

Answers
Students' own answers

Research box
Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to find out the information before the next class.

Answer
This is because as the Earth revolves around the sun, Antarctica is tilted away from the sun in the winter, which makes it dark, and tilted toward the sun in the summer, making it light.

Workbook, page W61, Exercise 9



READING
3 Complete Reza's e-mail with the correct words.

seals | icy | research base | ~~frozen~~ | penguin | icebergs | snowstorms | wildlife

Dear Alex,
I'm having the most incredible time on board the cruise ship. I've seen some amazing scenery: (1) frozen ice sheets, snow, and huge (2) _____ floating in the ocean. It's really beautiful. There is a lot of incredible (3) _____ to observe. If you go on deck, you see whales, (4) _____, and all kinds of sea birds. If we go to Half Moon Island, we'll see the (5) _____ chicks, too. If I want, I will be able to visit the Amundsen-Scott (6) _____. I think it will be really interesting, so I will go unless the weather is really bad. Antarctica can have terrible weather, such as blizzards and (7) _____, but we have been pretty lucky. There are some (8) _____ winds, though. You would love it if you came on this cruise.
Best wishes,
Reza

GRAMMAR: The second conditional Student grammar review pages W95 and W96

4 Complete the second conditional sentences with the correct form of the verbs in parentheses.
1 If I visited (visit) Antarctica in the winter, I think I'd regret it.
2 If you _____ (go) on a cruise, you'd enjoy it.
3 If we _____ (not see) any whales, I would be very surprised.
4 If the ship _____ (hit) an iceberg, it would sink!
5 Would you swim in the hot springs if you _____ (get) the chance?

SPEAKING

5 Imagine you are thinking about going on a cruise to Antarctica and you are asking Reza what it would be like before you decide to go. Ask and answer the questions in pairs. Use the text in Exercise 1 to help you.
1 If I went on deck, what scenery would there be?
A: If I went on deck, what scenery would there be?
B: There would be huge icebergs.
2 What animals would I see?
3 What would I do if the weather was good?
4 What would I see on Half Moon Island?
5 Would I need warm clothes?
6 Would I see any polar bears?

WRITING

6 Imagine you are visiting the Arctic. Write an e-mail to a friend describing your visit. What scenery and wildlife can you see?

? In Antarctica it is nearly always dark in the winter, and in the summer it is nearly always light. Why?

Writing strategies
Writing an e-mail
- Consider how you will begin and end your e-mail. See the example in Exercise 3.
- Only include the most important information.

83

LESSONS 5 AND 6

Overview

Outcomes
- to listen to information about polar bears
- to read a text about penguins
- to recognize intonation in conditional sentences
- to talk about imaginary conditions
- to write about a polar animal

Functions
- expressing conditions
- giving facts

Language focus
- the first and second conditionals
- pronunciation – intonation

Vocabulary
- polar animals

Materials
- Student's Book pages 84–85, Workbook pages W62–W63, CD

Student's Book, pages 84 and 85

LISTENING

1 Ask the students to look at the questions and try to answer them.
The students work in pairs. Check answers as a class, but don't say whether they are right or wrong at this point.

Answers
Students' own answers

2 Play the CD for the students to check their answers. You may need to play the CD twice to give students the chance to take notes. Check answers as a class. Were the students right?

Audioscript 11.2 – see page 133

Answers
1 Polar bears live in the Arctic. **2** They protect themselves from cold weather conditions with a thick layer of fat underneath their skin. They also have a thick layer of fur and black skin, which absorbs heat. **3** Yes, polar bears are excellent swimmers. **4** They can swim a very long way. Some polar bears have swum as far as 161 kilometers at a time.

COMPREHENSION

3 Tell the students they are going to listen to the information again, and they have to complete the chart with the relevant information, as in the example.
Play the CD again. Check answers as a class.

Audioscript 11.2 – see page 133

Answers

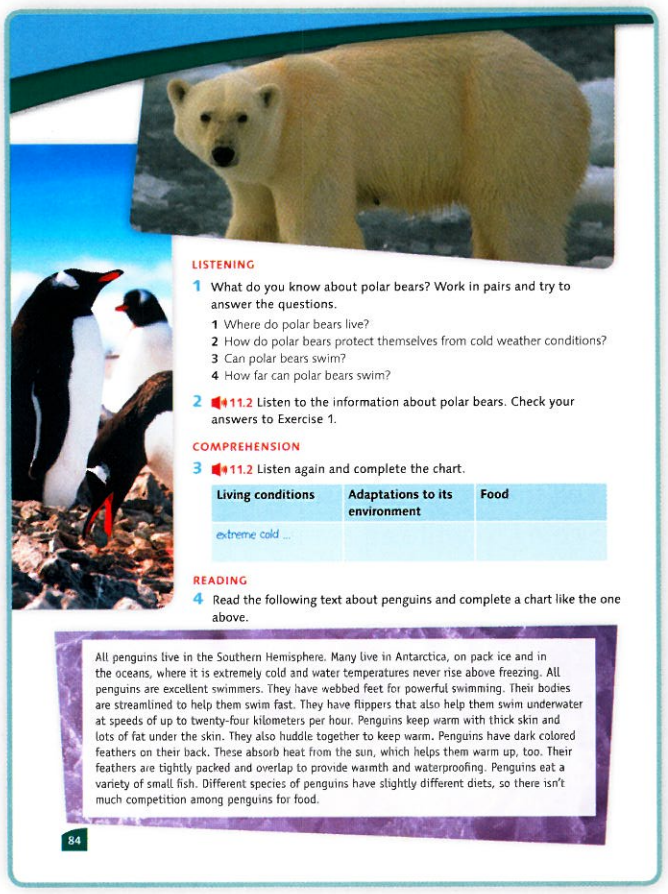
Living conditions	Adaptations to its environment	Food
• *extreme cold* -50°C • snowy • icy	• layer of fat for warmth • thick layer of fur • black skin to absorb heat • nostrils can close so they can swim underwater	• seals

READING

4 Tell the students they are going to read a text about penguins and complete a chart like the one in Exercise 3, just as they did for polar bears.

Answers

Living conditions	Adaptations to its environment	Food
• extreme cold • freezing water temperatures	• webbed feet for powerful swimming • streamlined bodies and flippers to help them swim fast • thick skin and lots of fat for warmth • they huddle together for warmth • dark feathers on their back to absorb heat from the sun • tightly packed and overlapping feathers for warmth and waterproofing	• a variety of small fish



LISTENING

1 What do you know about polar bears? Work in pairs and try to answer the questions.
1 Where do polar bears live?
2 How do polar bears protect themselves from cold weather conditions?
3 Can polar bears swim?
4 How far can polar bears swim?

2 11.2 Listen to the information about polar bears. Check your answers to Exercise 1.

COMPREHENSION

3 11.2 Listen again and complete the chart.

Living conditions	Adaptations to its environment	Food
extreme cold ...		

READING

4 Read the following text about penguins and complete a chart like the one above.

All penguins live in the Southern Hemisphere. Many live in Antarctica, on pack ice and in the oceans, where it is extremely cold and water temperatures never rise above freezing. All penguins are excellent swimmers. They have webbed feet for powerful swimming. Their bodies are streamlined to help them swim fast. They have flippers that also help them swim underwater at speeds of up to twenty-four kilometers per hour. Penguins keep warm with thick skin and lots of fat under the skin. They also huddle together to keep warm. Penguins have dark colored feathers on their back. These absorb heat from the sun, which helps them warm up, too. Their feathers are tightly packed and overlap to provide warmth and waterproofing. Penguins eat a variety of small fish. Different species of penguins have slightly different diets, so there isn't much competition among penguins for food.

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COMPREHENSION

5 Tell students they have to choose from each column to make sentences about how penguins are adapted to their habitat.

Answers
1 *They have webbed feet to help them swim fast.* **2** Their bodies are streamlined to help them swim fast. **3** Their wings are shaped like flippers to help them swim fast. **4** They have thick skin and lots of fat to keep warm. **5** The dark feathers on their back absorb heat from the sun. **6** Their feathers are tightly packed and overlap to help them keep warm. **7** They huddle together to keep warm.

Workbook, page W62, Exercise 10

PRONUNCIATION: Intonation

6 Read the sentences with the students, ignoring the arrows for now. Ask *What tense do the sentences use?* (*the second conditional*). Now draw the students' attention to the arrows and ask them what they mean (*the first half of the second conditional sentences have rising intonation and the second half of the sentences have falling intonation*). Explain that they are going to listen to the sentences, and they should listen for the rising and falling intonation patterns. Play the CD for the students.
Play the CD again and pause after each turn, repeating the sentences and asking the students to repeat the sentences after you.

Audioscript 11.3 – see page 133

Talk together

7 Read the instructions and question prompts in the box with the students. Check any vocabulary they may not know. The students take turns asking and answering the questions. Monitor as they are working, helping where necessary. Do not check answers at this point.

Suggested answers
A: *What would you do if you won a lot of money?* ***B:*** *If I won a lot of money, I would give it to charity.* ***A:*** *I would do the same. I would also give some money to my family.*

8 Now choose pairs of students to tell the class about some of the answers they gave.

Suggested answers
If Ali won a lot of money, he would give it to charity. I would do the same, and I would also give some money to my family.

WRITING

9 Tell the students they are going to write about their favorite polar animals.
The students take notes in answer to the questions in Exercise 9. Monitor as they are working, helping where necessary. Do not check their answers at this point.

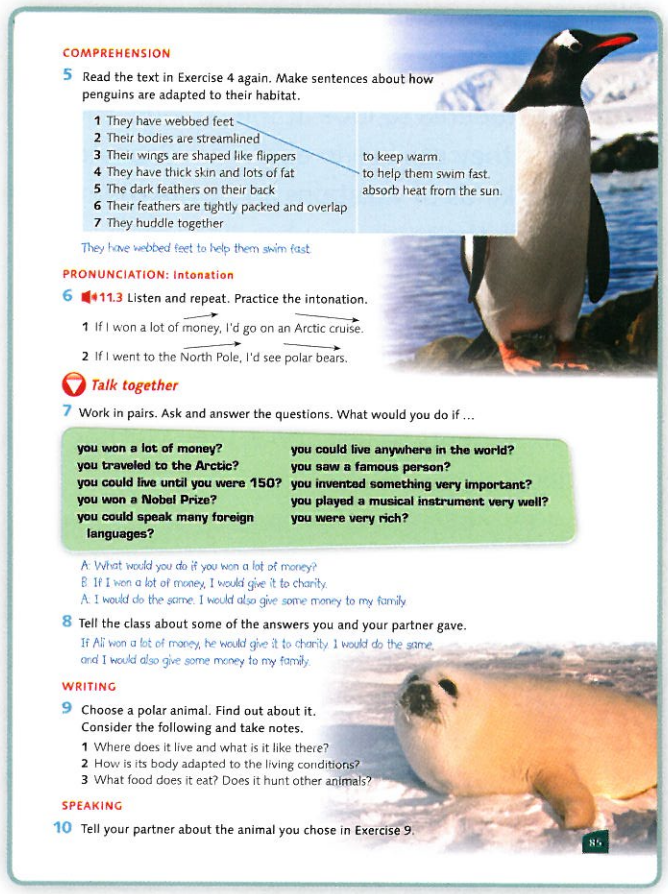
Suggested answers
1 A seal lives in the Arctic and in the Antarctic. It is very cold and icy there. **2** It has a thick layer of fat under its fur, called blubber, which helps keep it warm. It also helps a seal swim. A seal has a fur coat that keeps it warm and dry. **3** It hunts and eats fish, penguins, and other sea creatures.

SPEAKING

10 Using the notes they made in Exercise 9, the students tell their partner about the animal they chose.
Choose students to tell the class about their partner's animal.

Answers
Students' own answers

Workbook, pages W62 and W63, Exercises 11 and 12



COMPREHENSION

5 Read the text in Exercise 4 again. Make sentences about how penguins are adapted to their habitat.

1 They have webbed feet	
2 Their bodies are streamlined	to keep warm.
3 Their wings are shaped like flippers	to help them swim fast.
4 They have thick skin and lots of fat	absorb heat from the sun.
5 The dark feathers on their back	
6 Their feathers are tightly packed and overlap	
7 They huddle together	

They have webbed feet to help them swim fast.

PRONUNCIATION: Intonation

6 11.3 Listen and repeat. Practice the intonation.

1 If I won a lot of money, I'd go on an Arctic cruise.

2 If I went to the North Pole, I'd see polar bears.

Talk together

7 Work in pairs. Ask and answer the questions. What would you do if ...

you won a lot of money? / you could live anywhere in the world?
you traveled to the Arctic? / you saw a famous person?
you could live until you were 150? / you invented something very important?
you won a Nobel Prize? / you played a musical instrument very well?
you could speak many foreign languages? / you were very rich?

A: What would you do if you won a lot of money?
B: If I won a lot of money, I would give it to charity.
A: I would do the same. I would also give some money to my family.

8 Tell the class about some of the answers you and your partner gave.

If Ali won a lot of money, he would give it to charity. I would do the same, and I would also give some money to my family.

WRITING

9 Choose a polar animal. Find out about it. Consider the following and take notes.

1 Where does it live and what is it like there?
2 How is its body adapted to the living conditions?
3 What food does it eat? Does it hunt other animals?

SPEAKING

10 Tell your partner about the animal you chose in Exercise 9.

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LESSONS 7 AND 8

Workbook, page W63, Exercises 13 and 14

Unit 12 Planning a trip

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a conversation about vacation plans
- to talk about vacation plans

Functions
- expressing opinions
- making suggestions

Language focus
- making suggestions (*will/won't, should, Let's ..., How/What about ..., Why don't we ...*)

Vocabulary
- vacations

Materials
- Student's Book pages 86–87, Workbook page W64, CD

Student's Book, pages 86 and 87

BEFORE YOU BEGIN

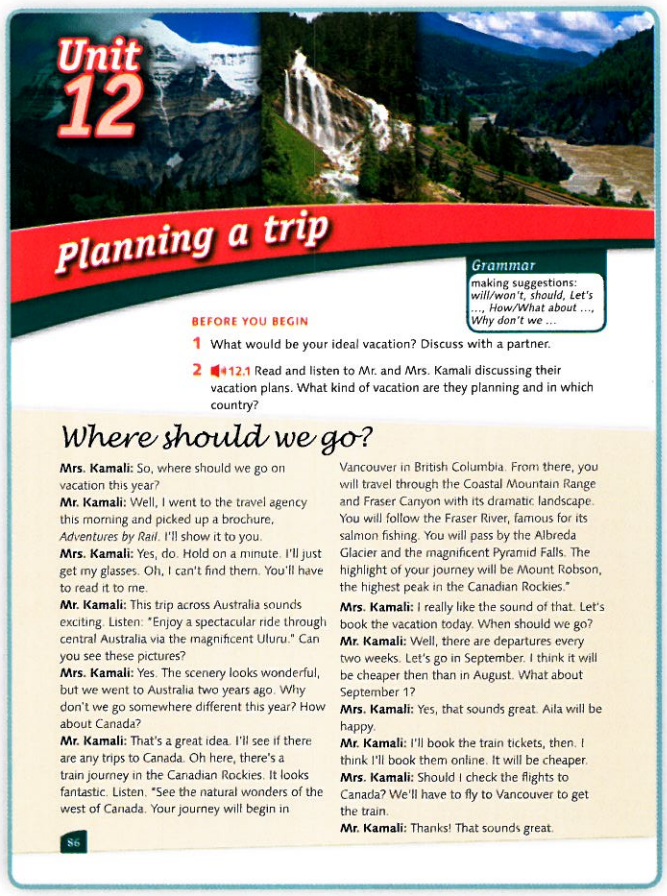
1 Ask the students to look at the pictures and say what they can see in each one. Brainstorm different kinds of vacations and write them on the board. Ask the students what kinds of vacations they enjoy. Tell the students they are going to discuss their ideal vacation with their partner. The students complete the exercise. Monitor as they are working, helping where necessary. Choose students to talk about their partner's ideal vacation.

Answers
Students' own answers

2 Tell the students they are going to read and listen to Mr. and Mrs. Kamali discussing their vacation plans. Ask the students to guess what kind of vacation they are planning and which country they are going to.
Play the CD. The students listen and read at the same time. Check answers as a class. Were the students' guesses correct?

Audioscript 12.1 – see pages 133 and 134

Answer
They are planning a train trip through the Canadian Rockies.


Unit 12
Planning a trip

Grammar
making suggestions: *will/won't, should, Let's ..., How/What about ..., Why don't we ...*

BEFORE YOU BEGIN

1 What would be your ideal vacation? Discuss with a partner.

2 12.1 Read and listen to Mr. and Mrs. Kamali discussing their vacation plans. What kind of vacation are they planning and in which country?

Where should we go?

Mrs. Kamali: So, where should we go on vacation this year?
Mr. Kamali: Well, I went to the travel agency this morning and picked up a brochure, *Adventures by Rail*. I'll show it to you.
Mrs. Kamali: Yes, do. Hold on a minute. I'll just get my glasses. Oh, I can't find them. You'll have to read it to me.
Mr. Kamali: This trip across Australia sounds exciting. Listen: "Enjoy a spectacular ride through central Australia via the magnificent Uluru." Can you see these pictures?
Mrs. Kamali: Yes. The scenery looks wonderful, but we went to Australia two years ago. Why don't we go somewhere different this year? How about Canada?
Mr. Kamali: That's a great idea. I'll see if there are any trips to Canada. Oh here, there's a train journey in the Canadian Rockies. It looks fantastic. Listen. "See the natural wonders of the west of Canada. Your journey will begin in Vancouver in British Columbia. From there, you will travel through the Coastal Mountain Range and Fraser Canyon with its dramatic landscape. You will follow the Fraser River, famous for its salmon fishing. You will pass by the Albreda Glacier and the magnificent Pyramid Falls. The highlight of your journey will be Mount Robson, the highest peak in the Canadian Rockies."
Mrs. Kamali: I really like the sound of that. Let's book the vacation today. When should we go?
Mr. Kamali: Well, there are departures every two weeks. Let's go in September. I think it will be cheaper then than in August. What about September 1?
Mrs. Kamali: Yes, that sounds great. Aila will be happy.
Mr. Kamali: I'll book the train tickets, then. I think I'll book them online. It will be cheaper.
Mrs. Kamali: Should I check the flights to Canada? We'll have to fly to Vancouver to get the train.
Mr. Kamali: Thanks! That sounds great.

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COMPREHENSION

3 Tell the students they are going to read and listen to the text again to find the answers to the questions. Read the questions and check the meaning of any vocabulary they may not know. Play the CD again. The students can underline the relevant information in the text as they listen. Encourage them to write the answers to the questions as in the example.
Go over the *Reading strategies* box with the students and then ask them to compare their answers with a partner. Explain that if they have different answers from each other, they should pay attention to this point when they listen again. Play the CD again for the students to check their answers. Check answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain the words if they can.

Audioscript 12.1 – see pages 133 and 134

Answers
1 *He went to the travel agency.* **2** It contains vacations by rail. **3** The scenery is wonderful. **4** They went to Australia two years ago. **5** They will travel by train. **6** It is the highest peak in the Canadian Rockies. **7** Mr. Kamali will book the train tickets. **8** Students' own answers

GRAMMAR: Making suggestions

4 Tell the students they are going to spend some time together over the weekend. Ask them for some suggestions about things they could do. Don't expect them to use the target language yet, but simply encourage them to come up with a few ideas. Write the ideas on the board in note form. Now go over the examples of language for making suggestions in the *Student grammar review* on page W96, paying attention to the verb forms that follow.
The students complete the exercise, in pairs if you wish. Remind them they can refer to the *Student grammar review* on page W96 if they need to. Check answers as a class.

Answers
1 *go* **2** don't we **3** check **4** going **5** book

5 Write *Should we* and *How about* on the board. Ask the students to tell you which verb forms follow these phrases (*the base form with* Should we *and the* -ing *form with* How about). Tell the students they have to complete the suggestions using *Should we* or *How about*.
The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *How about* **2** Should we **3** Should we **4** How about **5** Should we

SPEAKING

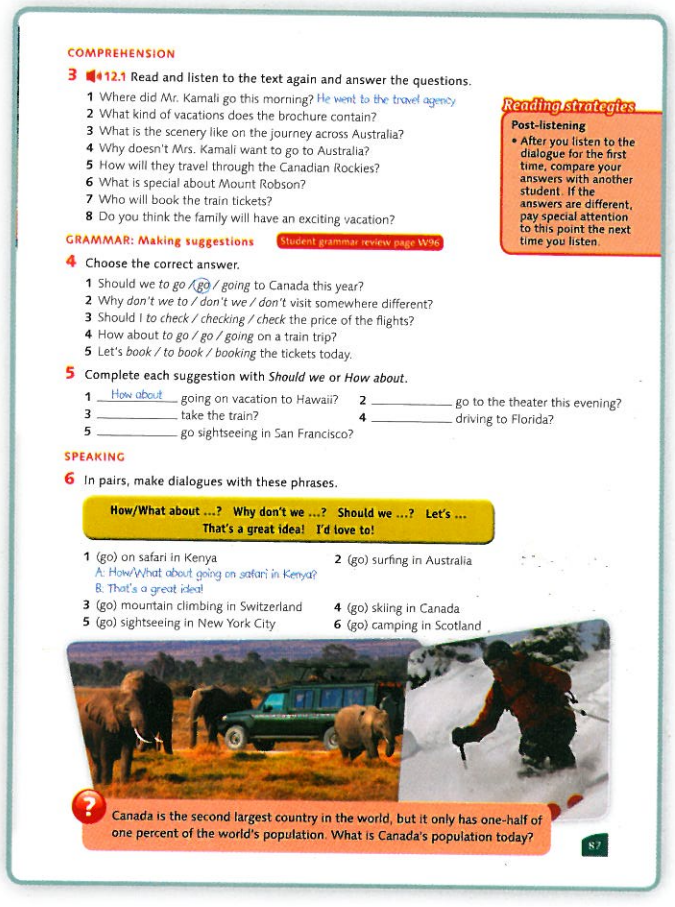
6 Ask the students to look at the phrases in the box. Ask them which are suggestions (*the first four*) and which are responses (*the last two*). Using the first sentence as an example, ask the students *How/What about going on safari in Kenya?* and choose students to respond, using the phrases in the box. Give another example of your own if you wish. Explain to the students that they have to make dialogues using the phrases in the box and the prompts. Remind them to use either the base form or the *-ing* form, depending on which is correct.
The students complete the exercise with their partner. Monitor as they are working, helping where necessary. Choose students to demonstrate their dialogues for the class.

Suggested answers
1 A: *How/What about going on safari in Kenya?* **B:** *That's a great idea!* **2 A:** Why don't we go surfing in Australia? **B:** I'd love to! **3 A:** Should we go mountain climbing in Switzerland? **B:** That's a great idea! **4 A:** Why don't we go skiing in Canada? **B:** That's a great idea! **5 A:** How/What about going sightseeing in New York City? **B:** I'd love to! **6 A:** Let's go camping in Scotland. **B:** That's a great idea!

Research box
Ask the students to read the question in the *Research box*. Do they know the answer? Ask them to make guesses about the population of Canada. Write each student's name and guess down on a sheet of paper. You could pin this to the wall for the students to see. Explain that they have to find out the information before the next class. In the next class, check your list to see who got the answer right.

Answer
35,872,748 in January 2016

Workbook, page W64, Exercises 1, 2, 3, and 4



COMPREHENSION

3 12.1 Read and listen to the text again and answer the questions.
1 Where did Mr. Kamali go this morning? He went to the travel agency
2 What kind of vacations does the brochure contain?
3 What is the scenery like on the journey across Australia?
4 Why doesn't Mrs. Kamali want to go to Australia?
5 How will they travel through the Canadian Rockies?
6 What is special about Mount Robson?
7 Who will book the train tickets?
8 Do you think the family will have an exciting vacation?

Reading strategies
Post-listening
• After you listen to the dialogue for the first time, compare your answers with another student. If the answers are different, pay special attention to this point the next time you listen.

GRAMMAR: Making suggestions Student grammar review page W96

4 Choose the correct answer.
1 Should we *to go / go / going* to Canada this year?
2 Why *don't we to / don't we / don't* visit somewhere different?
3 Should I *to check / checking / check* the price of the flights?
4 How about *to go / go / going* on a train trip?
5 Let's *book / to book / booking* the tickets today.

5 Complete each suggestion with *Should we* or *How about*.
1 How about going on vacation to Hawaii?
2 _____ go to the theater this evening?
3 _____ take the train?
4 _____ driving to Florida?
5 _____ go sightseeing in San Francisco?

SPEAKING

6 In pairs, make dialogues with these phrases.

How/What about ...? Why don't we ...? Should we ...? Let's ... That's a great idea! I'd love to!

1 (go) on safari in Kenya
A: How/What about going on safari in Kenya?
B: That's a great idea!
2 (go) surfing in Australia
3 (go) mountain climbing in Switzerland
4 (go) skiing in Canada
5 (go) sightseeing in New York City
6 (go) camping in Scotland

Canada is the second largest country in the world, but it only has one-half of one percent of the world's population. What is Canada's population today?

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LESSONS 3 AND 4

Overview

Outcomes
- to talk about a trip from Vancouver to Toronto
- to talk about a vacation in India

Functions
- making suggestions
- making plans

Language focus
- *will/won't*

Vocabulary
- geographical features

Materials
- Student's Book pages 88–89, Workbook page W65

Student's Book, pages 88 and 89

VOCABULARY: Geographical features

1 Ask the students to look at the pictures. What can they see? Look at the words in the box. Choose students to read out loud the words to check pronunciation.
Tell the students they have to match the words from the box with the pictures. The students complete the exercise. Check answers as a class.

Answers
1 *plain* **2** waterfall **3** glacier **4** canyon

2 Ask the students if they remember what and where the Rockies are (*a mountain range in Canada and the U.S.*). Ask if they have ever seen mountains. Ask where. Are there mountains in their country? Ask *What can you see and do in the mountains?*
Check the meaning and pronunciation of the words in the box. Tell the students they have to complete the first part of an e-mail by Aila Kamali about her trip to the Canadian Rockies.
The students complete the exercise. Check answers as a class.

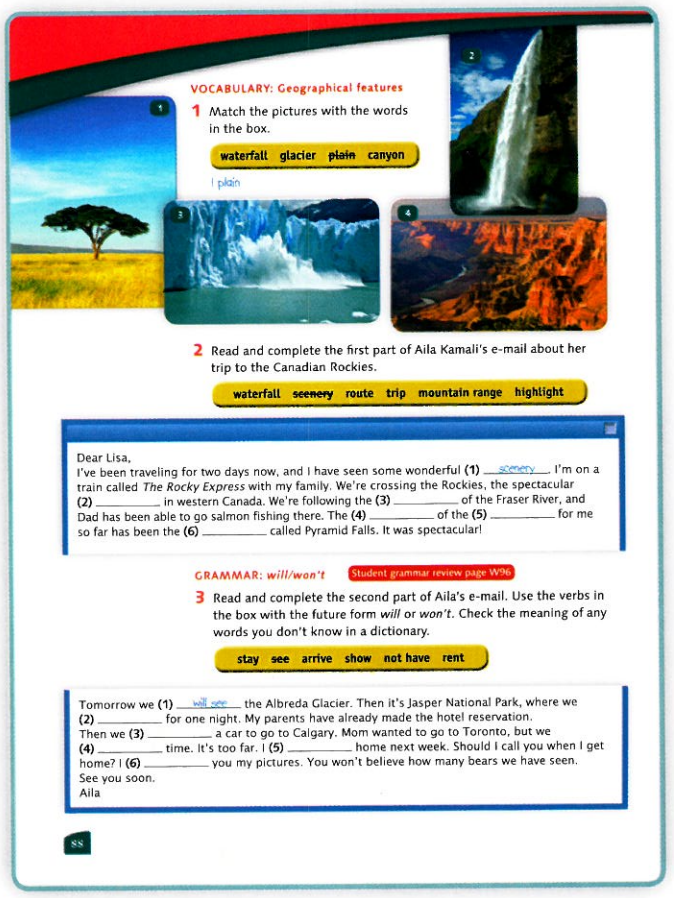
Answers
1 *scenery* **2** mountain range **3** route
4 highlight **5** trip **6** waterfall

GRAMMAR: *will/won't*

3 Ask the students what *will* and *won't* mean. Ask *Which is used in affirmative sentences? (will). Which is used in negative sentences? (won't). Which is used in questions? (will). What follows* will *and* won't*? (the base form).*
Tell the students they are going to complete the second part of Aila's e-mail. Explain that they have to use the verbs in the box with the future form *will* or *won't*. Check the meanings of the words in the box.
The students complete the exercise, in pairs if you wish. Remind them that there is a *Student grammar review* on page W96. They can refer to this if they need to. Check answers as a class.

Answers
1 *will see* **2** will stay **3** will rent **4** won't have
5 will arrive **6** will show

Workbook, page W65, Exercises 5 and 6


VOCABULARY: Geographical features

1 Match the pictures with the words in the box.

waterfall glacier ~~plain~~ canyon

plain

2 Read and complete the first part of Aila Kamali's e-mail about her trip to the Canadian Rockies.

waterfall ~~scenery~~ route trip mountain range highlight

Dear Lisa,
I've been traveling for two days now, and I have seen some wonderful (1) scenery. I'm on a train called *The Rocky Express* with my family. We're crossing the Rockies, the spectacular (2) _____ in western Canada. We're following the (3) _____ of the Fraser River, and Dad has been able to go salmon fishing there. The (4) _____ of the (5) _____ for me so far has been the (6) _____ called Pyramid Falls. It was spectacular!

GRAMMAR: *will/won't* Student grammar review page W96

3 Read and complete the second part of Aila's e-mail. Use the verbs in the box with the future form *will* or *won't*. Check the meaning of any words you don't know in a dictionary.

stay see arrive show not have rent

Tomorrow we (1) will see the Albreda Glacier. Then it's Jasper National Park, where we (2) _____ for one night. My parents have already made the hotel reservation. Then we (3) _____ a car to go to Calgary. Mom wanted to go to Toronto, but we (4) _____ time. It's too far. I (5) _____ home next week. Should I call you when I get home? I (6) _____ you my pictures. You won't believe how many bears we have seen.
See you soon.
Aila

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SPEAKING

4 Ask the students to look at the picture at the top of the page and say what they can see. Ask them which form of transportation is in the picture. Ask which other ways people can travel.
Explain that the students are planning a trip from Vancouver to Toronto in Canada (a distance of around 4,500 kilometers). With a partner, they have to make dialogues about the best way to travel, using the words and phrases in the box.

The students complete the exercise. Monitor as they are working, helping where necessary. Choose pairs to read their dialogues for the class. Ask *How do you prefer to travel?*

Suggested answers

***A:** How should we get there? **B:** Should we go by train? **A:** No, that's too slow. Let's fly.*
B: How should we travel through Canada?
A: Should we rent a car? **B:** No, that's too expensive. Let's go by train.

5 Now ask the students to look at the second picture (which shows the Taj Mahal monument in Agra, India). What can they see and where is it? Ask the students what they know about the Taj Mahal.
Tell the students that they are now going to India on vacation and have to make some plans. Read the questions with the students and ask them to write down their answers individually. Do not check their answers at this point.

Answers

Students' own answers

6 In pairs, the students ask and answer the questions in Exercise 5, using their notes. The students complete the exercise. Choose pairs to ask and answer the questions.

Suggested answers

1 *A: How will you travel to India? **B:** I'll go by plane.* **2 A:** How long will it take to get there? **B:** It'll take a few hours to get there. **3 A:** What will you do there? **B:** I will visit the Taj Mahal and take lots of pictures. **4 A:** Will the weather be good? **B:** Yes, it will be very sunny. **5 A:** What food will you eat? **B:** I'll eat curry. **6 A:** What will you do when you get back? **B:** I'll show you my pictures!

7 Brainstorm a list of things you might take on vacation with you and write them on the board. Accept any appropriate answers.
Look at the words in the box with the class. Choose students to read out loud the words to check pronunciation and meaning. Elicit the different ways to make a suggestion.
Read the instructions and explain that the students have to decide in pairs what to take on their trip. You can limit them to ten items if you wish, including their own ideas.
The students complete the exercise. Choose pairs to share their lists with the class.

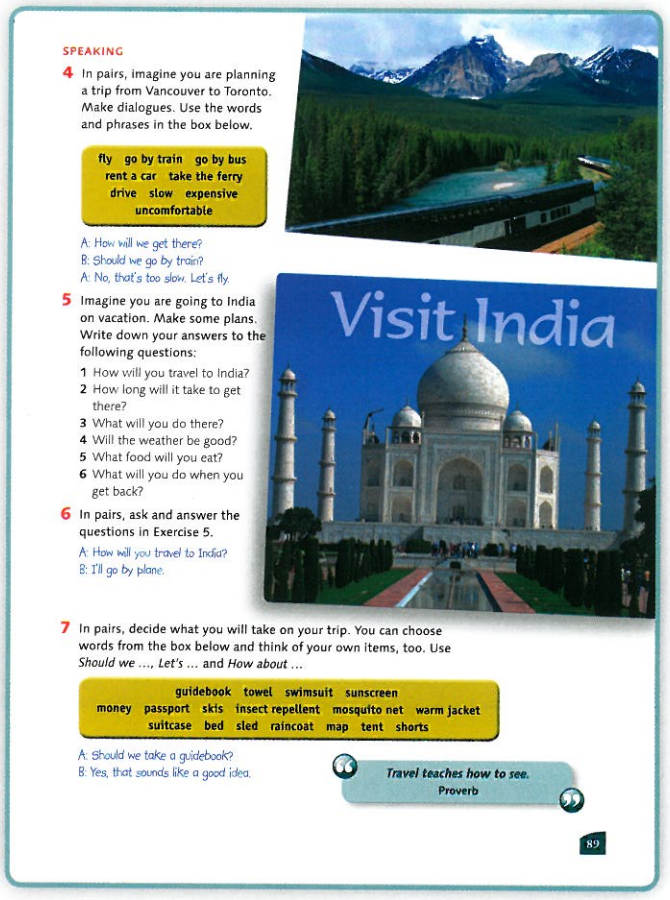
Suggested answers

***A:** Should we take a guidebook? **B:** Yes, that sounds like a good idea.* **A:** Should we take skis? **B:** No. There isn't much snow in India. Should we take sunscreen? **A:** Yes, that is a very good idea!

Quotation

Ask the students to read the proverb. Discuss the meaning of the proverb. Ask the students whether they agree or disagree with the proverb, and to give reasons for their opinions.

Workbook, page W65, Exercise 7



SPEAKING

4 In pairs, imagine you are planning a trip from Vancouver to Toronto. Make dialogues. Use the words and phrases in the box below.

fly go by train go by bus rent a car take the ferry drive slow expensive uncomfortable

A: How will we get there?
B: Should we go by train?
A: No, that's too slow. Let's fly.

5 Imagine you are going to India on vacation. Make some plans. Write down your answers to the following questions:

1 How will you travel to India?
2 How long will it take to get there?
3 What will you do there?
4 Will the weather be good?
5 What food will you eat?
6 What will you do when you get back?

6 In pairs, ask and answer the questions in Exercise 5.

A: How will you travel to India?
B: I'll go by plane.

Visit India

7 In pairs, decide what you will take on your trip. You can choose words from the box below and think of your own items, too. Use *Should we ..., Let's ...* and *How about ...*

guidebook towel swimsuit sunscreen money passport skis insect repellent mosquito net warm jacket suitcase bed sled raincoat map tent shorts

A: Should we take a guidebook?
B: Yes, that sounds like a good idea.

Travel teaches how to see.
Proverb

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LESSONS 5 AND 6

Overview

Outcomes
- to read a text about a swimming journey
- to write a short description of the Amazon River
- to listen to a description of a tour
- to write an account of a memorable journey

Functions
- making descriptions
- recounting events

Language focus
- language to describe journeys

Vocabulary
- tours

Materials
- Student's Book pages 90–91, Workbook page W66, CD

Student's Book, pages 90 and 91

READING

1 Ask the students to look at the pictures and say what they can see (*rivers*). Which rivers do they think are shown in the pictures? Ask which other rivers the students know around the world.
The students work in pairs to discuss a trip they would like to take. You could give an example of your own. Choose students to give their answers.

Answers
Students' own answers

2 Check the meaning of *epic*. Tell the students that they are going to read an article about one man's incredible journey. Ask them to look at the pictures and say what they can see.
Ask the students to look at the title of the article. What kind of information do they think might be included in the article?
Tell the students to read the article quickly to find the answer to the question.
The students complete the exercise. Check answers as a class.

Answers
Amazon, Danube, Mississippi, Paran, Yangtze



READING

1 What trip would you like to take? Work in pairs.

2 Read about this epic journey. Which rivers has Martin Strel swum?

A long way to swim

On April 7, 2007, the swimmer Martin Strel completed an incredible journey. He had just swum the entire length of the Amazon River. At 5,268 kilometers he had just completed the longest swim ever.

Martin set off from Peru on February 1 and arrived in Brazil sixty-six days later. This was an incredible achievement. The Amazon River in South America is a highly dangerous place. It is home to the bull shark, which is the most dangerous shark to humans. There are also many other dangerous wild creatures, like piranhas, stingrays, and anacondas hidden in the perilous waters. While Martin swam, he wore just a wetsuit and flippers. He said that his best protection from predators was a group of pink dolphins. These friendly creatures accompanied him every day, swimming alongside him. Martin had to face other hardships as well – he battled with the fierce sun, disease, and lack of sleep.

Martin kept up a strict routine during the Amazon swim. He stopped for a short break each day for lunch. He slept for a few hours each night on a boat. Every day he swam around eighty-four kilometers.

Before he completed this epic journey, Martin had already broken other records. He swam across the English Channel in 1997, and then became the first man to swim across the Mediterranean, from Tunisia to Italy, in the same year. Then, between 2000 and 2004, he swam the River Danube in Europe, the Mississippi in the U.S.A., the Paran in Argentina, and the Yangtze in China. He also broke the record for the longest continuous swim when he swam 504 kilometers non-stop down the Danube.

90

COMPREHENSION

3 Tell the students they are going to read the text again to decide if the sentences are true or false. Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers
1 *False. He swam the Amazon River.* **2** True **3** False. The Amazon River is in South America. **4** True **5** True **6** False. He became the first man to swim across the Mediterranean in 1997.

Workbook, page W66, Exercises 8, 9, 10, and 11

WRITING

4 Tell students that they are going to write a short description of the Amazon River using the text in Exercise 2 and their answers from Exercise 3.
Go over the *Writing strategies* box with the students. Discuss each point, eliciting information from the students and writing ideas on the board.

Suggested answer
The Amazon River is in South America. It is a very long river, and it is very dangerous. There are bull sharks, piranhas, stingrays, and anacondas. These are all very dangerous for humans. There are also friendly creatures, such as pink dolphins, in the Amazon River.

Talk together

5 Tell the students about the longest journey you have been on and what it was like.
The students work in pairs to describe their longest journeys. Choose students to tell the class about their partner's journey.

Answers
Students' own answers

VOCABULARY: Tours

6 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. Check answers as a class.

Answers
cliff, dune, rock formation

LISTENING

7 Elicit different ways of traveling. Tell the students they are going to listen to a description of a tour. They have to take notes about the ways of traveling that are mentioned.
Play the CD for the students. The students complete the exercise. Check answers as a class.

Audioscript 12.2 – see page 134

Answers
minibus, jeep, camel

COMPREHENSION

8 Tell the students they are going to listen to the description again and choose the correct answers.
Play the CD again. The students listen again and circle a, b, or c. Check answers as a class.

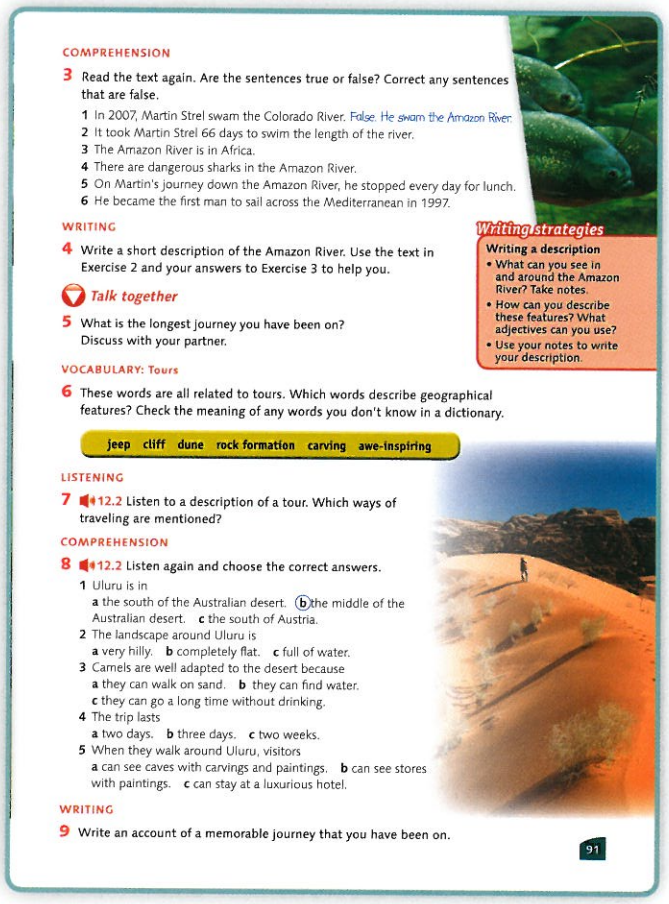
Audioscript 12.2 – see page 134

Answers
1 *b* **2** b **3** c **4** a **5** a

WRITING

9 Tell the students they are going to write an account of a memorable journey that they have been on.
The students write their accounts. Monitor as they are writing, pointing out any errors.

Answers
Students' own answers



COMPREHENSION

3 Read the text again. Are the sentences true or false? Correct any sentences that are false.
1 In 2007, Martin Strel swam the Colorado River. False. He swam the Amazon River.
2 It took Martin Strel 66 days to swim the length of the river.
3 The Amazon River is in Africa.
4 There are dangerous sharks in the Amazon River.
5 On Martin's journey down the Amazon River, he stopped every day for lunch.
6 He became the first man to sail across the Mediterranean in 1997.

WRITING

4 Write a short description of the Amazon River. Use the text in Exercise 2 and your answers to Exercise 3 to help you.

Talk together

5 What is the longest journey you have been on? Discuss with your partner.

Writing strategies
Writing a description
- What can you see in and around the Amazon River? Take notes.
- How can you describe these features? What adjectives can you use?
- Use your notes to write your description.

VOCABULARY: Tours

6 These words are all related to tours. Which words describe geographical features? Check the meaning of any words you don't know in a dictionary.

jeep cliff dune rock formation carving awe-inspiring

LISTENING

7 12.2 Listen to a description of a tour. Which ways of traveling are mentioned?

COMPREHENSION

8 12.2 Listen again and choose the correct answers.
1 Uluru is in
a the south of the Australian desert. (b) the middle of the Australian desert. c the south of Austria.
2 The landscape around Uluru is
a very hilly. b completely flat. c full of water.
3 Camels are well adapted to the desert because
a they can walk on sand. b they can find water.
c they can go a long time without drinking.
4 The trip lasts
a two days. b three days. c two weeks.
5 When they walk around Uluru, visitors
a can see caves with carvings and paintings. b can see stores with paintings. c can stay at a luxurious hotel.

WRITING

9 Write an account of a memorable journey that you have been on.

91

LESSONS 7 AND 8

Workbook, page W67, Exercises 12 and 13

LESSON 9

Project

Tell the students they are going to write about a country that interests them. This is a good time to review the names of countries in English if you wish.

Ask the students to look at page 92 in their Student's Book. 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.

You may need to provide the students with information about the country they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

The students read the list of points to include. Go over the points in the list one by one and take notes on the board to help with ideas and vocabulary. Now go over the *Your task* box, brainstorming reasons for visiting a country, methods of transportation, and things to see.

The students write their texts. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately. Remind them to illustrate their texts with drawings or pictures they have found in magazines, etc.

The students should then prepare a list of questions to ask their classmates about the country they have chosen, using the list and the *Questions* box on page 92 for ideas. Choose students to read their descriptions to the class. Encourage the students to ask and answer questions.

The projects could be displayed on the classroom wall.

LESSON 10

REVIEW C

Student's Book, pages 93 and 94

Tell the students they are going to review the vocabulary and grammar they have studied in Module 6. Ask them what they remember from Units 11 and 12.

VOCABULARY

Answers
1 c **2** e **3** a **4** c **5** e **6** e **7** b
8 **1** geologist **2** scientist **3** astronomer **4** botanist **5** chemist
9 1b 2e 3f 4a 5c 6d
10 **1** equipment/findings **2** tent/sled

GRAMMAR

Suggested answers
11 *My brother is always borrowing my camera without asking me!* / My sister is always waking me up too early. / My brother is always borrowing my basketball. / My brother is always using my laptop without asking me. / My sister is always talking to her friends on the phone.
12 ***A:*** *Are you swimming?* ***B:*** *No, I'm not. I'm paddling a kayak!* **A:** Are you writing notes? **B:** Yes, I am! **A:** Are you skiing? **B:** No, I'm not. I'm climbing.
13 ***A:*** *I like playing tennis. I'm training for the U.S. Open now. I hope to win. I speak Spanish and English, but right now I'm practicing English because I'm going to the U.S.A. soon.* ***B:*** *You're Rafael Nadal.* ***A:*** *Yes, I am.* **B:** I like diving. I want to compete in the Olympics. I really enjoy being in the water, and I hope that I will be the best diver in the world one day. **A:** You're Tom Daley. **B:** Yes, I am.
14 **1** ***A:*** *What would you do if you lost your passport on vacation?* ***B:*** *I'd go to the police, then* I'd go to the embassy. I hope they would give me a new passport! **2** **A:** What would you do if your boat started sinking in the ocean? **B:** I'd put on a lifejacket and swim to land. **3** **A:** What would you do if there were a fire in your building? **B:** I would set off the fire alarm and tell everyone to get out of the building. I would also call the fire department. **4** **A:** What would you do if your tent blew away in a storm? **B:** I would try to find a hotel where I could sleep. **5** **A:** What would you do if someone took your suitcase by mistake at a foreign airport? **B:** I'd speak to someone who works at the airport in the hope that they'd find my suitcase for me. **6** **A:** What would you do if you saw an accident on your way to school? **B:** I'd call an ambulance and I'd try to help if someone was injured.
15 ***A:*** *How about visiting the museum this weekend?* **B:** That's a great idea. Let's also go to the park to play soccer. **A:** I'd love to. How about going to a restaurant for a meal in the evening? **B:** Yes, let's do that!

Workbook, pages W68 and W69, Progress test 3

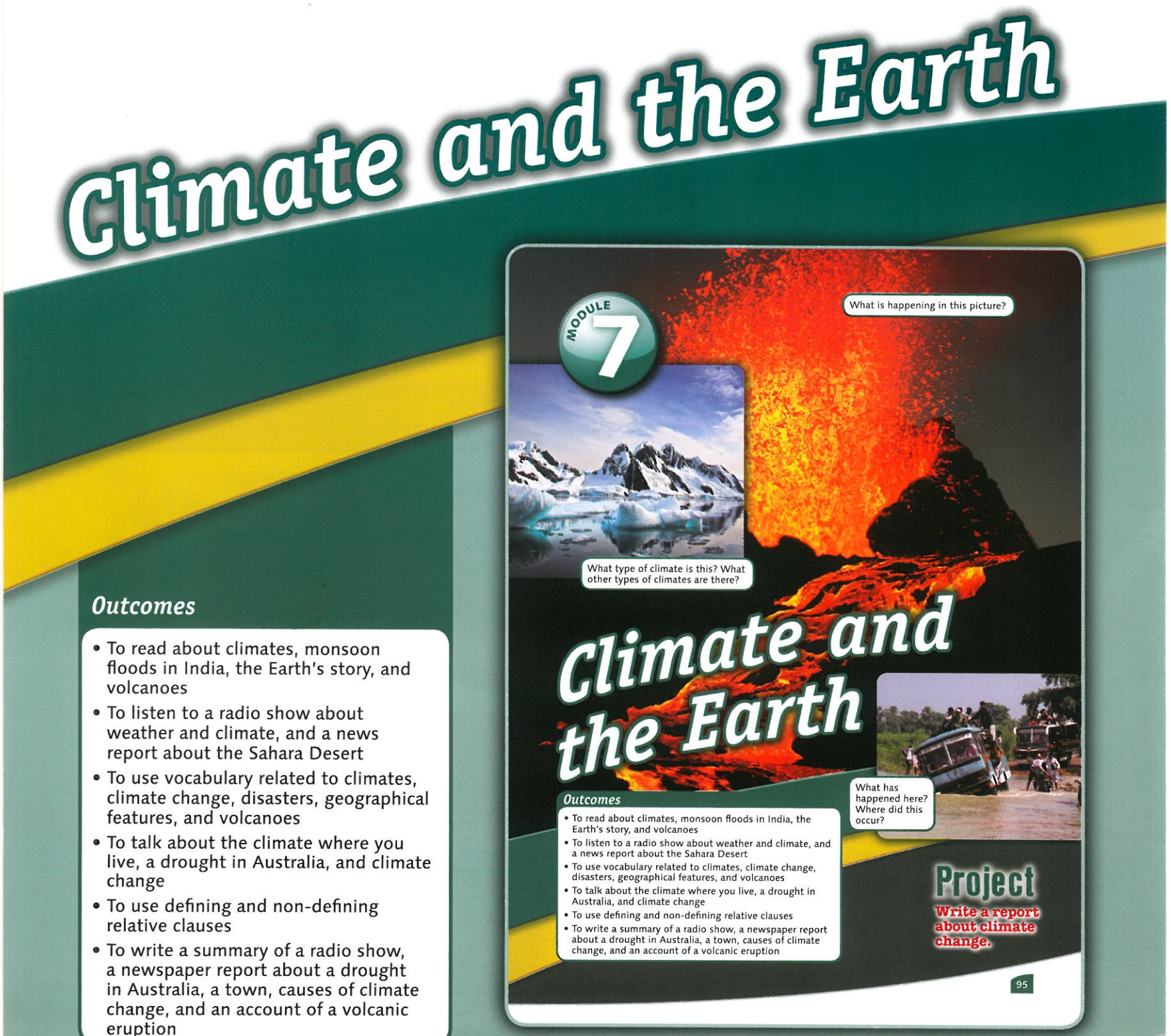
Student's Book, page 95

OPENER

Write *Climate and the Earth* on the board and elicit the meaning of the words. Brainstorm ideas related to climate and write them on the board. Now look at page 95. Tell students that this page tells them what they will be doing in Module 7.

Look at each picture with the class. The main picture shows a volcanic eruption; the other two show a polar scene and flooding in India. Ask if the students know any of the answers to the questions. Tell them they will find out the answers in the module. Then ask students about themselves, for example, *What's the climate like in your country? What other kinds of climate do you know about? What kind of weather do you like best? Would you like to live in a very cold climate? Why / Why not?*

Explain to students that they will learn how to talk about climate and the Earth in Units 13 and 14.



Outcomes

- To read about climates, monsoon floods in India, the Earth's story, and volcanoes
- To listen to a radio show about weather and climate, and a news report about the Sahara Desert
- To use vocabulary related to climates, climate change, disasters, geographical features, and volcanoes
- To talk about the climate where you live, a drought in Australia, and climate change
- To use defining and non-defining relative clauses
- To write a summary of a radio show, a newspaper report about a drought in Australia, a town, causes of climate change, and an account of a volcanic eruption

Unit 13 Weather and climate

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about climates
- to talk about climates

Functions
- making guesses
- giving information

Language focus
- defining relative clauses

Vocabulary
- types of climates

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 what they remember about the North and South Poles. Ask them what they know about the Equator.
Ask the students to look at the pictures and say what they can see.

Answers
At the North and South Poles, the climate is very cold and dry. At the Equator, it is hot and wet. These areas have different climates because they get different amounts of sunlight during the year.

2 Ask 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 question. Students can check the meaning of any words they don't know in a dictionary. Check answers as a class.

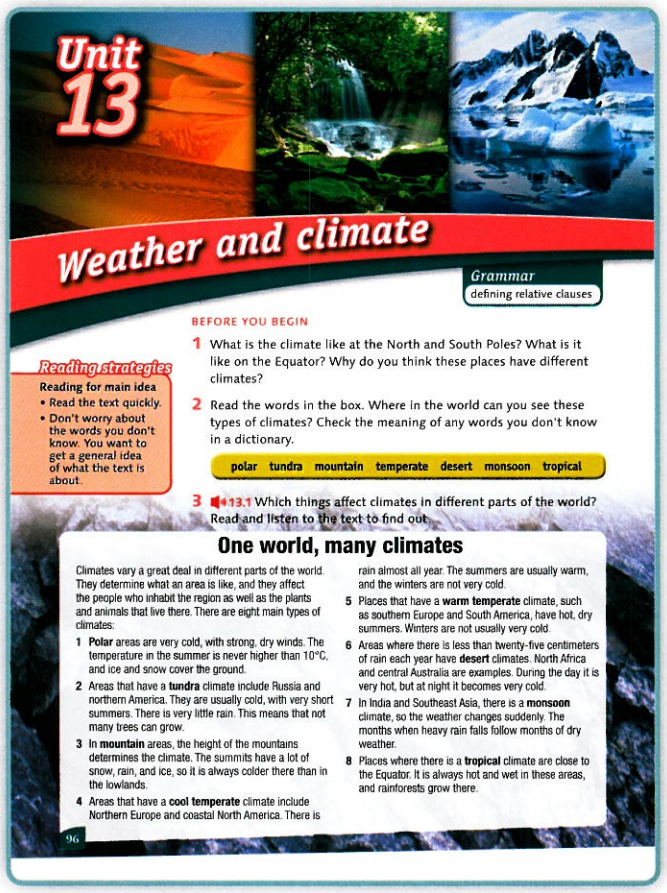
Suggested answers
polar: North and South Poles
tundra: Russia
mountain: the Alps
temperate: Europe and parts of South America
desert: North Africa (Sahara)
monsoon: India
tropical: South America

Workbook, page W70, Exercise 1

3 Ask the students to look at the title of the text. What kind of information do they think might be included in the text? Go over the *Reading strategies* box with the students.
Now tell them they are going to read and listen to the text and find the answer to the question. Play the CD. Students listen and read at the same time. Check the answers as a class.

Audioscript 13.1 – see page 134

Answers
rainfall, temperature, the height of mountains


Unit 13
Weather and climate
Grammar
defining relative clauses
BEFORE YOU BEGIN
1 What is the climate like at the North and South Poles? What is it like on the Equator? Why do you think these places have different climates?
2 Read the words in the box. Where in the world can you see these types of climates? Check the meaning of any words you don't know in a dictionary.
polar tundra mountain temperate desert monsoon tropical
3 13.1 Which things affect climates in different parts of the world? 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 get a general idea of what the text is about.
One world, many climates
Climates vary a great deal in different parts of the world. They determine what an area is like, and they affect the people who inhabit the region as well as the plants and animals that live there. There are eight main types of climates:
1 **Polar** areas are very cold, with strong, dry winds. The temperature in the summer is never higher than 10°C, and ice and snow cover the ground.
2 Areas that have a **tundra** climate include Russia and northern America. They are usually cold, with very short summers. There is very little rain. This means that not many trees can grow.
3 In **mountain** areas, the height of the mountains determines the climate. The summits have a lot of snow, rain, and ice, so it is always colder there than in the lowlands.
4 Areas that have a **cool temperate** climate include Northern Europe and coastal North America. There is rain almost all year. The summers are usually warm, and the winters are not very cold.
5 Places that have a **warm temperate** climate, such as southern Europe and South America, have hot, dry summers. Winters are not usually very cold.
6 Areas where there is less than twenty-five centimeters of rain each year have **desert** climates. North Africa and central Australia are examples. During the day it is very hot, but at night it becomes very cold.
7 In India and Southeast Asia, there is a **monsoon** climate, so the weather changes suddenly. The months when heavy rain falls follow months of dry weather.
8 Places where there is a **tropical** climate are close to the Equator. It is always hot and wet in these areas, and rainforests grow there.
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COMPREHENSION

4 Tell the students they are going to read and listen to the text again in order to decide if the sentences are true or false.
Go over the *Reading strategies* box with the students. Students read the text again and decide if the sentences are true or false, using the method in the *Reading strategies* box.

Audioscript 13.1 – see page 134

Answers
1 *False. Climates vary in different parts of the world.* **2** False. Plants are greatly affected by climate. **3** True **4** True **5** False. There are eight main types of climates.

5 Ask the students which words they remember from Exercise 2 without referring to the Student's Book. Can they remember what they mean?
Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *monsoon* **2** cool temperate **3** tundra **4** tropical **5** desert

GRAMMAR: Defining relative clauses

6 On the board, write the first sentence from Exercise 6, leaving a blank instead of the options. Ask students to suggest words that might go in the blank.
Go over the examples of defining relative clauses in the *Student grammar review* on page W96. Now write the three options from the first sentence of Exercise 6 on the board and ask students which is the correct option (*who*). Give another example or two of your own if you wish (e.g., *A polar area is a place that/who/where is very cold.*).
Ask the students to look at the sentences. Tell them they have to choose the correct word to complete each sentence. Remind them that there is a *Student grammar review* on page W96. They can refer to this if they need to.
The students complete the exercise, in pairs if you wish. Choose students to give you their answers and to explain why they think each answer is correct.

Answers
1 *who* **2** that **3** that **4** where **5** when

Workbook, page W70, Exercises 2, 3, and 4

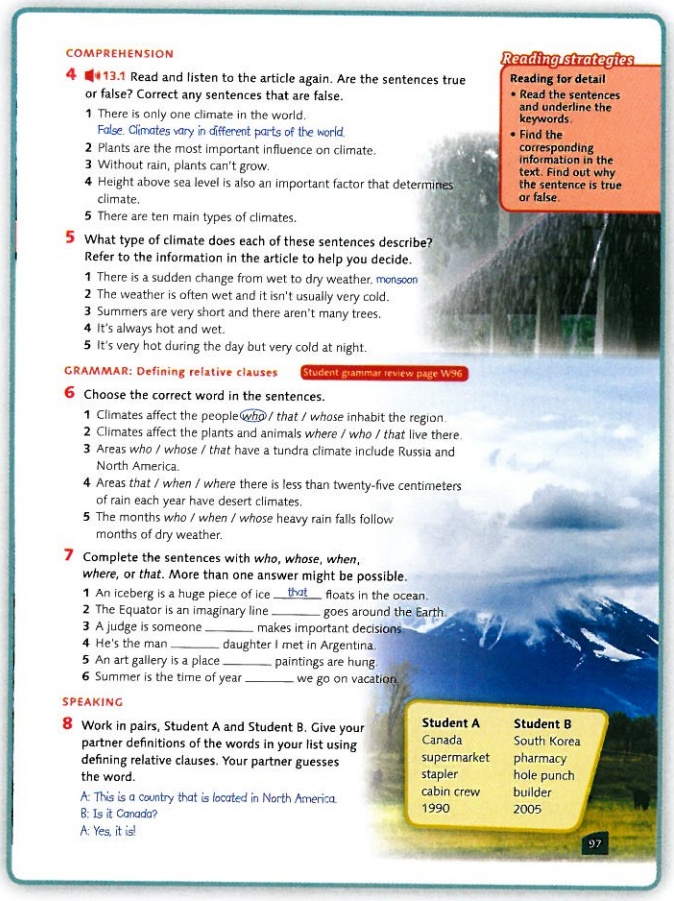
7 Ask the students to remind you what they remember about defining relative clauses. Tell them they have to complete the sentences using *who*, *whose*, *when*, *where*, or *that*. Explain that more than one answer might be possible.
Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *that* **2** that **3** who **4** whose **5** where **6** when

SPEAKING

8 Choose a word from the unit and give a definition to the class for them to guess what the word is. Use a defining relative clause in your definition.
Tell the students they are going to play a guessing game with their partner. Check the meaning of the words in the box.
Students complete the exercise in pairs, taking turns describing and guessing the words using defining relative clauses. Choose students to give their definitions for the class to guess.

Suggested answers
A: *This is a country that is located in North America.* ***B:*** *Is it Canada?* ***A:*** *Yes, it is!* / **B:** This is an object that you use to make holes in paper. **A:** Is it a hole punch? **B:** Yes, it is! / **A:** These are people who work on a plane. **B:** Is it the cabin crew? **A:** Yes, it is! / **B:** This was the year when I visited France. **A:** Is it 2005? **B:** Yes, it is!



COMPREHENSION

4 13.1 Read and listen to the article again. Are the sentences true or false? Correct any sentences that are false.

1 There is only one climate in the world.
False. Climates vary in different parts of the world.
2 Plants are the most important influence on climate.
3 Without rain, plants can't grow.
4 Height above sea level is also an important factor that determines climate.
5 There are ten main types of climates.

5 What type of climate does each of these sentences describe? Refer to the information in the article to help you decide.

1 There is a sudden change from wet to dry weather. monsoon
2 The weather is often wet and it isn't usually very cold.
3 Summers are very short and there aren't many trees.
4 It's always hot and wet.
5 It's very hot during the day but very cold at night.

Reading strategies
Reading for detail
- Read the sentences and underline the keywords.
- Find the corresponding information in the text. Find out why the sentence is true or false.

GRAMMAR: Defining relative clauses Student grammar review page W96

6 Choose the correct word in the sentences.

1 Climates affect the people (who) / that / whose inhabit the region.
2 Climates affect the plants and animals where / who / that live there.
3 Areas who / whose / that have a tundra climate include Russia and North America.
4 Areas that / when / where there is less than twenty-five centimeters of rain each year have desert climates.
5 The months who / when / whose heavy rain falls follow months of dry weather.

7 Complete the sentences with *who*, *whose*, *when*, *where*, or *that*. More than one answer might be possible.

1 An iceberg is a huge piece of ice ___that___ floats in the ocean.
2 The Equator is an imaginary line _____ goes around the Earth.
3 A judge is someone _____ makes important decisions.
4 He's the man _____ daughter I met in Argentina.
5 An art gallery is a place _____ paintings are hung.
6 Summer is the time of year _____ we go on vacation.

SPEAKING

8 Work in pairs, Student A and Student B. Give your partner definitions of the words in your list using defining relative clauses. Your partner guesses the word.

A: This is a country that is located in North America.
B: Is it Canada?
A: Yes, it is!

Student A	Student B
Canada	South Korea
supermarket	pharmacy
stapler	hole punch
cabin crew	builder
1990	2005

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LESSONS 3 AND 4

Overview

Outcomes
- to listen to a radio show about weather and climate
- to write a summary of a radio show
- to talk about the climate in one's country

Functions
- describing pictures
- making predictions
- giving information

Language focus
- language to describe climates

Vocabulary
- climate change
- climates

Materials
- Student's Book pages 98–99, Workbook page W71, CD

Student's Book, pages 98 and 99

SPEAKING

1 Ask the students to look at the pictures at the top of the page and say what they can see. The pictures show drought, flooding, and receding polar ice caps, all thought of by many scientists to have been the result of climate change.

Answers
Students' own answers

VOCABULARY: Climate change

2 Check the meaning of *climate change*. Ask the students what they know about the effects of climate change. Keep the discussion fairly short at this point.
The students work in pairs to answer the question. Students can check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answer
All of the words are related to climate change.

LISTENING

3 Tell students they are going to listen to a radio show about weather and climate.
Go over the *Listening strategies* box with the students. Play the CD for the students.

Audioscript 13.2 – see page 134–135

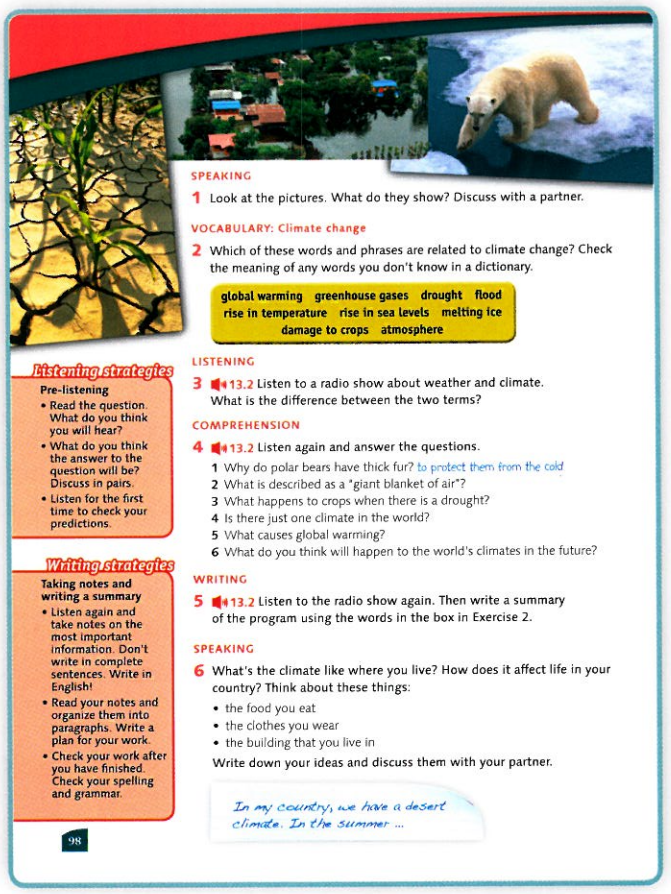
Answer
The weather is something that is happening right now. When a type of weather affects a part of the Earth for many years, it is called climate.

COMPREHENSION

4 Tell the students that they are going to listen to the radio show again and answer the questions. Play the CD again. Students listen and answer the questions.

Audioscript 13.2 – see page 134–135

Answers
1 *To protect them from the cold.* **2** The atmosphere that surrounds the Earth. **3** They die. **4** No, the world has many different climates. **5** A build-up of greenhouse gases in the atmosphere. **6** Suggested answer: I think the Earth will continue getting hotter. Weather and climates will become more extreme. There will be more floods, droughts, and storms. Crops will die and there won't be enough food.



SPEAKING
1 Look at the pictures. What do they show? Discuss with a partner.

VOCABULARY: Climate change
2 Which of these words and phrases are related to climate change? Check the meaning of any words you don't know in a dictionary.

global warming · greenhouse gases · drought · flood · rise in temperature · rise in sea levels · melting ice · damage to crops · atmosphere

Listening strategies
Pre-listening
- Read the question. What do you think you will hear?
- What do you think the answer to the question will be? Discuss in pairs.
- Listen for the first time to check your predictions.

LISTENING
3 13.2 Listen to a radio show about weather and climate. What is the difference between the two terms?

COMPREHENSION
4 13.2 Listen again and answer the questions.
1 Why do polar bears have thick fur? to protect them from the cold
2 What is described as a "giant blanket of air"?
3 What happens to crops when there is a drought?
4 Is there just one climate in the world?
5 What causes global warming?
6 What do you think will happen to the world's climates in the future?

Writing strategies
Taking notes and writing a summary
- Listen again and take notes on the most important information. Don't write in complete sentences. Write in English!
- Read your notes and organize them into paragraphs. Write a plan for your work.
- Check your work after you have finished. Check your spelling and grammar.

WRITING
5 13.2 Listen to the radio show again. Then write a summary of the program using the words in the box in Exercise 2.

SPEAKING
6 What's the climate like where you live? How does it affect life in your country? Think about these things:
- the food you eat
- the clothes you wear
- the building that you live in

Write down your ideas and discuss them with your partner.

In my country, we have a desert climate. In the summer ...

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WRITING

5 Tell the students they are going to write a summary of what they heard in the radio show in Exercise 4. Ask the students if they remember what a summary is.
Go over the *Writing strategies* box with the class. Then play the CD for the students to listen and take notes.
The students write their summary using the words in the box in Exercise 2. Explain that they will need to use additional words.

Audioscript 13.2 – see page 134 –135

Suggested answer
The weather and climate affect plants, animals, and humans all over the Earth, and these learn to adapt to different conditions. The weather is something that is happening right now in the atmosphere that surrounds the Earth. Weather can cause droughts and floods. When weather affects a part of the Earth for many years, it is called climate. There are many climates and they are changing fast. Greenhouse gases in the atmosphere are causing global warming. This means a rise in temperature, a rise in sea levels, and more extreme weather.

SPEAKING

6 Students complete the exercise individually. Monitor as they are working, helping where necessary. Then they discuss their ideas with their partner. Choose students to give their answers and explain them.

Answers
Students' own answers

VOCABULARY: Climates

7 Elicit the different types of climates from the students. Ask *Which climates do the pictures show?* (*cool temperate* and *tundra*)
Look at the descriptions in the box. Explain that students have to write the descriptions from the box under the correct headings in the chart.

Answers

Polar	Tropical	Desert	Monsoon	Cool temperate	Tundra
very cold	hot and wet	very little rain	very heavy rain	rain most of the year	very little rain
ice and snow		hot in the day, cold at night		not very cold winters	very short summers

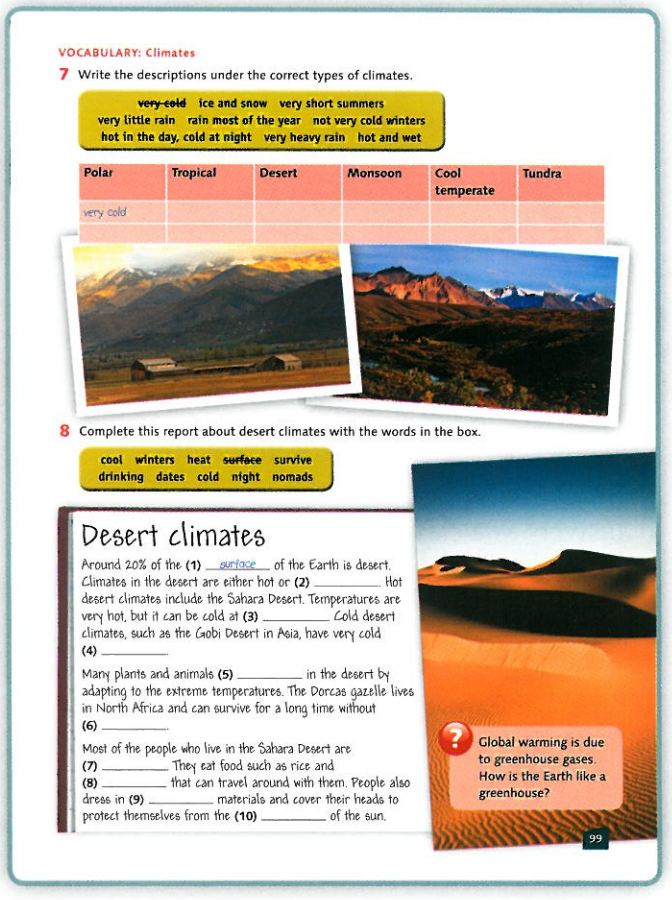
8 Tell the students they are going to read and complete a report about desert climates. Now look at the words in the box and check pronunciation and meaning. The students complete the exercise, in pairs if you wish. Check the answers as a class.

Answers
1 *surface* **2** cold **3** night **4** winters **5** survive **6** drinking **7** nomads **8** dates **9** cool **10** heat

Research box
Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to find out the information before the next class.

Answer
A greenhouse lets the Sun's heat in through the glass but keeps most of it inside the glass, so it warms up. Greenhouse gases in the Earth's atmosphere also trap a lot of the Sun's heat and stop it from escaping into space.

Workbook, page W71, Exercises 5, 6, 7, and 8



VOCABULARY: Climates

7 Write the descriptions under the correct types of climates.

~~very cold~~ ice and snow very short summers
very little rain rain most of the year not very cold winters
hot in the day, cold at night very heavy rain hot and wet

Polar	Tropical	Desert	Monsoon	Cool temperate	Tundra
very cold					

8 Complete this report about desert climates with the words in the box.

~~cool~~ winters heat ~~surface~~ survive
drinking dates cold night nomads

Desert climates

Around 20% of the (1) surface of the Earth is desert. Climates in the desert are either hot or (2) _____. Hot desert climates include the Sahara Desert. Temperatures are very hot, but it can be cold at (3) _____. Cold desert climates, such as the Gobi Desert in Asia, have very cold (4) _____.

Many plants and animals (5) _____ in the desert by adapting to the extreme temperatures. The Dorcas gazelle lives in North Africa and can survive for a long time without (6) _____.

Most of the people who live in the Sahara Desert are (7) _____. They eat food such as rice and (8) _____ that can travel around with them. People also dress in (9) _____ materials and cover their heads to protect themselves from the (10) _____ of the sun.

? Global warming is due to greenhouse gases. How is the Earth like a greenhouse?

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LESSONS 5 AND 6

Overview

Outcomes
- to read a newspaper report on floods in India
- to talk about what one can do in a drought
- to write a newspaper report about a drought

Functions
- making guesses
- reporting a problem
- giving facts
- proposing solutions

Language focus
- language to describe natural disasters

Vocabulary
- disasters

Materials
- Student's Book pages 100–101, Workbook page W72

Student's Book, pages 100 and 101

SPEAKING

1 Ask the students to look at the pictures at the top of the page. Ask *What has happened?*
Students work in pairs to discuss the question. Choose students to give their answers. Where do they think this is? Why?

Answer
Very heavy rain has caused a flood.

VOCABULARY: Disasters

2 Check pronunciation and meaning of the words in the box. Tell the students they have to match the definitions with the words in the box.
The students complete the exercise. Check answers as a class.

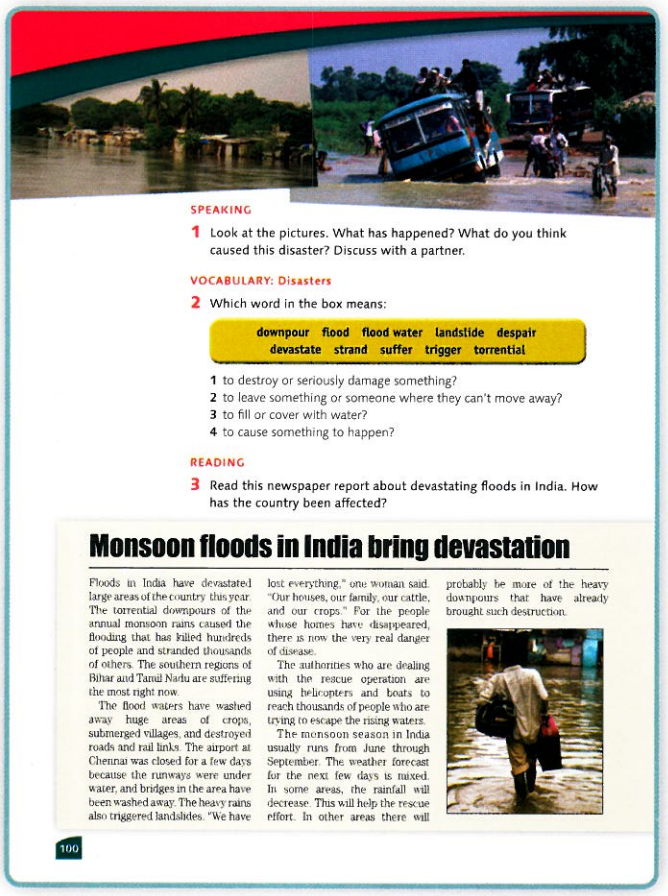
Answers
1 devastate **2** strand **3** flood **4** trigger

READING

3 Check the meaning of *devastation*. Tell the students that they are going to read a report on the floods that devastated India. Ask them to look at the picture and say what they can see.
Ask the students to look at the title of the report. What kind of information do they think might be included in the report?

Tell the students to read the report quickly and find the answer to the question.
Students complete the exercise. Check answers as a class.

Answers
The flooding has killed hundreds of people. The water has washed away crops, killed cattle, submerged villages, and destroyed roads and rail links. The airport at Chennai was closed. The rain triggered landslides, brought the risk of disease.



SPEAKING

1 Look at the pictures. What has happened? What do you think caused this disaster? Discuss with a partner.

VOCABULARY: Disasters

2 Which word in the box means:

downpour flood flood water landslide despair devastate strand suffer trigger torrential

1 to destroy or seriously damage something?
2 to leave something or someone where they can't move away?
3 to fill or cover with water?
4 to cause something to happen?

READING

3 Read this newspaper report about devastating floods in India. How has the country been affected?

Monsoon floods in India bring devastation

Floods in India have devastated large areas of the country this year. The torrential downpours of the annual monsoon rains caused the flooding that has killed hundreds of people and stranded thousands of others. The southern regions of Bihar and Tamil Nadu are suffering the most right now.

The flood waters have washed away huge areas of crops, submerged villages, and destroyed roads and rail links. The airport at Chennai was closed for a few days because the runways were under water, and bridges in the area have been washed away. The heavy rains also triggered landslides. "We have lost everything," one woman said. "Our houses, our family, our cattle, and our crops." For the people whose homes have disappeared, there is now the very real danger of disease.

The authorities who are dealing with the rescue operation are using helicopters and boats to reach thousands of people who are trying to escape the rising waters.

The monsoon season in India usually runs from June through September. The weather forecast for the next few days is mixed. In some areas, the rainfall will decrease. This will help the rescue effort. In other areas there will probably be more of the heavy downpours that have already brought such destruction.

100

COMPREHENSION

4 Tell the students they are going to read the text again to find answers to the questions. Read the questions and check the meaning of any vocabulary they may not know.
Encourage the students to write the answers to the questions as in the example. They can work in pairs if you wish. Check answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers

1 *The torrential downpours of the annual monsoon rains caused the flooding.*
2 The southern regions of Bihar and Tamil Nadu are having the worst flooding. **3** The airport at Chennai was closed. **4** Heavy rains caused the landslides. **5** They are facing the danger of disease. **6** They are rescuing thousands of people who are trying to escape the rising waters. **7** The monsoon season runs from June through September. **8** No, in some areas there will be heavy rain, but in other areas, the rainfall will decrease.

Workbook, page W72, Exercises 9 and 10

Talk together

5 Look at the words in the box. Choose one of the words and tell the students what you think of when you hear or see the word.
Students discuss their ideas with a partner. Choose students to give their answers.

Suggested answers

When I hear or see the word "ice," I think of white snow and polar bears. / When I hear or see the word "drought," I think of deserts and dying crops. / When I hear or see the word "wind," I think of hurricanes and trees falling down.

SPEAKING

6 Elicit the meaning of *drought*. Ask the students where droughts are likely to occur. Have they ever experienced a drought? If so, ask *How did people cope with the drought?*
Tell the students to imagine they live in Australia. Tell them that there is a very bad drought and no rain has fallen for weeks. The earth is dry and the crops are dying. Ask students to think about what they can do.
The students discuss their ideas with a partner and take notes about what they could do. Choose pairs to give their answers and explain them.

Answers

Students' own answers

7 Read the sentences with the students and check the meaning of any words they may not know. Explain that they have to think of more sentences about the drought to add to the list. Students work in pairs to complete the exercise. Monitor as they are working, helping where necessary. Choose students to give their answers.

Suggested answers

It's very hot but there isn't any water, so we can't take showers. There is a very real danger of fire because everything is so dry. We don't know when it will rain again.

WRITING

8 Tell the students that they are going to write a newspaper report about the drought in Australia. Go over the *Writing strategies* box with the students (the newspaper report in Exercise 3 uses the present perfect to explain what has happened).
The students write their newspaper report, using their ideas from Exercises 6 and 7 and using the newspaper report on page 100 as a model. Remind them to include defining relative clauses in their report.
Choose students to read their report to the class.

Answers

Students' own answers

Quotation

Ask the students to read the quotation. Discuss the meaning of the quotation with the students. Ask them whether they agree or disagree with the quotation, and why.

COMPREHENSION

4 Read the text again and answer the questions.

1 What caused the flooding? *The torrential downpours of the annual monsoon rains caused the flooding.*
2 Which area of the country is having the worst flooding right now?
3 What was closed for a few days, and why?
4 What caused the landslides?
5 What is the danger that the flood victims are now facing?
6 Who are the helicopters and boats rescuing?
7 When does the monsoon season occur in India?
8 Will there be heavy rain everywhere in the next few days?

Talk together

5 What do you think of when you hear or see these words? Discuss your ideas with a partner.

sun rain wind cloud ice floods drought

When I hear or see the word "ice," I think of white snow and polar bears.

SPEAKING

6 Imagine you are living in Australia. There is a very bad drought, and no rain has fallen for many weeks. The earth is turning to dust, and crops are dying. What can you do? Discuss your ideas with a partner and write notes.

7 Read these sentences about the drought in Australia. With your partner, think of more sentences to add to the list.

- It's the worst drought in one hundred years. There isn't much water available.
- Crops can't grow. Farmers have lost a lot of money.
- There was some rain last week. It hasn't had a big effect.
- Two million people live in the area. Luckily, they have enough to drink.
- Forests are becoming very dry.

WRITING

8 Refer to your ideas in Exercises 6 and 7 to write a newspaper report about the drought in Australia. Use the newspaper report on page 100 as a model and include defining relative clauses in your work. Then share your work with the class.

Writing strategies

Writing a newspaper report

- Look at the newspaper report in Exercise 3. Which tenses are used?
- Remember just to include facts.
- Organize your work into paragraphs.

I think we are bound to, and by, nature. We may want to deny this connection and try to believe we control the external world, but every time there's a snowstorm or drought, we know our fate is tied to the world around us.
Alice Hoffman, author (1952–)

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LESSONS 7 AND 8

Workbook, page W73 Exercises 11 and 12

Unit 14 The Earth

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a magazine article about the Earth
- to write about a town one knows

Functions
- describing pictures
- making predictions
- adding information
- giving facts

Language focus
- non-defining relative clauses

Vocabulary
- geographical features

Materials
- Student's Book pages 102–103, Workbook pages W74–W75, CD

Student's Book, pages 102 and 103

BEFORE YOU BEGIN

1 Ask the students to look at the pictures and say what they can see in each one. Do they know what subject the pictures have in common? Tell them that they are going to talk about the Earth in Unit 14.

Answers
(from left to right) melting ice floes, fossil ammonites, a volcanic eruption
These pictures are all related to the subject of geology and the Earth.

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

Answer
All of the words except "asteroid" are related to the Earth's geological features.

3 Look at the title of the text. What information do the students think might be included in the magazine article?
Play the CD. The students listen and read at the same time. Check the answer as a class.

Audioscript 14.1 – see page 135

Answer
Geologists study rocks and fossils, and archeologists look at fossils and bones to find out about climate changes in the past.


Unit 14
The Earth
Grammar
non-defining relative clauses
BEFORE YOU BEGIN
1 What do the pictures show? Do you know what subject they all have in common? Discuss with a partner.
2 Read the words in the box. Which are related to geographical features of the Earth? Check the meaning of any words you don't know in a dictionary.
rock crust geology dinosaur fossil ice age asteroid glaciers bones volcano
3 14.1 Read and listen to this magazine article. Who or what can tell us about climate changes in the past?
The Earth's story
The Earth's climate is changing, but this is not new. Over millions of years, the Earth has experienced many dramatic climate changes. For example, there have been several ice ages, when glaciers covered much of the Earth's surface.
In the past, the Earth's climate was affected by sudden disasters, such as huge volcanic eruptions, or collisions with asteroids. These events filled the atmosphere with smoke and dust, which blocked out the Sun, causing the climate to become cold and dark. Many plants and animals probably died on these occasions, including dinosaurs.
To see how the Earth's climate has changed, we need to look carefully at rocks and fossils, which give us a lot of information. Geologists, who study the Earth's rocks and how they formed, can "read" layers of rock. These layers provide a record of what happened in the past. In warm periods of the Earth's history, there were many plants and animals that eventually died and were fossilized in layers of rock.
Archeologists have also discovered evidence that shows how the Earth's climate has changed over millions of years. For example, they have found fossils of small dinosaurs and trees in parts of Antarctica, which prove that this area was much warmer 110 million years ago than it is today. And in the southern Sahara, where plants and animals face a harsh desert environment, the surprising discovery of bones from 10,000 years ago is archeological evidence that this part of the desert was once a fertile valley.
Climate changes in the past have had natural causes. However, humans, whose activities might be causing global warming today, need to take action. Otherwise there will probably be more extreme climate changes in the future. Nobody knows for sure what to expect. But the Earth, which has already survived some dramatic changes in its long history, may have to face more challenges in the future!
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COMPREHENSION

4 Tell the students they are going to read and listen to the magazine article again to find the answers to the questions in the text.
Play the CD again. Encourage students to write the answers to the questions as in the example. Point out that they will not find the answer to question 8 in the text but that they will have to think about the answer themselves.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Audioscript 14.1 – see page 135

Answers

1 *Glaciers covered much of the Earth's surface during several ice ages.* **2** Huge volcanic eruptions and collisions with asteroids caused the climate to become cold and the daytime sky dark. **3** Dinosaurs probably died when the climate changed. **4** They can find out which plants and animals lived a long time ago. This provides information about the climate in the past. **5** They have found fossils of dinosaurs and trees. This proves that this area was much warmer 110 million years ago than it is today. **6** It proved that this part of the desert was once a fertile valley. **7** Global warming will probably cause more extreme climate changes in the future. **8** Suggested answer: The climate will be warmer and more extreme and unpredictable.

GRAMMAR: Non-defining relative clauses

5 On the board, write the first sentence from Exercise 5, leaving a blank instead of the options. Ask students to suggest words that might go in the blank.

Go over the examples of non-defining relative clauses in the *Student grammar review* on pages W96 and W97. Now write the three options from the first sentence of Exercise 5 on the board and ask students which is the correct option (*which*). Ask students to look at the sentences. Tell them they have to choose the correct word in each sentence. Remind them that there is a *Student grammar review* on pages W96 and W97.

Students complete the exercise, in pairs if you wish.

Answers

1 *which* **2** when **3** who **4** where **5** whose

Workbook, pages W74 and W75, Exercises 1, 2, 3, and 4

SPEAKING

6 Ask the students to look at the topics in the box and check that they know where and what they are. Explain that they have to make a sentence about one of the topics and their partner has to add more information to the sentence using a non-defining relative clause. You could demonstrate using the example.

Students complete the exercise in pairs, taking turns making sentences and adding information.

Suggested answers

A: *The Sahara Desert is in Africa.* ***B:*** *The Sahara Desert, which is very hot, is in Africa. /*
A: Dinosaurs lived millions of years ago. **B:** Dinosaurs, which disappeared very suddenly, lived millions of years ago. / **A:** The Taj Mahal is in India. **B:** The Taj Mahal, which is a very famous building, is in India. / **A:** The Equator is an imaginary line around the middle of the Earth. **B:** The Equator, which runs through Africa, is an imaginary line around the middle of the Earth. / **A:** The Amazon River is a very long river. **B:** The Amazon River, which is in South America, is a very long river. / **A:** Oman is a country in southwest Asia. **B:** Oman, which has a hot, dry climate, is a country in southwest Asia.

WRITING

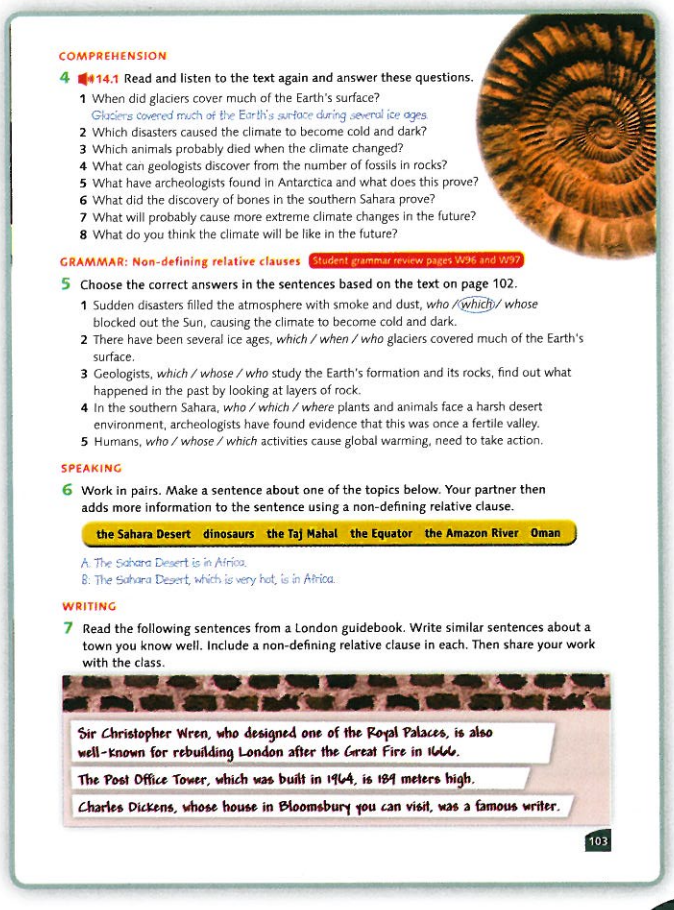
7 Ask the students to read the sentences. Where do they think they might find information like this? (*in a guidebook about London*). Ask the students to tell you which parts of the sentences are non-defining relative clauses (*who designed one of the Royal Palaces, which was built in 1964, whose house in Bloomsbury you can visit*).

Tell the students that they are going to write some similar sentences about a town they know well, including a non-defining relative clause in each sentence.

Choose students to share their work with the class.

Answers

Students' own answers



COMPREHENSION

4 14.1 Read and listen to the text again and answer these questions.

1 When did glaciers cover much of the Earth's surface?
Glaciers covered much of the Earth's surface during several ice ages.
2 Which disasters caused the climate to become cold and dark?
3 Which animals probably died when the climate changed?
4 What can geologists discover from the number of fossils in rocks?
5 What have archeologists found in Antarctica and what does this prove?
6 What did the discovery of bones in the southern Sahara prove?
7 What will probably cause more extreme climate changes in the future?
8 What do you think the climate will be like in the future?

GRAMMAR: Non-defining relative clauses Student grammar review pages W96 and W97

5 Choose the correct answers in the sentences based on the text on page 102.

1 Sudden disasters filled the atmosphere with smoke and dust, *who / (which) / whose* blocked out the Sun, causing the climate to become cold and dark.
2 There have been several ice ages, *which / when / who* glaciers covered much of the Earth's surface.
3 Geologists, *which / whose / who* study the Earth's formation and its rocks, find out what happened in the past by looking at layers of rock.
4 In the southern Sahara, *who / which / where* plants and animals face a harsh desert environment, archeologists have found evidence that this was once a fertile valley.
5 Humans, *who / whose / which* activities cause global warming, need to take action.

SPEAKING

6 Work in pairs. Make a sentence about one of the topics below. Your partner then adds more information to the sentence using a non-defining relative clause.

the Sahara Desert dinosaurs the Taj Mahal the Equator the Amazon River Oman

A: The Sahara Desert is in Africa.
B: The Sahara Desert, which is very hot, is in Africa.

WRITING

7 Read the following sentences from a London guidebook. Write similar sentences about a town you know well. Include a non-defining relative clause in each. Then share your work with the class.

Sir Christopher Wren, who designed one of the Royal Palaces, is also well-known for rebuilding London after the Great Fire in 1666.

The Post Office Tower, which was built in 1964, is 189 meters high.

Charles Dickens, whose house in Bloomsbury you can visit, was a famous writer.

103

LESSONS 3 AND 4

Overview

Outcomes
- to listen to a news report about the Sahara Desert
- to talk about changes in climate in the Gobero area in Niger
- to write a paragraph about what causes climate change

Functions
- giving reasons
- expressing opinions

Language focus
- non-defining relative clauses

Vocabulary
- climate change
- adjectives

Materials
- Student's Book pages 104–105, Workbook page W75, CD

Student's Book, pages 104 and 105

VOCABULARY: Climate change

1 Ask the students to look at the pictures at the top of the page. What can they see? Look at the words in the box. Choose students to read out loud the words to check pronunciation.
Tell the students they have to complete the sentences with the words from the box. Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *blocked* **2** provide **3** dramatic **4** causes

VOCABULARY: Adjectives

2 Ask the students to give you some examples of adjectives that describe climate. Tell them they have to complete the sentences using the words in the box. Choose students to read out loud the words to check pronunciation and meaning.
The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers
1 *frozen* **2** dark **3** warm **4** Small **5** fertile

Workbook, page W75, Exercise 5

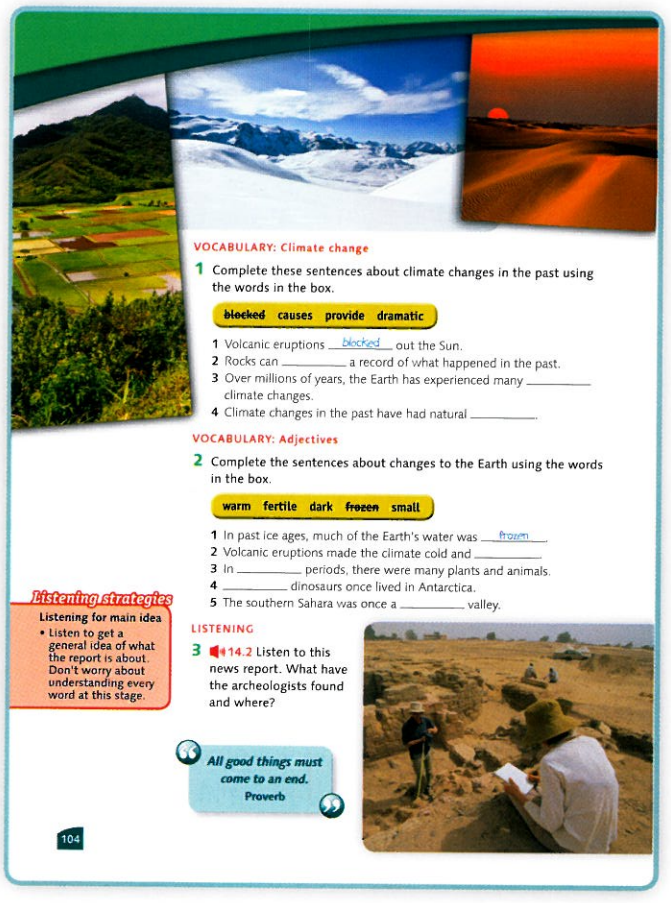
LISTENING

3 Check the meaning of *archeologist*. Tell the students that they are going to listen to a news report. Go over the *Listening strategies* box with the class.
Play the CD for the students to listen for the answer to the question. Check the answer as a class.

Audioscript 14.2 – see page 135

Answer
They have found evidence that people lived and hunted in the Sahara Desert between 4,500 and 10,000 years ago. They have found bones belonging to animals that no longer live in the desert.

Quotation
Ask the students to read the quotation. Discuss the meaning of the proverb with the students. Do they agree or disagree? Ask for reasons for their opinions. Can they think of any examples to either support or challenge the sentiments of the quotation?


VOCABULARY: Climate change

1 Complete these sentences about climate changes in the past using the words in the box.

blocked causes provide dramatic

1 Volcanic eruptions blocked out the Sun.
2 Rocks can _____ a record of what happened in the past.
3 Over millions of years, the Earth has experienced many _____ climate changes.
4 Climate changes in the past have had natural _____.

VOCABULARY: Adjectives

2 Complete the sentences about changes to the Earth using the words in the box.

warm fertile dark frozen small

1 In past ice ages, much of the Earth's water was frozen.
2 Volcanic eruptions made the climate cold and _____.
3 In _____ periods, there were many plants and animals.
4 _____ dinosaurs once lived in Antarctica.
5 The southern Sahara was once a _____ valley.

Listening strategies
Listening for main idea
• Listen to get a general idea of what the report is about. Don't worry about understanding every word at this stage.

LISTENING

3 14.2 Listen to this news report. What have the archeologists found and where?

All good things must come to an end.
Proverb

104

GRAMMAR: Non-defining relative clauses

4 Tell the students that they are going to read a news report about a discovery in the Sahara Desert. Ask what they can see in the picture (*ancient tools*). Ask the students to remind you what they remember about non-defining relative clauses.
Read the news report with the students, asking them to suggest words that might go in each blank. Accept any appropriate answers.
Now look at the phrases in the box. Point out that these are non-defining relative clauses. Tell the students they have to complete the news report using the phrases in the box. Check answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers
1 *who were searching for fossils in the Sahara Desert* **2** which is treeless today **3** when the valley dried up **4** where they hunted fish and animals next to a lake **5** who made the discovery with a team of researchers

Talk together

5 Ask the students to look at the question. Explain that they have to discuss the question with a partner and think of possible reasons for this change in climate.
Students discuss the question in pairs. Choose students to share their answers with the class.

Answers
Students' own answers

6 Ask *What causes climate change? Do you think it is important?* Discuss ideas together as a class.

Answers
Students' own answers

WRITING

7 Tell the students they are going to write a paragraph about what causes climate change and whether or not they think it is important. Remind them to use their own ideas and the ideas of the class from Exercise 6.
Go over the *Writing strategies* box with the class. Give the students time to write their first draft. Monitor as they are working, but don't comment on their work at this point.
Now tell the students to read their work carefully, paying special attention to their spelling and grammar. Then ask them to switch their pieces of work with a classmate and to give each other useful feedback. Remind them to comment on the positive aspects of the work also.

Answers
Students' own answers

Workbook, page W75, Exercises 6 and 7



GRAMMAR: Non-defining relative clauses — Student grammar review pages W96 and W97

4 Complete the news report using the phrases in the box.

~~who were searching for fossils in the Sahara Desert~~ | who made the discovery with a team of researchers | which is treeless today | where they hunted fish and animals next to a lake | when the valley dried up

A green Sahara

An international team of archeologists, (1) who were searching for fossils in the Sahara Desert, have made a dramatic discovery.

In the Gobero area of Niger, (2) _____, the archeologists have found evidence of a green, fertile valley. Scientists who have examined the evidence now think that the climate in the area was good until almost 4,500 years ago, (3) _____.

What did the archeologists discover? Well, they found evidence that people lived at the site between 4,500 and 10,000 years ago, (4) _____. Paul Sereno, (5) _____, described how he saw bones belonging to animals that didn't live in the desert.

It is amazing that these people once lived in an area that is now largely dust.

Talk together

5 Why do you think the Gobero area of Niger dried up about 4,500 years ago? Discuss the possible reasons for this change in climate with your partner. Then share your ideas with the class.

6 What causes climate change? Do you think climate change is important? Share your ideas with the class.

WRITING

7 Write a paragraph about what causes climate change and if you think it is important to the future of the Earth. Use your ideas and those of the class from Exercise 6.

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.

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LESSONS 5 AND 6

Overview

Outcomes
- to read an article about volcanoes
- to write an account of a volcanic eruption

Functions
- recounting an event

Language focus
- language to describe the eruption of a volcano

Vocabulary
- volcanoes
- the structure of a volcano

Materials
- Student's Book pages 106–107, Workbook page W76

Student's Book, pages 106 and 107

VOCABULARY: Volcanoes

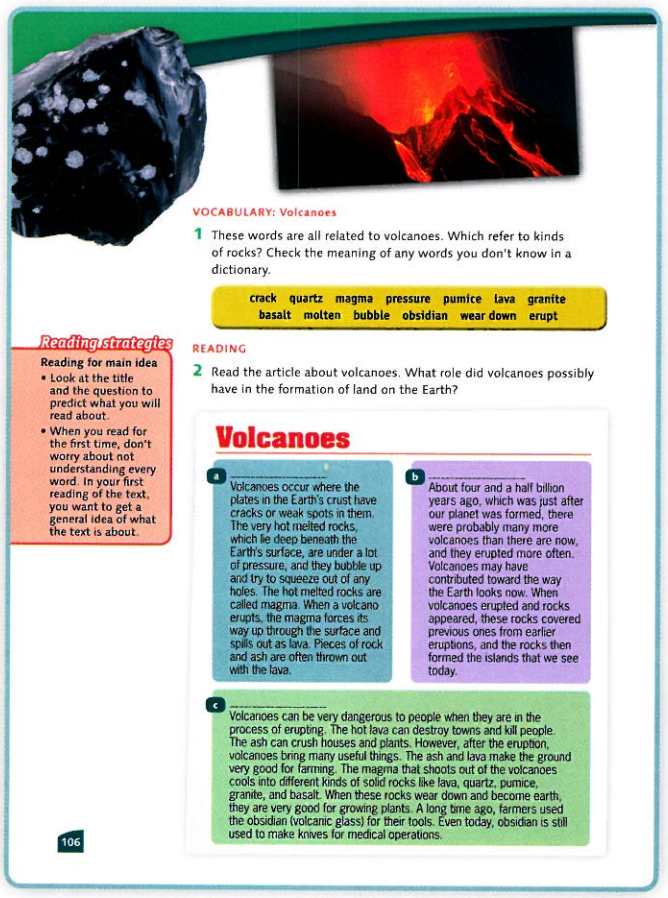
1 Ask the students to look at the pictures and say what they can see (*lava flow and volcanic rock*).
Choose students to read the words from the box out loud to check pronunciation.
The students work in pairs to answer the question. The students can check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answers
quartz, pumice, granite, basalt, obsidian

READING

2 Tell the students that they are going to read an article about volcanoes. Go over the *Reading strategies* box with the students.
Ask the students to look at the title of the article. What kind of information do they think might be included in the article?
Tell the students to read the article quickly to find the answer to the question.
The students complete the exercise. Explain that they do not need to worry about any vocabulary they don't know at this point but should concentrate on finding the information they need.
The students read the text and answer the question. Check answers as a class.

Answer
When volcanoes erupted and rocks appeared, these rocks covered the rocks from previous eruptions and formed what we sometimes see today as islands.



VOCABULARY: Volcanoes

1 These words are all related to volcanoes. Which refer to kinds of rocks? Check the meaning of any words you don't know in a dictionary.

crack quartz magma pressure pumice lava granite basalt molten bubble obsidian wear down erupt

Reading strategies
Reading for main idea
- Look at the title and the question to predict what you will read about.
- When you read for the first time, don't worry about not understanding every word. In your first reading of the text, you want to get a general idea of what the text is about.

READING

2 Read the article about volcanoes. What role did volcanoes possibly have in the formation of land on the Earth?

Volcanoes

a _____
Volcanoes occur where the plates in the Earth's crust have cracks or weak spots in them. The very hot melted rocks, which lie deep beneath the Earth's surface, are under a lot of pressure, and they bubble up and try to squeeze out of any holes. The hot melted rocks are called magma. When a volcano erupts, the magma forces its way up through the surface and spills out as lava. Pieces of rock and ash are often thrown out with the lava.

b _____
About four and a half billion years ago, which was just after our planet was formed, there were probably many more volcanoes than there are now, and they erupted more often. Volcanoes may have contributed toward the way the Earth looks now. When volcanoes erupted and rocks appeared, these rocks covered previous ones from earlier eruptions, and the rocks then formed the islands that we see today.

c _____
Volcanoes can be very dangerous to people when they are in the process of erupting. The hot lava can destroy towns and kill people. The ash can crush houses and plants. However, after the eruption, volcanoes bring many useful things. The ash and lava make the ground very good for farming. The magma that shoots out of the volcanoes cools into different kinds of solid rocks like lava, quartz, pumice, granite, and basalt. When these rocks wear down and become earth, they are very good for growing plants. A long time ago, farmers used the obsidian (volcanic glass) for their tools. Even today, obsidian is still used to make knives for medical operations.

106

COMPREHENSION

3 Tell the students that they are going to read the article again and match the headings to the paragraphs. Read the headings with the class and check the meaning of any words they may not know. Refer them to the *Reading strategies* box for more guidance.
The students complete the exercise, in pairs if you wish. Check answers as a class.

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

4 Tell the students that they are going to read the article again to find the answers to the questions. Read the questions and check any vocabulary that they may not know.
Encourage them to write the answers to the questions as in the example. They can work in pairs if you wish. Check answers as a class.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers

1 *Volcanoes occur where the plates in the Earth's crust have cracks or weak spots in them.*
2 The hot melted rocks are called magma.
3 Islands were formed when volcanoes erupted and produced rocks. These covered rocks from earlier eruptions and formed islands. **4** It can crush houses and plants.
5 Ash and lava make the ground very good for farming. Magma cools into rocks that wear down and become earth. This earth is very good for growing plants. **6** Obsidian is used to make knives for medical operations.

Research box

Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to find out the information before the next class.

Answer

about 6,371 kilometers

Workbook, page W76, Exercises 8 and 9

VOCABULARY: The structure of a volcano

5 Ask the students to look at the diagram of a volcano. Do they know what any of the parts are called?
Ask the students to look at the words in the box. Choose students to read the words out loud to check pronunciation and meaning.
The students label the diagram, working in pairs if you wish. Check answers as a class.

Answers

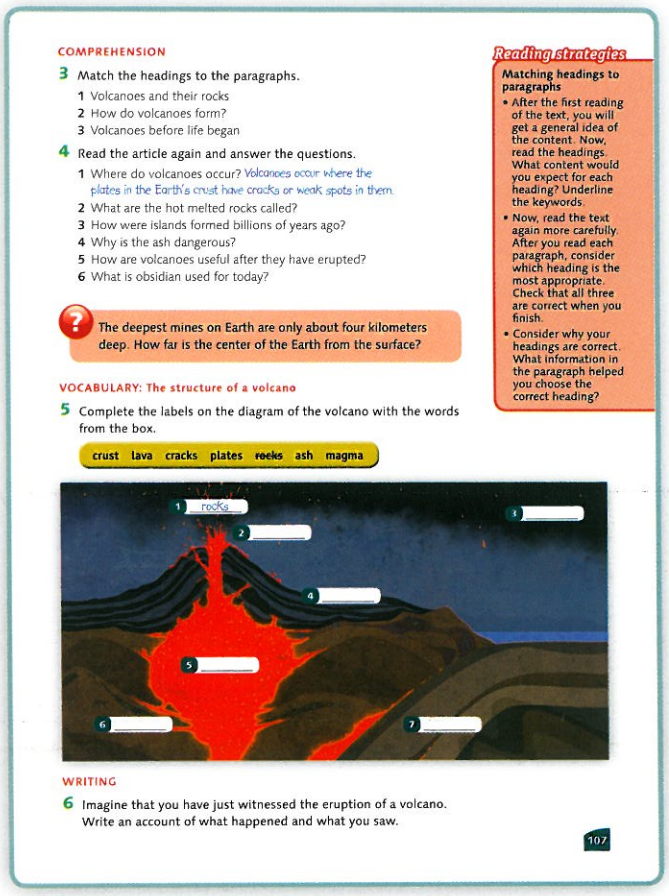
1 *rocks* **2** lava **3** ash **4** crust **5** magma
6 cracks **7** plates

WRITING

6 Ask if any of the students have ever visited a volcano. Tell them that you have seen a volcano erupt and describe your experience to them. Ask students to imagine that they have just witnessed the eruption of a volcano. Explain that they are going to write an account of what happened and what they saw.
Students write their account. 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 their accounts out loud.

Answers

Students' own answers



COMPREHENSION

3 Match the headings to the paragraphs.
1 Volcanoes and their rocks
2 How do volcanoes form?
3 Volcanoes before life began

4 Read the article again and answer the questions.
1 Where do volcanoes occur? *Volcanoes occur where the plates in the Earth's crust have cracks or weak spots in them.*
2 What are the hot melted rocks called?
3 How were islands formed billions of years ago?
4 Why is the ash dangerous?
5 How are volcanoes useful after they have erupted?
6 What is obsidian used for today?

? The deepest mines on Earth are only about four kilometers deep. How far is the center of the Earth from the surface?

Reading strategies
Matching headings to paragraphs
- After the first reading of the text, you will get a general idea of the content. Now, read the headings. What content would you expect for each heading? Underline the keywords.
- Now, read the text again more carefully. After you read each paragraph, consider which heading is the most appropriate. Check that all three are correct when you finish.
- Consider why your headings are correct. What information in the paragraph helped you choose the correct heading?

VOCABULARY: The structure of a volcano

5 Complete the labels on the diagram of the volcano with the words from the box.

crust lava cracks plates rocks ash magma

WRITING

6 Imagine that you have just witnessed the eruption of a volcano. Write an account of what happened and what you saw.

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LESSONS 7 AND 8

Workbook, page W77, Exercises 10 and 11

LESSON 9

Project

Tell the students that they are going to write about climate change. Ask them to remind you of the effects of climate change they have learned about in Units 13 and 14.

Ask the students to look at page 108 in their Student's Book. 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.

You may need to provide the students with information about the country they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

Ask students to read the descriptions of the different types of world climates on page 96. Ask them to think about which climate their chosen country has. They should compare their ideas with a partner.

Then ask the students to answer the questions about the country they have chosen. They should take notes to use in their report.

The students write their text, using the report at the bottom of page 108 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. Remind them to illustrate their text with drawings or pictures they have found in magazines, etc.

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

Student's Book, page 109

OPENER

Write *Design* on the board and elicit the meaning. Brainstorm ideas related to design and write them on the board. Now look at page 109. Tell students that this page tells them what they will be doing in Module 8.

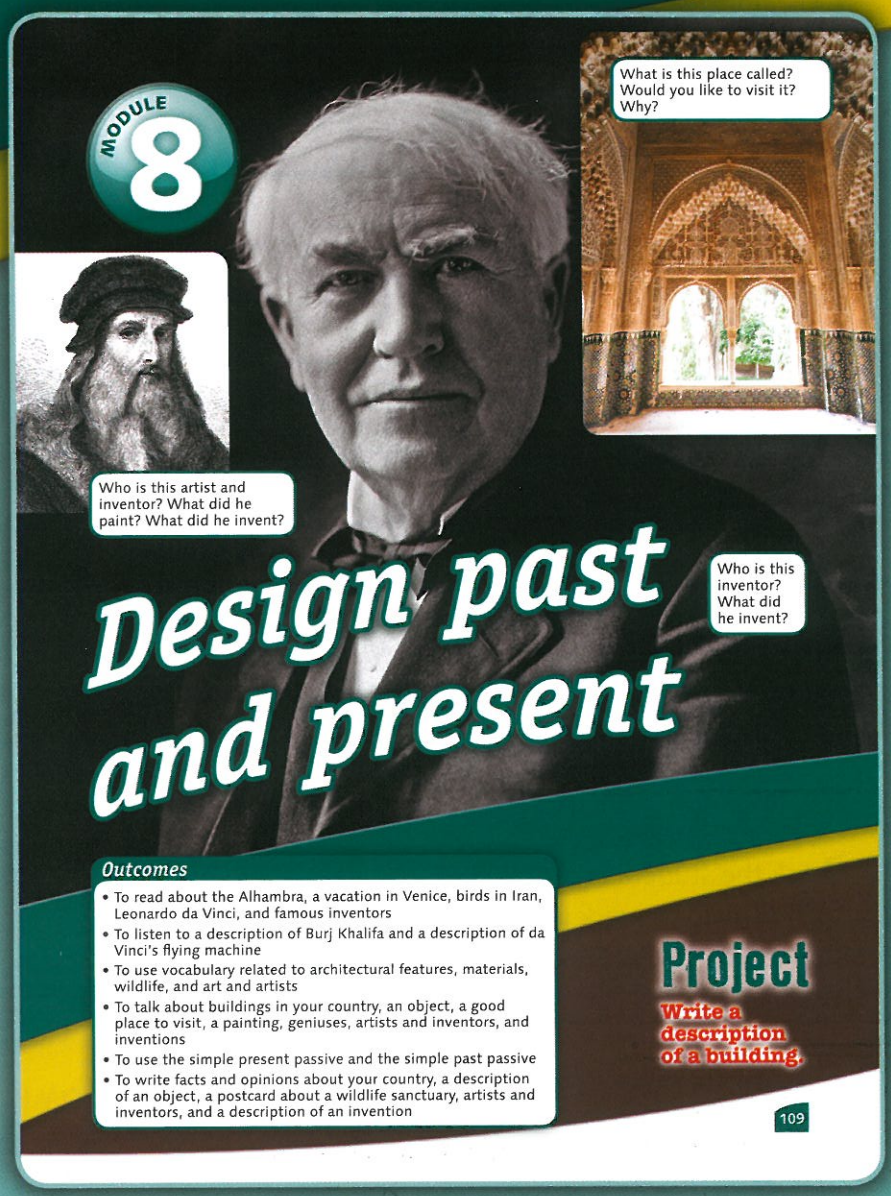
Look at each picture with the class. Ask if the students know any of the answers to the questions. From left to right, the pictures show the Italian artist and inventor Leonardo da Vinci, the American inventor Thomas Edison, and the Court of the Lions at Alhambra Palace in Spain. Tell them they will find out the answers in the module. Then ask students about themselves, for example, *What inventors do you know about? What do you think is the most useful invention? Have you ever invented anything? What is your favorite building? Why?*

Explain to students that they will learn how to talk about design in both the past and the present in Units 15 and 16.

Design past and present

Outcomes

- To read about the Alhambra, a vacation in Venice, birds in Iran, Leonardo da Vinci, and famous inventors
- To listen to a description of Burj Khalifa and a description of da Vinci's flying machine
- To use vocabulary related to architectural features, materials, wildlife, and art and artists
- To talk about buildings in your country, an object, a good place to visit, a painting, geniuses, artists and inventors, and inventions
- To use the simple present passive and the simple past passive
- To write facts and opinions about your country, a description of an object, a postcard about a wildlife sanctuary, artists and inventors, and a description of an invention



Unit 15 Tourist attractions

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read an article about the Alhambra
- to talk about Islamic architecture in one's country
- to write facts and opinions about one's country or region

Functions
- giving general information
- giving facts
- expressing opinions

Language focus
- the simple present passive

Vocabulary
- architectural features

Materials
- Student's Book pages 110–111, Workbook page W78, CD

Student's Book, pages 110 and 111

BEFORE YOU BEGIN

1 Ask the students to look at the pictures and say what they can see *(a view of the Alhambra; Islamic architecture)*. Do they know where this place is? *(Spain)*
Ask the students to think of an example of Islamic architecture they have visited. Is it a tourist attraction? Explain that they have to tell their partner what they liked about it. Choose students to describe the place they have chosen.

Answers
Students' own answers

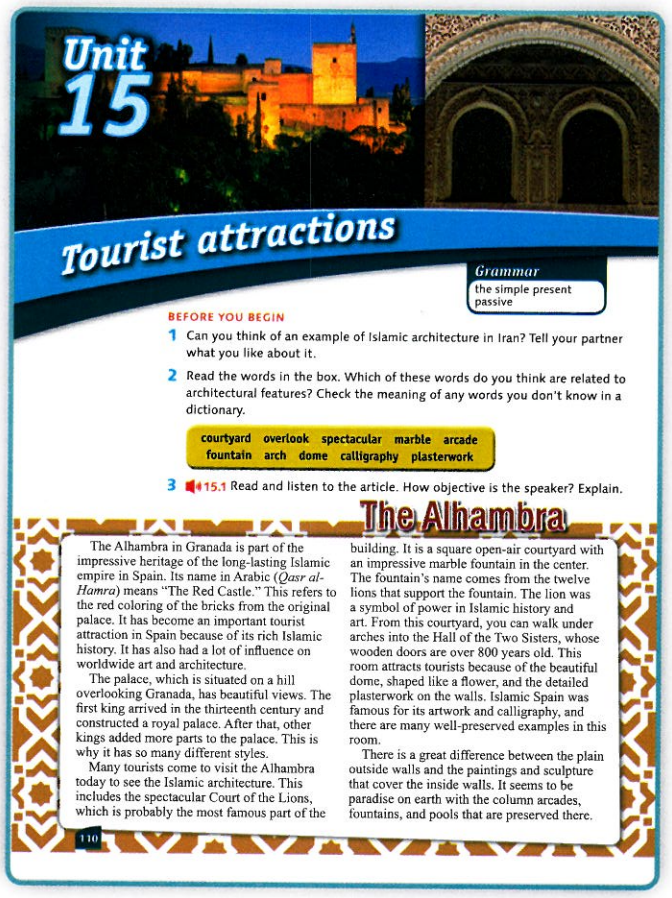
2 Ask the students to look at the words in the box. The students work in pairs to answer the question. Students can check the meaning of any words they don't know in a dictionary. Check answers as a class.

Answers
courtyard, marble, arcade, fountain, arch, dome, plasterwork

3 Tell the students they are going to listen and read about the Alhambra.
Tell them to read the text quickly to get a general idea of what it is about. Tell them not to worry about words they don't know.
Now tell them they are going to read and listen to the text and find the answer to the question. Play the CD.

Audioscript 15.1 – see page 135

Answer
The speaker isn't objective. They give their opinion about the Alhambra (*... impressive heritage of the long-lasting Islamic empire in Spain ... important tourist attraction in Spain ... has beautiful views ... spectacular Court of the Lions ... the beautiful dome ... it seems to be paradise on earth ...*)


Unit 15
Tourist attractions
Grammar
the simple present passive
BEFORE YOU BEGIN
1 Can you think of an example of Islamic architecture in Iran? Tell your partner what you like about it.
2 Read the words in the box. Which of these words do you think are related to architectural features? Check the meaning of any words you don't know in a dictionary.
courtyard overlook spectacular marble arcade fountain arch dome calligraphy plasterwork
3 15.1 Read and listen to the article. How objective is the speaker? Explain.
The Alhambra
The Alhambra in Granada is part of the impressive heritage of the long-lasting Islamic empire in Spain. Its name in Arabic (*Qasr al-Hamra*) means "The Red Castle." This refers to the red coloring of the bricks from the original palace. It has become an important tourist attraction in Spain because of its rich Islamic history. It has also had a lot of influence on worldwide art and architecture.
The palace, which is situated on a hill overlooking Granada, has beautiful views. The first king arrived in the thirteenth century and constructed a royal palace. After that, other kings added more parts to the palace. This is why it has so many different styles.
Many tourists come to visit the Alhambra today to see the Islamic architecture. This includes the spectacular Court of the Lions, which is probably the most famous part of the building. It is a square open-air courtyard with an impressive marble fountain in the center. The fountain's name comes from the twelve lions that support the fountain. The lion was a symbol of power in Islamic history and art. From this courtyard, you can walk under arches into the Hall of the Two Sisters, whose wooden doors are over 800 years old. This room attracts tourists because of the beautiful dome, shaped like a flower, and the detailed plasterwork on the walls. Islamic Spain was famous for its artwork and calligraphy, and there are many well-preserved examples in this room.
There is a great difference between the plain outside walls and the paintings and sculpture that cover the inside walls. It seems to be paradise on earth with the column arcades, fountains, and pools that are preserved there.
110

COMPREHENSION

4 Tell the students that they are going to read and listen to the text again and answer the questions. Play the CD again. The students listen and answer the questions.

Audioscript 15.1 – see page 135

Answers
1 Suggested answers: The Red Castle, Islamic Architecture of the Alhambra **2** The dome, the plasterwork on the walls, the artwork and calligraphy, the column arcades, the arches, the fountains, and pools are all important elements of Islamic style of the Alhambra. **3** Students' own answers **4** Students' own answers

SPEAKING

5 Ask the students to look at the picture. What can they see? *(a view of the Alhambra at night)* Tell the students to think of buildings in their country. Ask them to discuss their architectural features and whether they are similar to Alhambra Palace.
Tell students they can use the words from the box in Exercise 2 to help them in their discussions. Choose students to give their answers.

Answers
Students' own answers

GRAMMAR: The simple present passive

6 On the board write *The Alhambra is located in Granada, Spain.* Ask what the students notice about the verb forms. Explain that this is the simple present passive.
Go over the examples of the simple present passive in the *Student grammar review* on page W97. Students complete the exercise.

Answers
1 *The Alhambra is located in Granada, Spain.* **2** The palace is situated on a hill overlooking beautiful views. **3** It is visited by tourists from all over the world. **4** Islamic style is represented through arches, calligraphy, and a dome. **5** Its walls are designed with detailed plasterwork.

SPEAKING

7 Tell the students they are going to do a quiz. Divide them into pairs and tell one student in each pair to be Student A and the other to be Student B. Ask them to look at their three questions. Explain that they have to ask their partner the questions using the simple present passive and then read the three options for their partner to guess the right answer.

Answers
1 *A: Where is rice grown? B: Rice is grown in China.* **2 A:** What is made at a bakery? **B:** Bread is made at a bakery. **3 A:** Where is the *Mona Lisa* displayed? **B:** The *Mona Lisa* is displayed in Paris. / **1 B:** Where is paella eaten? **A:** Paella is eaten in Spain. **2 B:** Who is buried in the pyramids? **A:** Pharaohs are buried in the pyramids. **3 B:** Where is the River Nile found? **A:** The River Nile is found in Egypt.

8 Ask the students to write three more general knowledge questions to ask their partner.
The students work in pairs, taking turns asking and answering their questions. Choose students to read their questions for the class to answer.

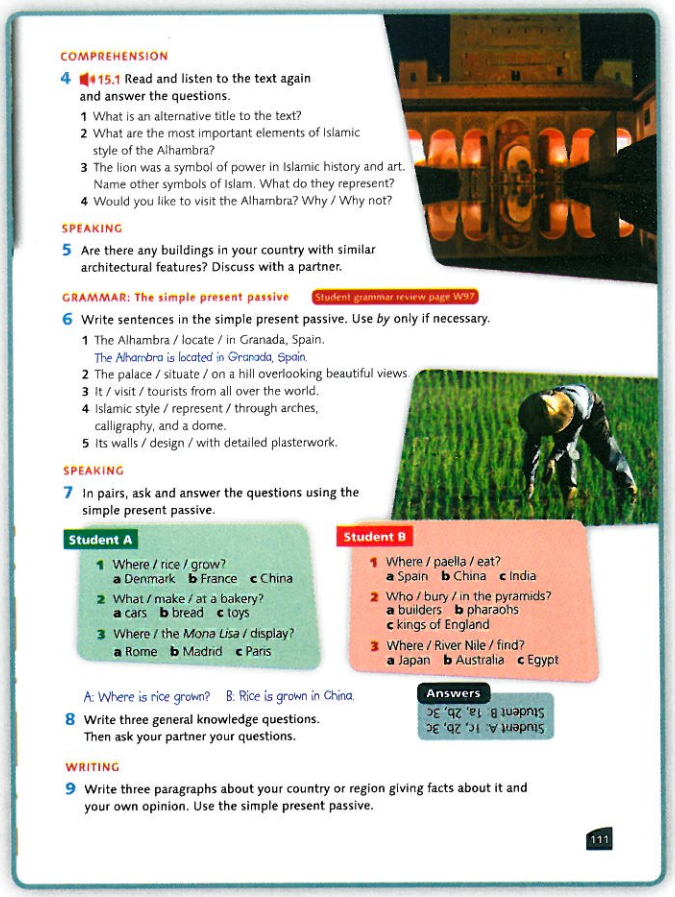
Suggested answers
Where is tennis played? Tennis is played on a tennis court. / Where are penguins found? Penguins are found in Antarctica.

WRITING

9 The students write three paragraphs about their country or region using the simple present passive. Monitor as they are working, helping where necessary.

Answers
Students' own answers

Workbook, page W78 Exercises 1, 2, 3, and 4



COMPREHENSION

4 15.1 Read and listen to the text again and answer the questions.
1 What is an alternative title to the text?
2 What are the most important elements of Islamic style of the Alhambra?
3 The lion was a symbol of power in Islamic history and art. Name other symbols of Islam. What do they represent?
4 Would you like to visit the Alhambra? Why / Why not?

SPEAKING

5 Are there any buildings in your country with similar architectural features? Discuss with a partner.

GRAMMAR: The simple present passive — Student grammar review page W97

6 Write sentences in the simple present passive. Use *by* only if necessary.
1 The Alhambra / locate / in Granada, Spain.
The Alhambra is located in Granada, Spain.
2 The palace / situate / on a hill overlooking beautiful views
3 It / visit / tourists from all over the world.
4 Islamic style / represent / through arches, calligraphy, and a dome.
5 its walls / design / with detailed plasterwork.

SPEAKING

7 In pairs, ask and answer the questions using the simple present passive.

Student A
1 Where / rice / grow?
a Denmark **b** France **c** China
2 What / make / at a bakery?
a cars **b** bread **c** toys
3 Where / the *Mona Lisa* / display?
a Rome **b** Madrid **c** Paris

Student B
1 Where / paella / eat?
a Spain **b** China **c** India
2 Who / bury / in the pyramids?
a builders **b** pharaohs **c** kings of England
3 Where / River Nile / find?
a Japan **b** Australia **c** Egypt

A: Where is rice grown? B: Rice is grown in China.

8 Write three general knowledge questions. Then ask your partner your questions.

Answers
Student A: 1c, 2b, 3c
Student B: 1a, 2b, 3c

WRITING

9 Write three paragraphs about your country or region giving facts about it and your own opinion. Use the simple present passive.

111

LESSONS 3 AND 4

Overview

Outcomes
- to read a postcard about a vacation in Venice
- to write a description of an object
- to talk about an object
- to listen to a description of a building

Functions
- making descriptions
- making guesses

Language focus
- the simple present passive

Vocabulary
- materials

Materials
- Student's Book pages 112–113, Workbook page W79, CD

Student's Book, pages 112 and 113

READING

1 Ask the students to look at the pictures at the top of the page and say what they can see (*buildings in Italy*).
Explain that they have to fill in the blanks using the correct form of the verbs in parentheses. Point out that they need to consider both active and passive forms.

Answers
1 *am having* **2** are staying **3** is built
4 are taken **5** are decorated **6** are equipped
7 have gone **8** are, entertained
9 don't want

VOCABULARY: Materials

2 Ask students to look at the pictures at the bottom of the page. Ask *What are these items made of?* (*silk, silver, and diamonds*)
Students can check the meaning of any words they don't know in a dictionary. Check answers as a class.

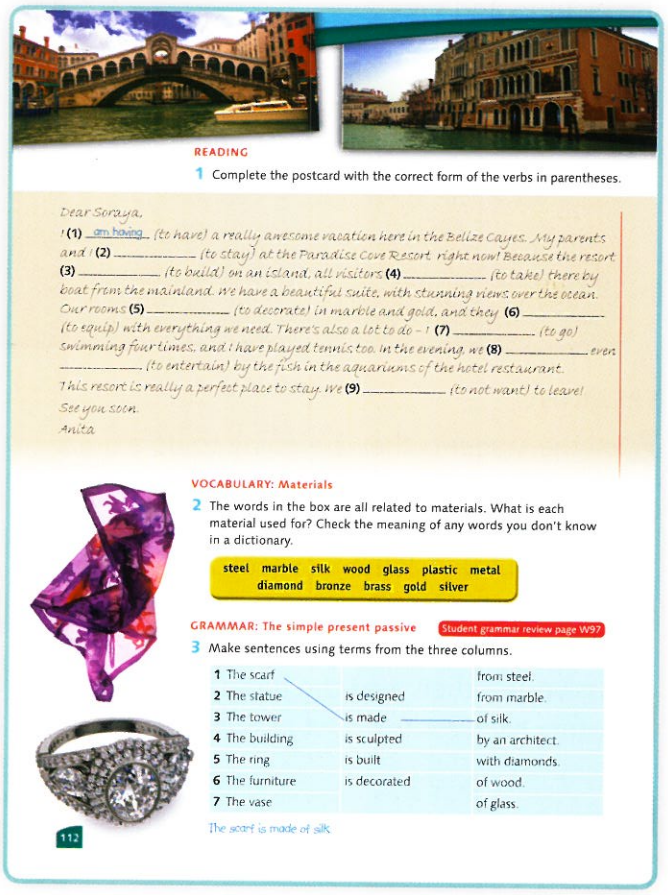
Suggested answers
steel: ships, cars, bridges, tools, knives, nails, screws **marble:** buildings, sculptures **silk:** scarves, dresses, shirts **wood:** furniture, fences, shelves, buildings **glass:** windows, mirrors, bottles, glasses, vases **plastic:** bottles, bags, pens, CDs, DVDs, computers **metal:** buildings, cars, ships, airplanes, machinery, plumbing **diamond:** jewelry, saws **bronze:** sculptures, bells, medals **brass:** zippers, bells, household fittings, coins **gold:** jewelry, sculptures **silver:** jewelry, candlesticks, decorative plates

Workbook, page W79, Exercise 5

GRAMMAR: The simple present passive

3 Ask the students to tell you what they remember about the form and use of the simple present passive.
Remind them that there is a *Student grammar review* on page W97. They can refer to this if they need to.
Students complete the exercise, in pairs if you wish. Check answers as a class.

Suggested answers
1 *The scarf is made of silk.* **2** The statue is sculpted from marble. **3** The tower is made from steel. **4** The building is designed by an architect. **5** The ring is decorated with diamonds. **6** The furniture is made of wood. **7** The vase is made of glass.



READING

1 Complete the postcard with the correct form of the verbs in parentheses.

Dear Soraya,
I (1) am having (to have) a really awesome vacation here in the Belize Cayes. My parents and I (2) _____ (to stay) at the Paradise Cove Resort right now! Because the resort (3) _____ (to build) on an island, all visitors (4) _____ (to take) there by boat from the mainland. We have a beautiful suite, with stunning views over the ocean. Our rooms (5) _____ (to decorate) in marble and gold, and they (6) _____ (to equip) with everything we need. There's also a lot to do – I (7) _____ (to go) swimming four times, and I have played tennis too. In the evening, we (8) _____ even _____ (to entertain) by the fish in the aquariums of the hotel restaurant.
This resort is really a perfect place to stay. We (9) _____ (to not want) to leave!
See you soon.
Anita

VOCABULARY: Materials

2 The words in the box are all related to materials. What is each material used for? Check the meaning of any words you don't know in a dictionary.

steel marble silk wood glass plastic metal diamond bronze brass gold silver

GRAMMAR: The simple present passive — Student grammar review page W97

3 Make sentences using terms from the three columns.

1 The scarf		from steel.
2 The statue	is designed	from marble.
3 The tower	is made	of silk.
4 The building	is sculpted	by an architect.
5 The ring	is built	with diamonds.
6 The furniture	is decorated	of wood.
7 The vase		of glass.

The scarf is made of silk.

112

WRITING

4 Ask the students to look at the pictures and say what they can see (*a bike, a computer, a pen, and a can opener*).
Explain that the students have to choose one of the objects in the picture and write about it using the verbs and materials in the box and the simple present passive.
Go over the *Writing strategies* box with the students.

Suggested answers
pen: *This object is made of plastic. It is used for writing.*
bike: This object is constructed from steel. It is used for traveling and exercising.
computer: This object is made of metal and plastic. It is used for working and using the Internet.
can opener: This object is made of metal and plastic. It is used for opening cans.

SPEAKING

5 The students take turns talking about their chosen object for their partner to guess. Choose students to read their descriptions for the class to guess the object.

Suggested answers
A: This object is used for traveling and exercising. It is made of steel. **B:** It's a bike!
A: This object is made of metal and plastic. It is used for opening cans. **B:** It's a can opener!

6 The students take turns asking and answering questions about their new object, using the simple present passive. Choose students to act out their dialogues for the class.

Suggested answers
A: *Is it made of metal?* ***B:*** *No, it isn't.* **A:** Is it made of glass? **B:** Yes, it is. **A:** Is it used for creating light? **B:** Yes, it is. **A:** Is it a lightbulb? **B:** Yes, it is! / **A:** Is it constructed from wood? **B:** No, it isn't. **A:** Is it made of plastic? **B:** Yes, it is. **A:** Is it used to carry things you have bought? **B:** Yes, it is. **A:** Is it a plastic shopping bag? **B:** Yes, it is!

LISTENING

7 Ask students to look at the picture of the building on the right. Do they know the name of the building? (*Burj Khalifa in Dubai*). Ask what they think the design was inspired by. Do they know the name of this kind of very tall building? (*a skyscraper*). Students discuss the question in pairs.

Answers
Students' own answers

8 Tell the students they are going to listen to a description of the Burj Khalifa skyscraper. Read the question with the students.
Play the CD for students to listen for the answer. Check the answer as a class.

Audioscript 15.2 – see page 136

Answer
The design is inspired by a desert flower.

COMPREHENSION

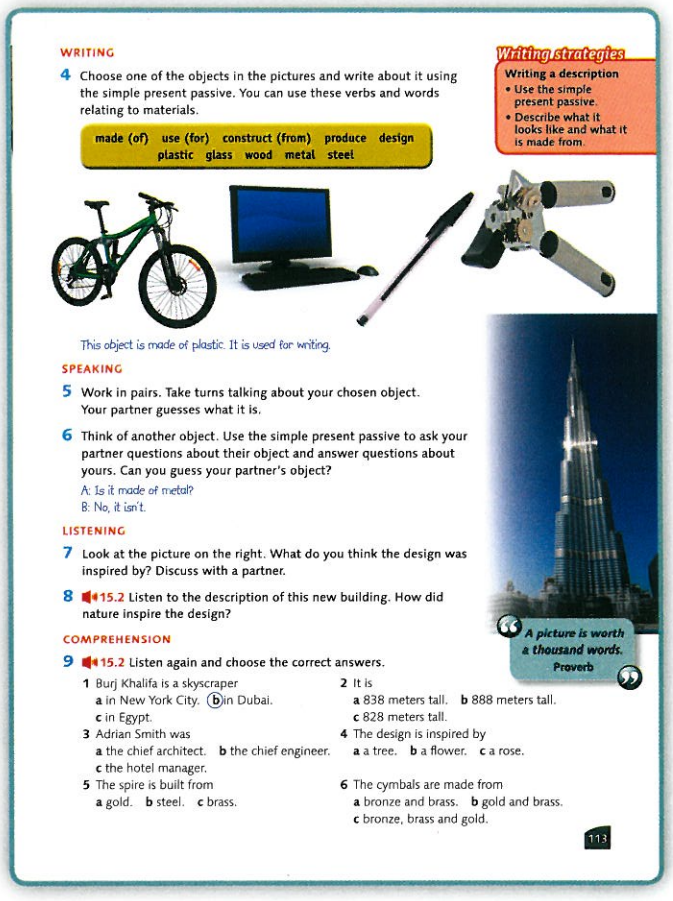
9 Tell the students they are going to listen to the description again in order to choose the correct answers.
Play the CD again. The students listen again and circle a, b, or c. Check answers as a class.

Audioscript 15.2 – see page 136

Answers
1 *b* **2** c **3** a **4** b **5** b **6** c

Quotation
Ask the students to read the quotation. Discuss the meaning of the proverb with the students. Ask the students whether they agree or disagree with the proverb and to give reasons for their opinions.

Workbook, page W79, Exercise 6, 7, and 8



WRITING

4 Choose one of the objects in the pictures and write about it using the simple present passive. You can use these verbs and words relating to materials.

made (of) use (for) construct (from) produce design
plastic glass wood metal steel

Writing strategies
Writing a description
- Use the simple present passive.
- Describe what it looks like and what it is made from.

This object is made of plastic. It is used for writing.

SPEAKING

5 Work in pairs. Take turns talking about your chosen object. Your partner guesses what it is.

6 Think of another object. Use the simple present passive to ask your partner questions about their object and answer questions about yours. Can you guess your partner's object?
A: Is it made of metal?
B: No, it isn't.

LISTENING

7 Look at the picture on the right. What do you think the design was inspired by? Discuss with a partner.

8 15.2 Listen to the description of this new building. How did nature inspire the design?

COMPREHENSION

9 15.2 Listen again and choose the correct answers.

1 Burj Khalifa is a skyscraper
a in New York City. (b) in Dubai.
c in Egypt.

2 It is
a 838 meters tall. b 888 meters tall.
c 828 meters tall.

3 Adrian Smith was
a the chief architect. b the chief engineer.
c the hotel manager.

4 The design is inspired by
a a tree. b a flower. c a rose.

5 The spire is built from
a gold. b steel. c brass.

6 The cymbals are made from
a bronze and brass. b gold and brass.
c bronze, brass and gold.

"A picture is worth a thousand words." Proverb

113

LESSONS 5 AND 6

Overview

Outcomes
- to read a text about birds in Iran
- to talk about a good place to visit
- to write a postcard about a visit to Miankaleh Wildlife Sanctuary

Functions
- giving reasons
- making descriptions

Language focus
- the simple present passive

Vocabulary
- wildlife

Materials
- Student's Book pages 114–115, Workbook page W80

Student's Book, pages 114 and 115

VOCABULARY: Wildlife

1 Ask the students to look at the pictures and say what they can see. Do they know the names of these species of bird? (*flamingo, plover, kingfisher*) Check the meaning of *wildlife sanctuary* and *habitat.*
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
habitats: plain, wetland
birds: flamingo, plover, Siberian crane, swan, lapwing, pelican

READING

2 Tell the students that they are going to read a text about birds that live in Iran.
Students complete the exercise. Check answers as a class.

Answer
It has a range of different habitats and it lies on one of the main migratory routes for birds.



VOCABULARY: Wildlife

1 These words are all related to a wildlife sanctuary. Which words describe habitats? Which words refer to birds? Check the meaning of any words you don't know in a dictionary.

flamingo plover plain Siberian crane
swan wetland lapwing pelican

READING

2 Read the text about birds in Iran. Why is Iran such a good place to see a variety of birds?

Birds in Iran

Iran is a large country with an enormous range of different habitats – mountains, forests, deserts, plains, and wetlands. A wide variety of species are attracted by this varied landscape, and nearly 500 different species of birds can be seen in Iran in total. Many, including some very rare species like the Siberian crane and the white-headed duck, are only found there in the spring and summer, passing through the country on their migratory routes between central Asia and Europe. Iran's wetlands provide an important place for them to rest and drink. Others live in Iran all year round.

One important nature reserve in Iran is Miankaleh Wildlife Sanctuary in the northern part of the country. This wetland site is famed for its flamingos, pelicans, plovers, geese, swans, and ducks. It is located on the southeastern coast of the Caspian Sea, and most of it is a long and narrow peninsula.

Mountains like those in Nayband Wildlife Sanctuary in South Khorasan Province are also considered to be wonderful places for bird watching. Exciting species of birds like the golden eagle and the bearded vulture can be seen soaring in the sky.

Recently, there have been concerns that many migratory birds, which are often rare and beautiful, like the sociable lapwing, are under threat from illegal hunting. Hundreds of thousands of birds are killed every year. It is clear that more protection is needed to save them from extinction.

114

COMPREHENSION

3 Tell students they are going to read the text again to decide if the sentences are true or false.
Go over the *Reading strategies* box with the students. The students read the text again and find the answers in the text. They can underline the key information in the text as they read.
Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers
1 *False. Nearly 500 different species of birds can be seen in Iran.* **2** True **3** False. A wide variety of bird species are found in Iran. **4** True **5** False. The sanctuary is famous for its flamingos, pelicans, plovers, geese, swans and ducks. **6** False. It is located in northern Iran. **7** True

Workbook, page W80, Exercises 9 and 10

GRAMMAR: The simple present passive

4 Ask the students what they remember from the text in Exercise 2.
The students complete the exercise, in pairs if you wish. Remind them that there is a *Student grammar review* on page W97. They can refer to this if they need to.

Answers
1 *Nearly 500 different species of birds can be seen in Iran in total.* **2** Miankaleh Wildlife Sanctuary is located in northern Iran. **3** The nature reserve is famed for its flamingos and other wetland birds. **4** Mountains are considered to be good places for bird watching. **5** Hundreds of thousands of birds are killed every year. **6** More protection is needed to save rare birds.

Talk together

5 Ask the students to remind you of the form and use of the simple present passive. Tell them that they have to choose a country that they think is a good place to visit, and then tell their partners about five reasons for visiting the country of their choice using non-defining relative clauses if possible. Encourage them to use the simple present passive as well. They can look back at the unit for ideas.

Answers
Students' own answers

6 Tell the students that they are going to explain their reasons to their partner and listen to their partner's reasons for visiting the country of their choice. Are their choices similar?

Answers
Students' own answers

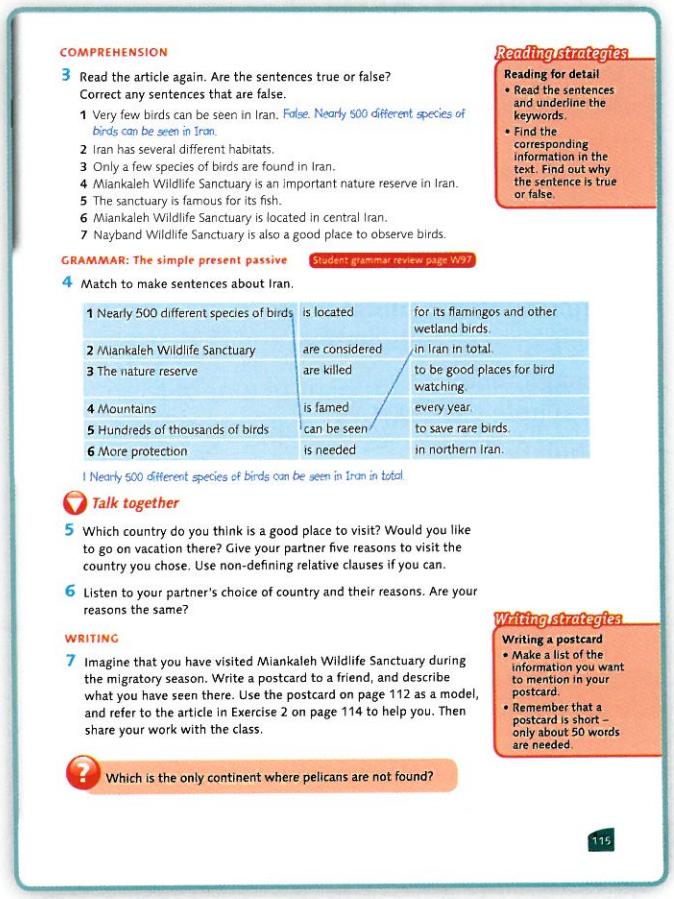
WRITING

7 Go over the *Writing strategies* box with the students. The students write their postcards using the one on page 112 as a model and referring to the article in Exercise 2 on page 114 to help them.

Answers
Students' own answers

Research box
Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to find out the information before the next class.

Answer
Antarctica. Pelicans primarily live in warm regions.



COMPREHENSION

3 Read the article again. Are the sentences true or false? Correct any sentences that are false.

1 Very few birds can be seen in Iran. *False. Nearly 500 different species of birds can be seen in Iran.*
2 Iran has several different habitats.
3 Only a few species of birds are found in Iran.
4 Miankaleh Wildlife Sanctuary is an important nature reserve in Iran.
5 The sanctuary is famous for its fish.
6 Miankaleh Wildlife Sanctuary is located in central Iran.
7 Nayband Wildlife Sanctuary is also a good place to observe birds.

Reading strategies
Reading for detail
- Read the sentences and underline the keywords.
- Find the corresponding information in the text. Find out why the sentence is true or false.

GRAMMAR: The simple present passive — Student grammar review page W97

4 Match to make sentences about Iran.

1 Nearly 500 different species of birds	is located	for its flamingos and other wetland birds.
2 Miankaleh Wildlife Sanctuary	are considered	in Iran in total.
3 The nature reserve	are killed	to be good places for bird watching.
4 Mountains	is famed	every year.
5 Hundreds of thousands of birds	can be seen	to save rare birds.
6 More protection	is needed	in northern Iran.

1 *Nearly 500 different species of birds can be seen in Iran in total.*

Talk together

5 Which country do you think is a good place to visit? Would you like to go on vacation there? Give your partner five reasons to visit the country you chose. Use non-defining relative clauses if you can.

6 Listen to your partner's choice of country and their reasons. Are your reasons the same?

WRITING

7 Imagine that you have visited Miankaleh Wildlife Sanctuary during the migratory season. Write a postcard to a friend, and describe what you have seen there. Use the postcard on page 112 as a model, and refer to the article in Exercise 2 on page 114 to help you. Then share your work with the class.

Writing strategies
Writing a postcard
- Make a list of the information you want to mention in your postcard.
- Remember that a postcard is short – only about 50 words are needed.

? Which is the only continent where pelicans are not found?

115

LESSONS 7 AND 8

Workbook, page W81, Exercises 11 and 12

Unit 16 Inventors in the past

LESSONS 1 AND 2

Overview

Outcomes
- to listen and read a text about Leonardo da Vinci
- to talk about van Gogh's painting

Functions
- giving background information
- inquiring about information
- giving general information

Language focus
- the simple past passive

Vocabulary
- art and artists

Materials
- Student's Book pages 116–117, Workbook page W82, CD

Student's Book, pages 116 and 117

BEFORE YOU BEGIN

1 Ask the students to look at the pictures and say what they can see in each one. Ask if they recognize the portrait in the center (*The Mona Lisa*) and if they know who painted it (*Leonardo da Vinci*). Do not confirm their answers at this point. In pairs, the students discuss the questions. Choose students to give their answers.

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 answer the question. Check answers as a class. The students can check the meaning of any words they don't know in a dictionary. Ask the students what kind of art they like best.

Answers
sculptor, artist, painter

Workbook, page W82, Exercise 1

3 Tell the students that they are going to read and listen to a text about Leonardo da Vinci. Tell them to look at the title of the text. What information do the students think might be included in the text? Tell them they are going to read and listen to the text to find the answers to the questions in Exercise 1.
Play the CD. The students listen and read at the same time. Check answers as a class.

Audioscript 16.1 – see page 136

Answers
The artist is Leonardo da Vinci, the creator of the *Mona Lisa* – probably the most famous and most recognized painting in the world. He was an Italian artist and inventor in the 1400s. Da Vinci was interested in science and invented many machines, including a helicopter and an airplane. He was considered to be a genius ahead of his time.



Unit 16

Inventors in the past

Grammar
the simple past passive

BEFORE YOU BEGIN

1 Look at the pictures. Do you know who the artist is? What do you know about him?

2 Read the words. They are all related to art. Which words refer to people? Check the meaning of any words you don't know in a dictionary.

sketch drawing sculpture painting sculptor artist painter

3 16.1 Read and listen to the text about Leonardo da Vinci. Check your answers to Exercise 1.

The power of imagination

Leonardo da Vinci was born in Italy in 1452. He is regarded as one of the world's greatest artists. He was also a talented musician, sculptor, scientist, and inventor. His notebooks were filled with sketches and drawings of many things: the human body, birds in flight, and designs for the different machines that he invented.

When he was fifteen years old, Leonardo began to work for an artist. He learned how to paint, sculpt, cast metal, and design jewelry. By the age of twenty, Leonardo was a great painter. He was also highly respected for his sculptures.

Leonardo began work on many large paintings, but very few of them were finished. He did, however, discover how to use light and dark to create effects. His painting known as the *Mona Lisa* is a masterpiece of light and dark. It is probably the most famous portrait in the world today.

Leonardo was greatly interested in science and nature. He wanted to know about everything he saw. He examined plants and trees to discover how they grow. He also studied rocks to see how they were formed, and he carried out tests to show what things can affect the wind and the oceans. His studies also included astronomy and architecture. In his lifetime he designed several large buildings.

Leonardo was also very interested in machines. He sketched many inventions. He studied how birds use their wings to fly, and he invented some "flying machines": a type of parachute, an early helicopter, and an airplane. Some of his inventions were built and tested, but most of his designs were hidden in his notebooks for centuries.

During his lifetime, Leonardo was admired and greatly respected. But when he died in 1519, he wasn't really understood. He was a true genius, far ahead of his time.

116

COMPREHENSION

4 Tell the students they are going to read and listen to the text again to decide if the sentences are true or false.
Go over the *Reading strategies* box with the students. The students read the text again and find the answers in the text. They can underline the key information in the text as they read.
Play the CD again. Choose students to give their answers and explain why the sentences are true or false.

Audioscript 16.1 – see page 136

Answers
1 *False. Leonardo da Vinci was Italian.* **2** False. He was a sculptor, an inventor, a musician, and a scientist. **3** False. He made many sketches. **4** True **5** False. Very few of his large paintings were finished. **6** True **7** False. He was very interested in science and nature. **8** False. He produced sketches of early helicopters and airplanes.

GRAMMAR: The simple past passive

5 Ask students to remind you of the form and use of the simple present passive. Ask *How do you think we form the simple past passive?*
Go over the examples of the simple past passive in the *Student grammar review* on page W97. Now write the first sentence from Exercise 5 on the board with a blank in place of the answer, and ask the students to tell you what the correct verb form is.
Ask the students to look at the sentences and explain to them that they have to complete them using the verb in parentheses and the simple past passive. Remind them that there is a *Student grammar review* on page W97. They can refer to this if they need to.

Answers
1 *was born* **2** were filled **3** were finished **4** were formed **5** were built **6** was admired, respected **7** wasn't understood

6 Ask the students which word is used in the passive when we know who or what did the action (*by*). Tell students that they have to rewrite the sentences using the simple past passive. Point out that they should only use *by* when necessary.
The students complete the exercise, in pairs if you wish. Check answers as a class.

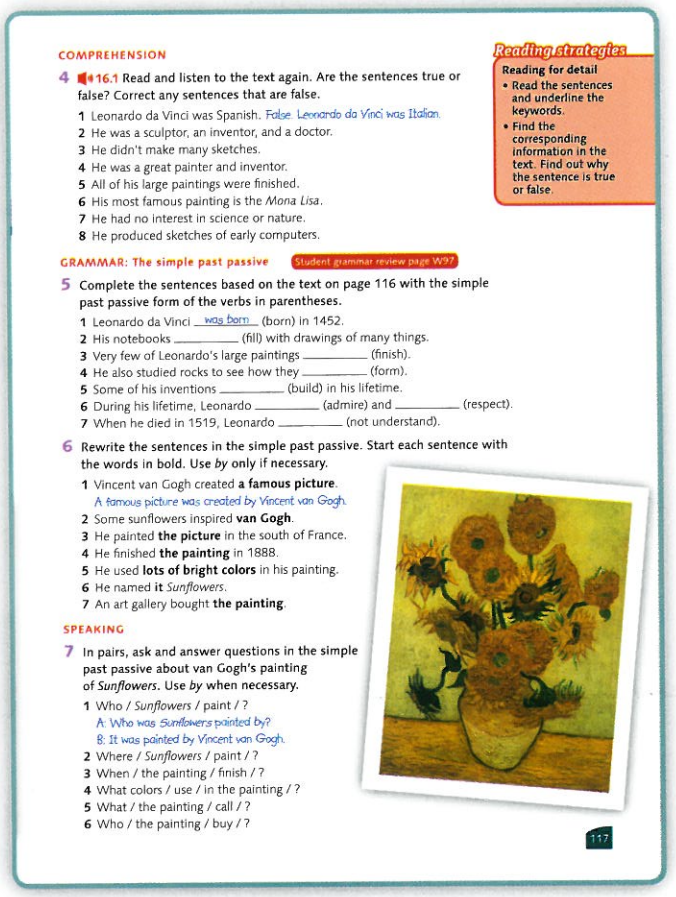
Answers
1 *A famous picture was created by Vincent van Gogh.* **2** Van Gogh was inspired by some sunflowers. **3** The picture was painted in the south of France. **4** The painting was finished in 1888. **5** Lots of bright colors were used in his painting. **6** It was called *Sunflowers.* **7** The painting was bought by an art gallery.

Workbook, page W82, Exercises 2 and 3

SPEAKING

7 Ask students to look at the picture on the right. What is the subject of the painting? Ask *Who painted the picture?*
Tell the students they are going to work in pairs to ask and answer questions in the simple past passive about van Gogh's painting. Tell them to use *by* when necessary.

Answers
1 A: *Who was Sunflowers painted by?* **B:** *It was painted by Vincent van Gogh.* **2 A:** Where was *Sunflowers* painted? **B:** It was painted in the south of France. **3 A:** When was the painting finished? **B:** It was finished in 1888. **4 A:** What colors were used in the painting? **B:** Lots of bright colors were used in the painting. **5 A:** What was the painting called? **B:** It was called *Sunflowers.* **6 A:** Who was the painting bought by? **B:** It was bought by an art gallery.



COMPREHENSION

4 16.1 Read and listen to the text again. Are the sentences true or false? Correct any sentences that are false.

1 Leonardo da Vinci was Spanish. False. Leonardo da Vinci was Italian.
2 He was a sculptor, an inventor, and a doctor.
3 He didn't make many sketches.
4 He was a great painter and inventor.
5 All of his large paintings were finished.
6 His most famous painting is the *Mona Lisa*.
7 He had no interest in science or nature.
8 He produced sketches of early computers.

Reading strategies
Reading for detail
- Read the sentences and underline the keywords.
- Find the corresponding information in the text. Find out why the sentence is true or false.

GRAMMAR: The simple past passive — Student grammar review page W97

5 Complete the sentences based on the text on page 116 with the simple past passive form of the verbs in parentheses.

1 Leonardo da Vinci was born (born) in 1452.
2 His notebooks _____ (fill) with drawings of many things.
3 Very few of Leonardo's large paintings _____ (finish).
4 He also studied rocks to see how they _____ (form).
5 Some of his inventions _____ (build) in his lifetime.
6 During his lifetime, Leonardo _____ (admire) and _____ (respect).
7 When he died in 1519, Leonardo _____ (not understand).

6 Rewrite the sentences in the simple past passive. Start each sentence with the words in bold. Use *by* only if necessary.

1 Vincent van Gogh created **a famous picture**.
A famous picture was created by Vincent van Gogh.
2 Some sunflowers inspired **van Gogh**.
3 He painted **the picture** in the south of France.
4 He finished **the painting** in 1888.
5 He used **lots of bright colors** in his painting.
6 He named **it** *Sunflowers*.
7 An art gallery bought **the painting**.

SPEAKING

7 In pairs, ask and answer questions in the simple past passive about van Gogh's painting of *Sunflowers*. Use *by* when necessary.

1 Who / *Sunflowers* / paint / ?
A: Who was *Sunflowers* painted by?
B: It was painted by Vincent van Gogh.
2 Where / *Sunflowers* / paint / ?
3 When / the painting / finish / ?
4 What colors / use / in the painting / ?
5 What / the painting / call / ?
6 Who / the painting / buy / ?

117

LESSONS 3 AND 4

Overview

Outcomes
- to listen to a description of da Vinci's flying machine
- to talk about the success of an invention
- to talk about geniuses
- to talk about art and inventions
- to write questions about art and inventions

Functions
- expressing opinions
- inquiring about information

Language focus
- the simple past passive

Vocabulary
- wordbuilding (noun, verb)
- art and artists

Materials
- Student's Book pages 118–119, Workbook page W83, CD

Student's Book, pages 118 and 119

VOCABULARY: Wordbuilding

1 Ask the students to look at the pictures at the top of the page. What can they see? (*a musician, a sculptor, and a painter*).
Ask the students to look at the chart. Explain that they have to read the text about Leonardo da Vinci on page 116 again and complete the chart with the missing nouns and verbs.

Answers

Noun	*flight*	*sculpture*	design	study
Verb	fly	sculpt	*design*	*study*

Noun	*invention*	test	*building*	sketch
Verb	invent	*test*	build	*sketch*

VOCABULARY: Art and artists

2 Students have to match the beginning and end of each sentence about different types of artists. Remind them that they can only use each beginning and ending once.

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

LISTENING

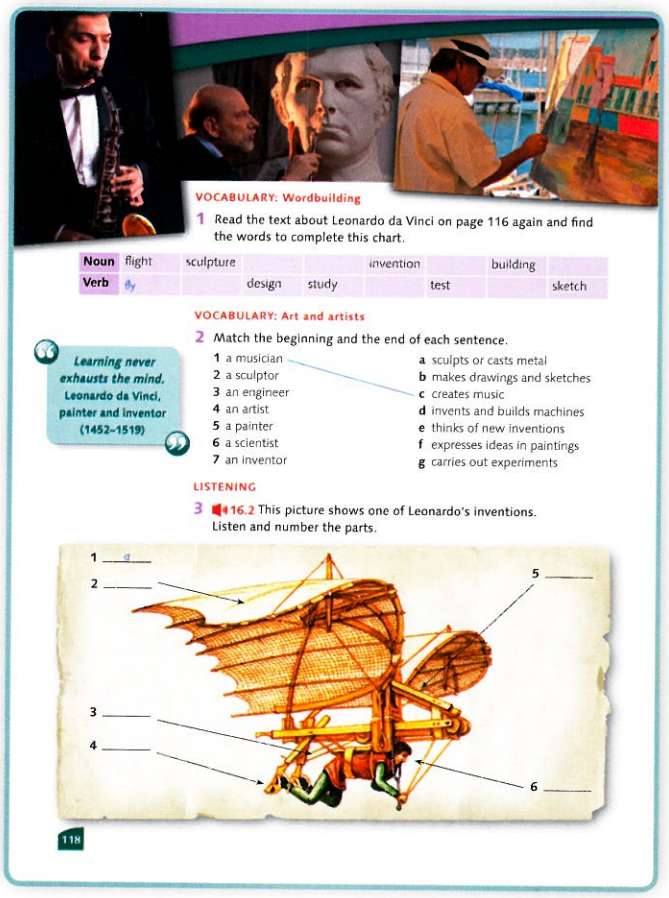
3 Tell the students that they are going to listen to a description of the invention and that they have to number the parts as they hear them.

Play the CD for the students. The students listen and number the parts. Check answers as a class.

Audioscript 16.2 – see page 136

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

Quotation
Ask the students to read the quotation. Discuss the meaning of the quotation with the students. Ask the students whether or not they agree with the quotation, and why.


VOCABULARY: Wordbuilding

1 Read the text about Leonardo da Vinci on page 116 again and find the words to complete this chart.

Noun	flight	sculpture			invention		building	
Verb	fly		design	study		test		sketch

VOCABULARY: Art and artists

2 Match the beginning and the end of each sentence.

1 a musician
2 a sculptor
3 an engineer
4 an artist
5 a painter
6 a scientist
7 an inventor

a sculpts or casts metal
b makes drawings and sketches
c creates music
d invents and builds machines
e thinks of new inventions
f expresses ideas in paintings
g carries out experiments

Learning never exhausts the mind. Leonardo da Vinci, painter and inventor (1452–1519)

LISTENING

3 16.2 This picture shows one of Leonardo's inventions. Listen and number the parts.

1 a
2
3
4
5
6

118

COMPREHENSION

4 Tell the students that they are going to listen to the description again to choose the correct answers.
Play the CD again. Students listen again and circle a, b, or c. Check answers as a class.

Audioscript 16.2 – see page 136

Answers
1 *b* **2** c **3** a **4** b **5** b **6** a

Workbook, page W83, Exercise 4

SPEAKING

5 Ask the students to look carefully at Leonardo's flying machine in Exercise 3 again and to discuss the question with a partner.

Answers
Students' own answers

6 Check the meaning of *genius*. Ask the students which people they consider to be geniuses. Point out that a genius can work in any profession.
The students make a list of geniuses in pairs.

Suggested answers
Vincent van Gogh, William Shakespeare, Wolfgang Amadeus Mozart, Thomas Edison, Charles Dickens, Tim Berners-Lee, Ludwig van Beethoven, Alexander Graham Bell, Marie Curie

7 Explain that the pairs have to look at their list and decide what the people on the list have in common that makes them geniuses.

Answers
Students' own answers

Talk together

8 Tell the students they are going to ask and answer questions about famous geniuses. Ask them to remind you of the form and use of the simple past passive.
Ask what the students know about the geniuses in the box. Divide the class into pairs, Student A and Student B. Ask the students to read the questions in their list. Explain that they have to take turns asking questions and choosing answers from the people in the box.
Students complete the exercise. Check answers as a class.

Answers
1 A: *Who painted the Mona Lisa?* **B:** *The Mona Lisa was painted by Leonardo da Vinci.* **2 A:** Who wrote the play *Macbeth*? **B:** The play *Macbeth* was written by William Shakespeare. **3 A:** Who invented the telephone? **B:** The telephone was invented by Alexander Graham Bell. **4 A:** Who painted *Sunflowers*? **B:** *Sunflowers* was painted by Vincent van Gogh. **5 A:** Who invented the television? **B:** The television was invented by John Logie Baird. **6 A:** Who built the Taj Mahal? **B:** The Taj Mahal was built by Emperor Shah Jahan. / **1 B:** Who composed the opera *Don Giovanni*? **A:** The opera *Don Giovanni* was composed by Mozart. **2 B:** Who wrote the novel *Jane Eyre*? **A:** The novel *Jane Eyre* was written by Charlotte Brontë. **3 B:** Who invented gunpowder? **A:** Gunpowder was invented by the Chinese. **4 B:** Who invented the electric lamp? **A:** The electric lamp was invented by Thomas Edison. **5 B:** Who invented the World Wide Web? **A:** The World Wide Web was invented by Tim Berners-Lee. **6 B:** Who designed the Eiffel Tower? **A:** The Eiffel Tower was designed by Gustav Eiffel.

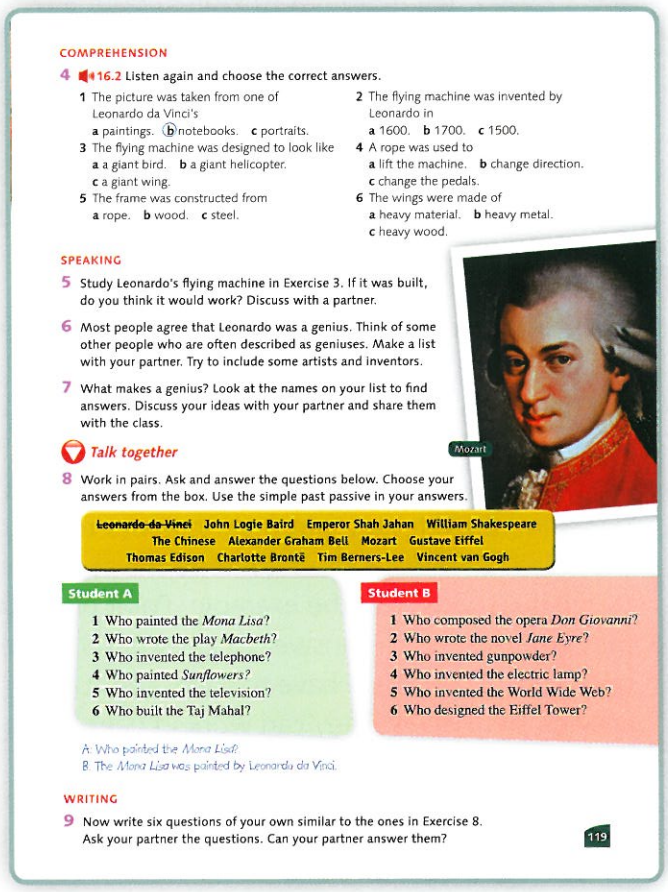
Workbook, page W83, Exercise 5

WRITING

9 Tell students that they are now going to write six questions of their own, similar to the ones in Exercise 8. Give an example of your own for the students to guess.
Students write their questions. Monitor as they are working, helping where necessary.
Students then take turns asking their partner their questions. Choose students to ask their questions for the class to answer.

Suggested answers
A: Who wrote the play *Antony and Cleopatra*? **B:** The play *Antony and Cleopatra* was written by William Shakespeare. / **A:** Who composed nine famous symphonies? **B:** Nine famous symphonies were composed by Beethoven. / **A:** Who discovered radium? **B:** Radium was discovered by Marie Curie. / **A:** Who created the Nobel Prizes? **B:** The Nobel Prizes were created by Alfred Nobel. / **A:** Who wrote the novel *Oliver Twist*? **B:** The novel *Oliver Twist* was written by Charles Dickens.

Workbook, page W83, Exercise 6



COMPREHENSION

4 16.2 Listen again and choose the correct answers.

1 The picture was taken from one of Leonardo da Vinci's
a paintings. b notebooks. c portraits.
2 The flying machine was invented by Leonardo in
a 1600. b 1700. c 1500.
3 The flying machine was designed to look like
a a giant bird. b a giant helicopter. c a giant wing.
4 A rope was used to
a lift the machine. b change direction. c change the pedals.
5 The frame was constructed from
a rope. b wood. c steel.
6 The wings were made of
a heavy material. b heavy metal. c heavy wood.

SPEAKING

5 Study Leonardo's flying machine in Exercise 3. If it was built, do you think it would work? Discuss with a partner.

6 Most people agree that Leonardo was a genius. Think of some other people who are often described as geniuses. Make a list with your partner. Try to include some artists and inventors.

7 What makes a genius? Look at the names on your list to find answers. Discuss your ideas with your partner and share them with the class.

Mozart

Talk together

8 Work in pairs. Ask and answer the questions below. Choose your answers from the box. Use the simple past passive in your answers.

~~Leonardo da Vinci~~ John Logie Baird Emperor Shah Jahan William Shakespeare The Chinese Alexander Graham Bell Mozart Gustave Eiffel Thomas Edison Charlotte Brontë Tim Berners-Lee Vincent van Gogh

Student A
1 Who painted the *Mona Lisa*?
2 Who wrote the play *Macbeth*?
3 Who invented the telephone?
4 Who painted *Sunflowers*?
5 Who invented the television?
6 Who built the Taj Mahal?

Student B
1 Who composed the opera *Don Giovanni*?
2 Who wrote the novel *Jane Eyre*?
3 Who invented gunpowder?
4 Who invented the electric lamp?
5 Who invented the World Wide Web?
6 Who designed the Eiffel Tower?

A: Who painted the *Mona Lisa*?
B: The *Mona Lisa* was painted by Leonardo da Vinci.

WRITING

9 Now write six questions of your own similar to the ones in Exercise 8. Ask your partner the questions. Can your partner answer them?

119

LESSONS 5 AND 6

Overview

Outcomes
- to read an article about two famous inventors
- to talk about inventions
- to write a description of one's new invention

Functions
- expressing opinions
- agreeing and disagreeing
- making descriptions

Language focus
- language to describe inventions

Vocabulary
- inventions

Materials
- Student's Book pages 120–121, Workbook pages W84–W85

Student's Book, pages 120 and 121

READING

1 Ask the students to remind you of any famous inventors they know. Ask them to look at the pictures at the top of the page. Ask *Do you know who these famous inventors are?* Tell them they are going to read an article to find out.
Explain that in the article they are going to find out what the two people invented. Ask the students to read the article quickly to find the answers. Tell them not to worry about any vocabulary they may not know at this point.

Answers
Edison: phonograph, incandescent lightbulb
Baird: television

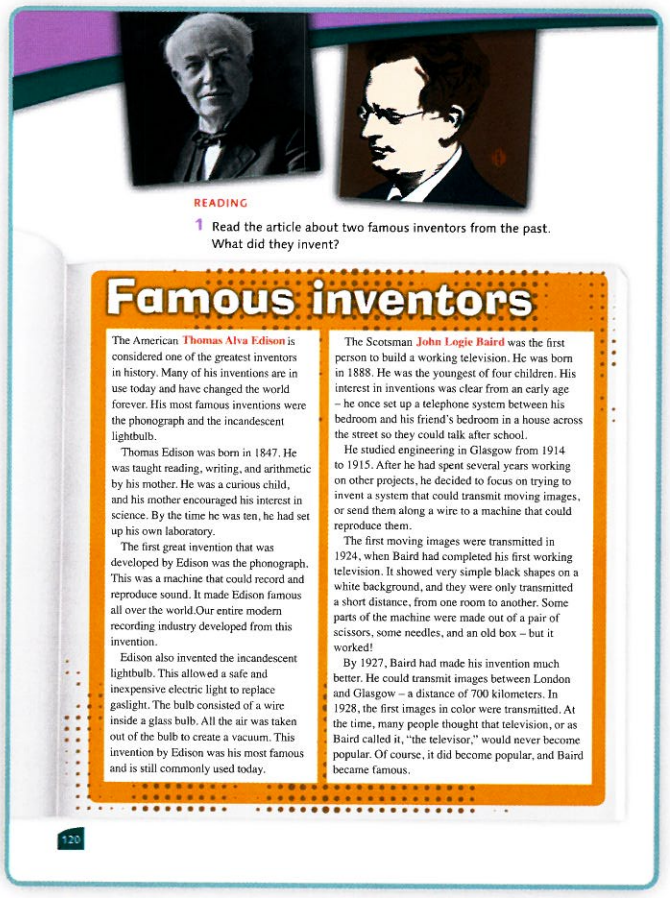
COMPREHENSION

2 Tell the students they are going to read the article again to find the answers to the questions. Read the questions and check the meaning of any vocabulary they may not know.
The students read the article again. They can underline the relevant information in the text as they read. Encourage them to write the answers to the questions as in the example. Point out that they will not find the answer to question 8 in the text, but that they will have to think about the answer themselves. They can work in pairs if you wish. Choose students to give their answers.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers
1 *Edison's most famous inventions were the phonograph and the lightbulb.* **2** It recorded and reproduced sound. **3** Our entire modern recording industry developed from this invention. **4** Gaslight was used before electric light. **5** He invented the television. **6** He used a pair of scissors, some needles, and an old box. **7** the televisor **8** Students' own answers

Workbook, pages W84 and W85, Exercises 7, 8, 9, and 10



READING

1 Read the article about two famous inventors from the past. What did they invent?

Famous inventors

The American **Thomas Alva Edison** is considered one of the greatest inventors in history. Many of his inventions are in use today and have changed the world forever. His most famous inventions were the phonograph and the incandescent lightbulb.

Thomas Edison was born in 1847. He was taught reading, writing, and arithmetic by his mother. He was a curious child, and his mother encouraged his interest in science. By the time he was ten, he had set up his own laboratory.

The first great invention that was developed by Edison was the phonograph. This was a machine that could record and reproduce sound. It made Edison famous all over the world.Our entire modern recording industry developed from this invention.

Edison also invented the incandescent lightbulb. This allowed a safe and inexpensive electric light to replace gaslight. The bulb consisted of a wire inside a glass bulb. All the air was taken out of the bulb to create a vacuum. This invention by Edison was his most famous and is still commonly used today.

The Scotsman **John Logie Baird** was the first person to build a working television. He was born in 1888. He was the youngest of four children. His interest in inventions was clear from an early age – he once set up a telephone system between his bedroom and his friend's bedroom in a house across the street so they could talk after school.

He studied engineering in Glasgow from 1914 to 1915. After he had spent several years working on other projects, he decided to focus on trying to invent a system that could transmit moving images, or send them along a wire to a machine that could reproduce them.

The first moving images were transmitted in 1924, when Baird had completed his first working television. It showed very simple black shapes on a white background, and they were only transmitted a short distance, from one room to another. Some parts of the machine were made out of a pair of scissors, some needles, and an old box – but it worked!

By 1927, Baird had made his invention much better. He could transmit images between London and Glasgow – a distance of 700 kilometers. In 1928, the first images in color were transmitted. At the time, many people thought that television, or as Baird called it, "the televisor," would never become popular. Of course, it did become popular, and Baird became famous.

120

SPEAKING

3 Ask students which inventions they remember from the article on page 120. Ask *Which of the inventions in the article on page 120 do you think is the most important?*
Tell the students they have to discuss the questions in pairs. Choose students to give their answers and explain them.

Answers
Students' own answers

4 Ask the students to look at the questions. Hold a short class discussion and encourage students to share their ideas with the class.

Answers
Students' own answers

WRITING

5 Ask the students how they think people come up with ideas for inventions. Tell them that people often come up with inventions when they are trying to find a solution to a problem.
Tell the students they are going to design an invention of their own. As a starting point, ask them to think about any practical problems they might have in their everyday life. You could give a few examples of your own if you wish.
Go over the *Writing strategies* box with the students.
The students draw their inventions and add labels. Then they write a description of their invention, including the answers to the four questions.
Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately. Do not ask students to share their work at this point.

Answers
Students' own answers

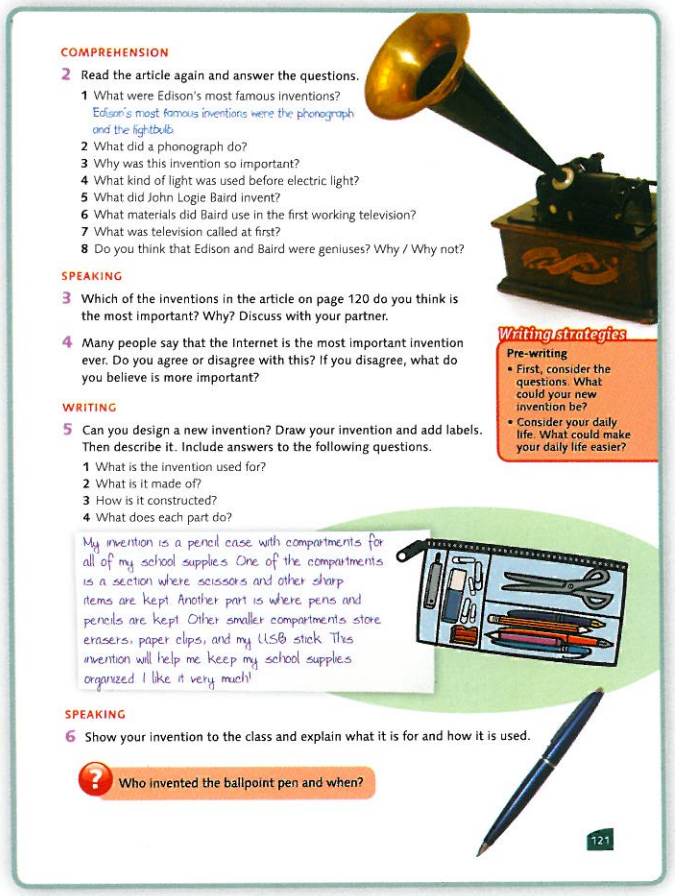
SPEAKING

6 Ask the students to show the drawing of their invention to the class and explain what it is for and how it is used. Encourage the class to ask questions about the different student inventions. The drawings of the inventions could be displayed on the classroom wall.

Answers
Students' own answers

Research box
Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to find out the information before the next class. The students may find different answers in their research, so accept any appropriate answers.

Answer
The ballpoint pen was invented by Ladislas Biro in 1935.



COMPREHENSION

2 Read the article again and answer the questions.

1 What were Edison's most famous inventions?
Edison's most famous inventions were the phonograph and the lightbulb.
2 What did a phonograph do?
3 Why was this invention so important?
4 What kind of light was used before electric light?
5 What did John Logie Baird invent?
6 What materials did Baird use in the first working television?
7 What was television called at first?
8 Do you think that Edison and Baird were geniuses? Why / Why not?

SPEAKING

3 Which of the inventions in the article on page 120 do you think is the most important? Why? Discuss with your partner.

4 Many people say that the Internet is the most important invention ever. Do you agree or disagree with this? If you disagree, what do you believe is more important?

WRITING

5 Can you design a new invention? Draw your invention and add labels. Then describe it. Include answers to the following questions.

1 What is the invention used for?
2 What is it made of?
3 How is it constructed?
4 What does each part do?

Writing strategies
Pre-writing
- First, consider the questions. What could your new invention be?
- Consider your daily life. What could make your daily life easier?

My invention is a pencil case with compartments for all of my school supplies. One of the compartments is a section where scissors and other sharp items are kept. Another part is where pens and pencils are kept. Other smaller compartments store erasers, paper clips, and my USB stick. This invention will help me keep my school supplies organized. I like it very much!

SPEAKING

6 Show your invention to the class and explain what it is for and how it is used.

? Who invented the ballpoint pen and when?

121

LESSONS 7 AND 8

Workbook, page W85, Exercises 11 and 12

LESSON 9

Project

Tell the students they are going to write a description of a building. Ask them to remind you of the buildings they learned about in Units 15 and 16.

Ask students to look at page 122 in their Student's Book. 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.

You may need to provide the students with information about the building they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

Ask the students to read the facts about the Taj Mahal. Then ask them to read the questions that they will need to answer about the building they choose.

Ask the students to answer the questions about the building they have chosen and to write a list of facts like the Taj Mahal facts.

Tell the students they have to imagine they have visited their chosen building. Explain that they have to write a postcard to a friend and describe the building. Tell them to include the facts they have discovered.

The students write their postcard, using the postcard on page 112 as a model. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, instead of giving them the answer immediately. Remind them to illustrate their text with drawings or pictures they have found in magazines, etc.

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

Invite questions from the class about each other's work.

LESSON 10

REVIEW D

Student's Book, pages 123 and 124

Tell the students that they are going to review the vocabulary and grammar they have studied in Module 8. Ask them what they remember from Units 15 and 16. Tell them that for multiple-choice questions, there is only one correct answer for each question.

VOCABULARY

Answers

1 e **2** d **3** e **4** d **5** d **6** a **7** b

8 **1** sculptors **2** architects **3** inventors **4** geologists **5** scientists

9 1b 2a 3e 4i 5h 6j 7g 8c 9f 10d

GRAMMAR

Suggested answers

10 *Ali is a person who I like very much. He is a kind and generous person.* / Burj Khalifa is a building that inspires me. It is very tall and impressive. / My watch is an object that is valuable to me. It was given to me by my parents. / Something that I carry with me every day is my cell phone. It is very useful. / A new book is something that I'd like to buy. I love to read. / Paris is a place where I'd like to live. I'd like to visit the Eiffel Tower there. / Laleh Park in Tehran is the place where I was really happy as a child. It's quiet and beautiful.

11 **1** *The rescue workers, who were very brave, saved the villagers*, who were trapped by a flood. **2** The architect, who was very famous, designed a luxurious house, which was very expensive. **3** The archeologist, who worked very hard, made an amazing discovery, which made the archeologist very famous. **4** The teacher gave the student, who had written a very good essay, an award, which made the student happy. **5** The tourists, who were visiting Dubai for the first time, visited the skyscraper, which was made of glass and steel. **6** The volcano, which had not erupted for 1,000 years, destroyed the island, which disappeared deep in the ocean.

12 **A:** It is usually made of plastic. It was invented by Alexander Graham Bell. **B:** The telephone! / **A:** It is made of metal and plastic. It is used for traveling long distances. **B:** The car! / **A:** They are constructed from glass. They are used by people who can't see very well. **B:** The glasses!

Workbook, pages W86 and W87, Progress test 4

Workbook, pages W88 and W89, Final test

Extra reading

Journey to the Center of the Earth

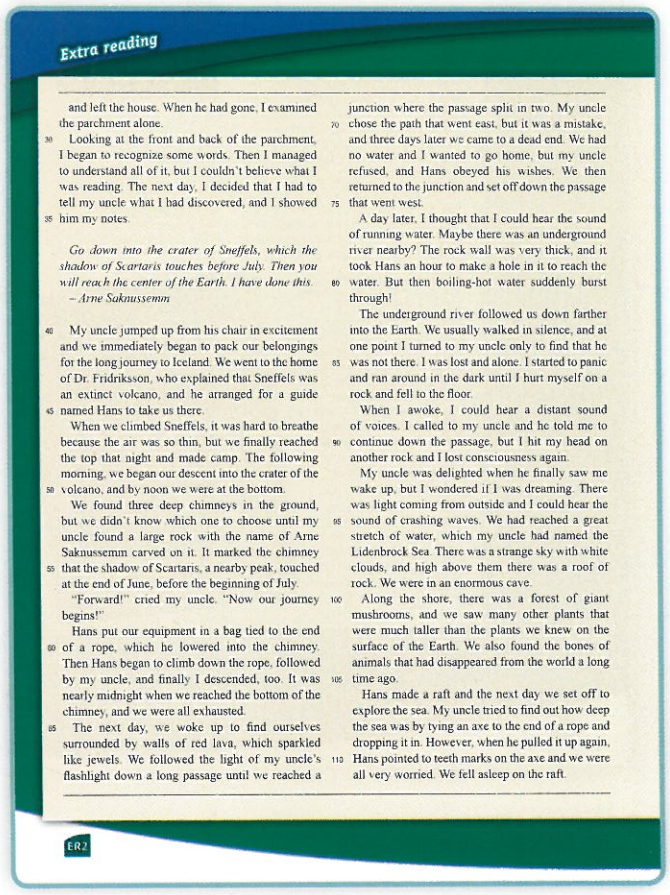
Student's Book, pages ER1, ER2, ER3, ER4, and ER5

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 *Journey to the Center of the Earth*?

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 an adventure story. It might be scary,* and so on.

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 want 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?* The students complete the exercises. Check answers as a class.



Extra reading

and left the house. When he had gone, I examined the parchment alone.

Looking at the front and back of the parchment, I began to recognize some words. Then I managed to understand all of it, but I couldn't believe what I was reading. The next day, I decided that I had to tell my uncle what I had discovered, and I showed him my notes.

Go down into the crater of Sneffels, which the shadow of Scartaris touches before July. Then you will reach the center of the Earth. I have done this.
– Arne Saknussemm

My uncle jumped up from his chair in excitement and we immediately began to pack our belongings for the long journey to Iceland. We went to the home of Dr. Fridriksson, who explained that Sneffels was an extinct volcano, and he arranged for a guide named Hans to take us there.

When we climbed Sneffels, it was hard to breathe because the air was so thin, but we finally reached the top that night and made camp. The following morning, we began our descent into the crater of the volcano, and by noon we were at the bottom.

We found three deep chimneys in the ground, but we didn't know which one to choose until my uncle found a large rock with the name of Arne Saknussemm carved on it. It marked the chimney that the shadow of Scartaris, a nearby peak, touched at the end of June, before the beginning of July.

"Forward!" cried my uncle. "Now our journey begins!"

Hans put our equipment in a bag tied to the end of a rope, which he lowered into the chimney. Then Hans began to climb down the rope, followed by my uncle, and finally I descended, too. It was nearly midnight when we reached the bottom of the chimney, and we were all exhausted.

The next day, we woke up to find ourselves surrounded by walls of red lava, which sparkled like jewels. We followed the light of my uncle's flashlight down a long passage until we reached a junction where the passage split in two. My uncle chose the path that went east, but it was a mistake, and three days later we came to a dead end. We had no water and I wanted to go home, but my uncle refused, and Hans obeyed his wishes. We then returned to the junction and set off down the passage that went west.

A day later, I thought that I could hear the sound of running water. Maybe there was an underground river nearby? The rock wall was very thick, and it took Hans an hour to make a hole in it to reach the water. But then boiling-hot water suddenly burst through!

The underground river followed us down farther into the Earth. We usually walked in silence, and at one point I turned to my uncle only to find that he was not there. I was lost and alone. I started to panic and ran around in the dark until I hurt myself on a rock and fell to the floor.

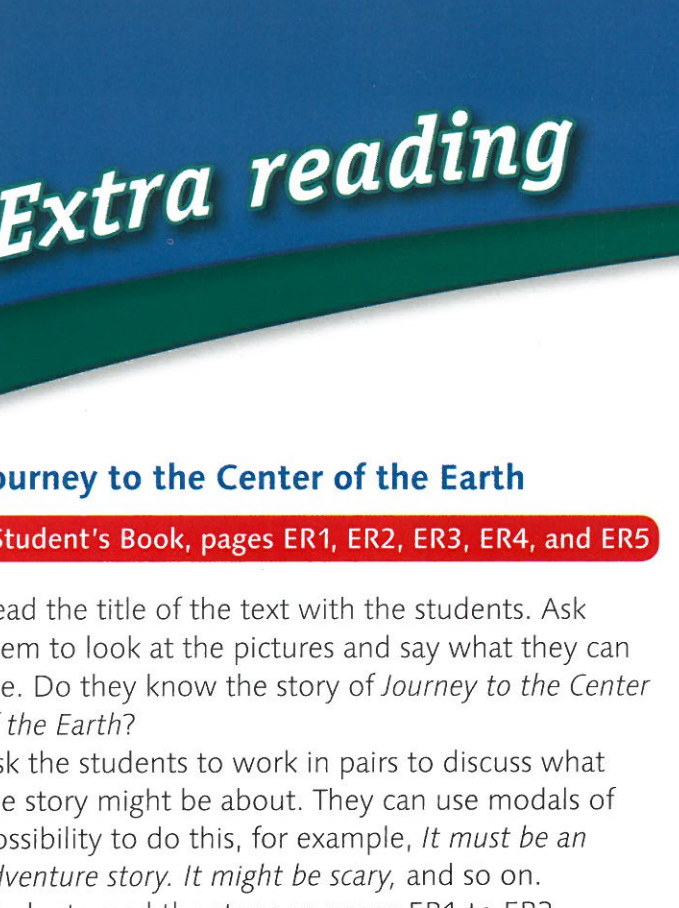
When I awoke, I could hear a distant sound of voices. I called to my uncle and he told me to continue down the passage, but I hit my head on another rock and I lost consciousness again.

My uncle was delighted when he finally saw me wake up, but I wondered if I was dreaming. There was light coming from outside and I could hear the sound of crashing waves. We had reached a great stretch of water, which my uncle had named the Lidenbrock Sea. There was a strange sky with white clouds, and high above them there was a roof of rock. We were in an enormous cave.

Along the shore, there was a forest of giant mushrooms, and we saw many other plants that were much taller than the plants we knew on the surface of the Earth. We also found the bones of animals that had disappeared from the world a long time ago.

Hans made a raft and the next day we set off to explore the sea. My uncle tried to find out how deep the sea was by tying an axe to the end of a rope and dropping it in. However, when he pulled it up again, Hans pointed to teeth marks on the axe and we were all very worried. We fell asleep on the raft.

ER2



Extra reading

Journey to the Center of the Earth

Jules Verne

My uncle, Professor Lidenbrock, was a famous geologist at the University of Hamburg and I had been living with him for many years. On Sunday, May 24, 1863, he came rushing home earlier than usual. I found him sitting at his desk, looking at an old book.

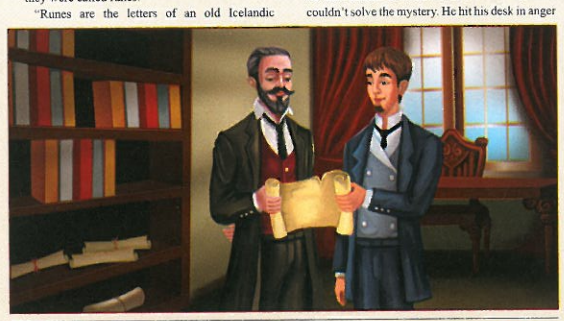
"It's more than 600 years old, Axel," he said in an excited voice. "It's a translation of a famous Icelandic book written in the twelfth century."

At that moment, a piece of parchment fell out of the book and he picked it up. I could see that it had strange letters on it, and my uncle explained that they were called runes.

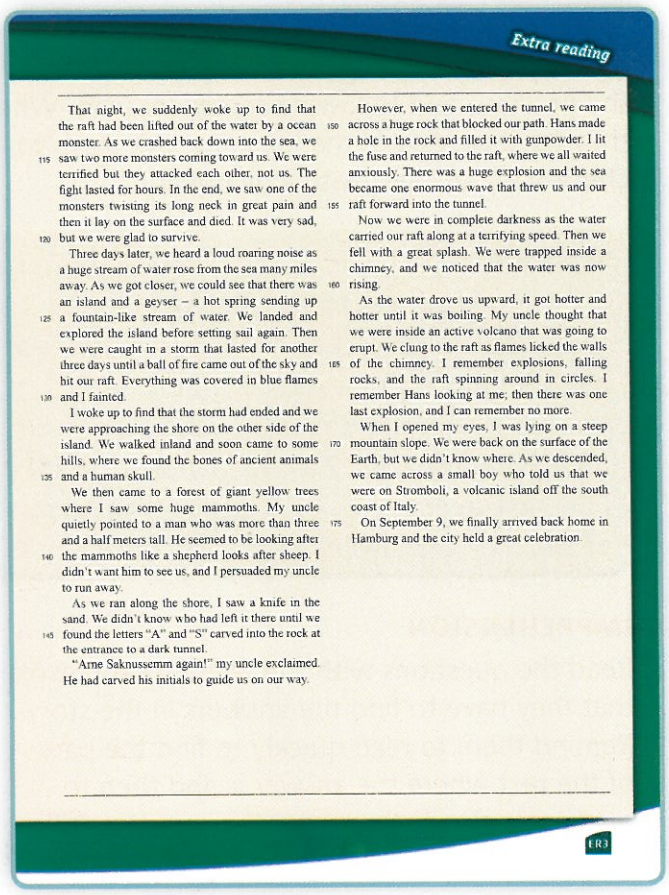
"Runes are the letters of an old Icelandic alphabet," he said. "I can usually read runes, but I can't understand this!" He was becoming impatient.

"It must be a secret code," he said. "The parchment was written later than the book, so I think it belonged to someone who used to own the book."

He examined the parchment with a magnifying glass and found the name of Arne Saknussemm written on it. Saknussemm was a famous Icelandic scientist of the sixteenth century. But why would he have wanted to hide his discoveries? My uncle couldn't solve the mystery. He hit his desk in anger



ER1



Extra reading

That night, we suddenly woke up to find that the raft had been lifted out of the water by a ocean monster. As we crashed back down into the sea, we saw two more monsters coming toward us. We were terrified but they attacked each other, not us. The fight lasted for hours. In the end, we saw one of the monsters twisting its long neck in great pain and then it lay on the surface and died. It was very sad, but we were glad to survive.

Three days later, we heard a loud roaring noise as a huge stream of water rose from the sea many miles away. As we got closer, we could see that there was an island and a geyser – a hot spring sending up a fountain-like stream of water. We landed and explored the island before setting sail again. Then we were caught in a storm that lasted for another three days until a ball of fire came out of the sky and hit our raft. Everything was covered in blue flames and I fainted.

I woke up to find that the storm had ended and we were approaching the shore on the other side of the island. We walked inland and soon came to some hills, where we found the bones of ancient animals and a human skull.

We then came to a forest of giant yellow trees where I saw some huge mammoths. My uncle quietly pointed to a man who was more than three and a half meters tall. He seemed to be looking after the mammoths like a shepherd looks after sheep. I didn't want him to see us, and I persuaded my uncle to run away.

As we ran along the shore, I saw a knife in the sand. We didn't know who had left it there until we found the letters "A" and "S" carved into the rock at the entrance to a dark tunnel.

"Arne Saknussemm again!" my uncle exclaimed. He had carved his initials to guide us on our way.

However, when we entered the tunnel, we came across a huge rock that blocked our path. Hans made a hole in the rock and filled it with gunpowder. I lit the fuse and returned to the raft, where we all waited anxiously. There was a huge explosion and the sea became one enormous wave that threw us and our raft forward into the tunnel.

Now we were in complete darkness as the water carried our raft along at a terrifying speed. Then we fell with a great splash. We were trapped inside a chimney, and we noticed that the water was now rising.

As the water drove us upward, it got hotter and hotter until it was boiling. My uncle thought that we were inside an active volcano that was going to erupt. We clung to the raft as flames licked the walls of the chimney. I remember explosions, falling rocks, and the raft spinning around in circles. I remember Hans looking at me; then there was one last explosion, and I can remember no more.

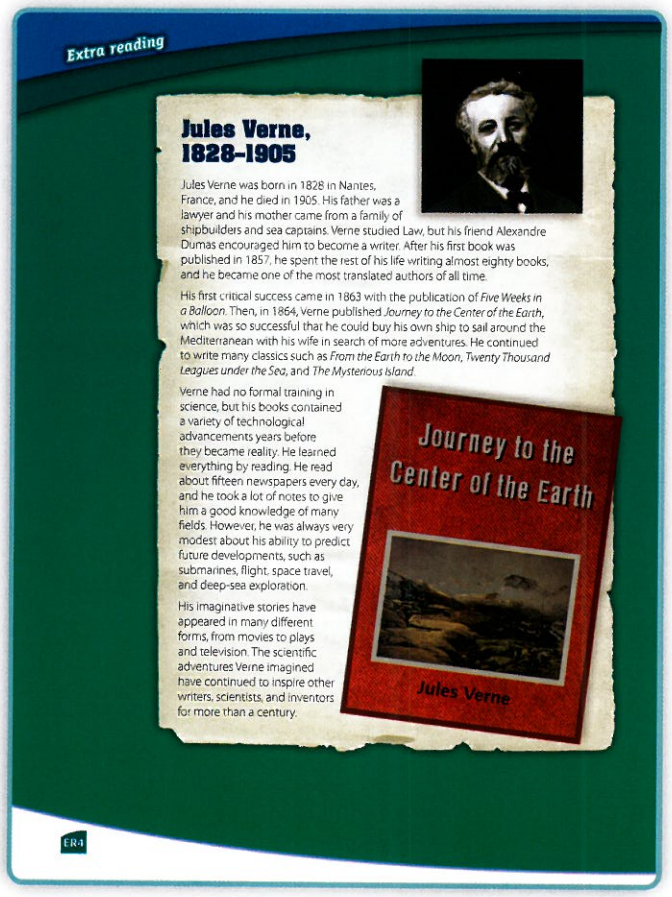
When I opened my eyes, I was lying on a steep mountain slope. We were back on the surface of the Earth, but we didn't know where. As we descended, we came across a small boy who told us that we were on Stromboli, a volcanic island off the south coast of Italy.

On September 9, we finally arrived back home in Hamburg and the city held a great celebration.

ER3

Jules Verne, 1828–1905

Now ask the students to look at page ER4. Ask them to look at the pictures and say what they can see. Ask them to read about Jules Verne. Hold a short class discussion about other stories by Jules Verne they may know.



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 may need to read the previous and following sentences, too. When they have an idea of the meaning, ask them to check their answers with a dictionary.

Answers
1 a very old type of paper **2** a large dip that forms the mouth of a volcano **3** (of a volcano) has not erupted for a very long time **4** a journey downward **5** narrow, vertical gaps in rock **6** molten rock **7** a natural hollow space underground or in a cliff **8** a large, hairy type of elephant that lived a very long time ago

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 It was in a secret code. **2** He told them what Sneffels was and arranged a guide to take them there. **3** Scartaris was a peak near the crater. **4** He made a hole to reach the water. **5** He discovered a forest of giant mushrooms, many other strange plants, and the bones of extinct animals. **6** He saw a geyser on an island in the Lidenbrock Sea. **7** Arne Saknussemm **8** Stromboli was off the southern coast of Italy.

SPEAKING

3 Give 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 did you find the Sneffels volcano?* ***B:*** *I traveled with my nephew, Axel, and a guide named Hans who showed us the way.* **A:** What was the worst part of the journey? **B:** When I lost Axel in a passage under the Earth in the dark. I didn't know if I would ever see him again! **A:** Did you see any dangerous animals? **B:** Yes, we saw three enormous sea monsters! **A:** How did you get back to the surface of the Earth? **B:** An enormous wave swept us away and drove us up a volcano in Italy.

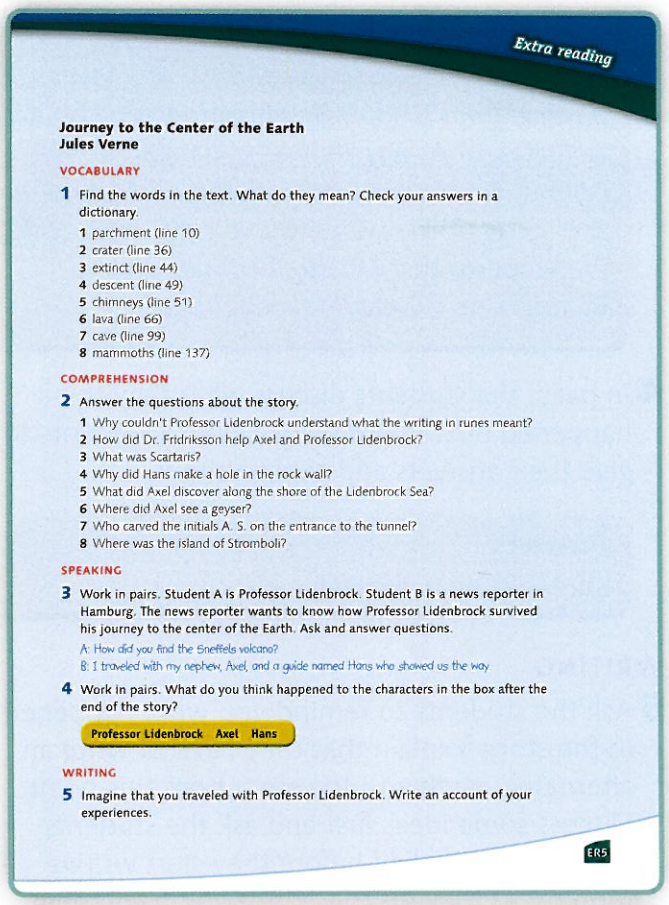
4 In pairs, the students discuss what they think happened to the characters. Choose students to give their answers and explain them.

Suggested answers
A: I think Professor Lidenbrock became very famous and gave lectures in college about the journey. **B:** I think Axel didn't go on any more dangerous adventures. I think he wrote a book and stayed quietly at home! **A:** I think Hans had a lot more adventures taking other people to the mountains.

WRITING

5 Ask the students to remind you what happened in the story. Explain that they have to imagine that they traveled with Professor Lidenbrock to the center of the Earth, and that they have to write an account of their experiences.
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 papers 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

Journey to the Center of the Earth
Jules Verne

VOCABULARY

1 Find the words in the text. What do they mean? Check your answers in a dictionary.

1 parchment (line 10)
2 crater (line 36)
3 extinct (line 44)
4 descent (line 49)
5 chimneys (line 51)
6 lava (line 66)
7 cave (line 99)
8 mammoths (line 137)

COMPREHENSION

2 Answer the questions about the story.

1 Why couldn't Professor Lidenbrock understand what the writing in runes meant?
2 How did Dr. Fridriksson help Axel and Professor Lidenbrock?
3 What was Scartaris?
4 Why did Hans make a hole in the rock wall?
5 What did Axel discover along the shore of the Lidenbrock Sea?
6 Where did Axel see a geyser?
7 Who carved the initials A. S. on the entrance to the tunnel?
8 Where was the island of Stromboli?

SPEAKING

3 Work in pairs. Student A is Professor Lidenbrock. Student B is a news reporter in Hamburg. The news reporter wants to know how Professor Lidenbrock survived his journey to the center of the Earth. Ask and answer questions.

A: How did you find the Sneffels volcano?
B: I traveled with my nephew, Axel, and a guide named Hans who showed us the way.

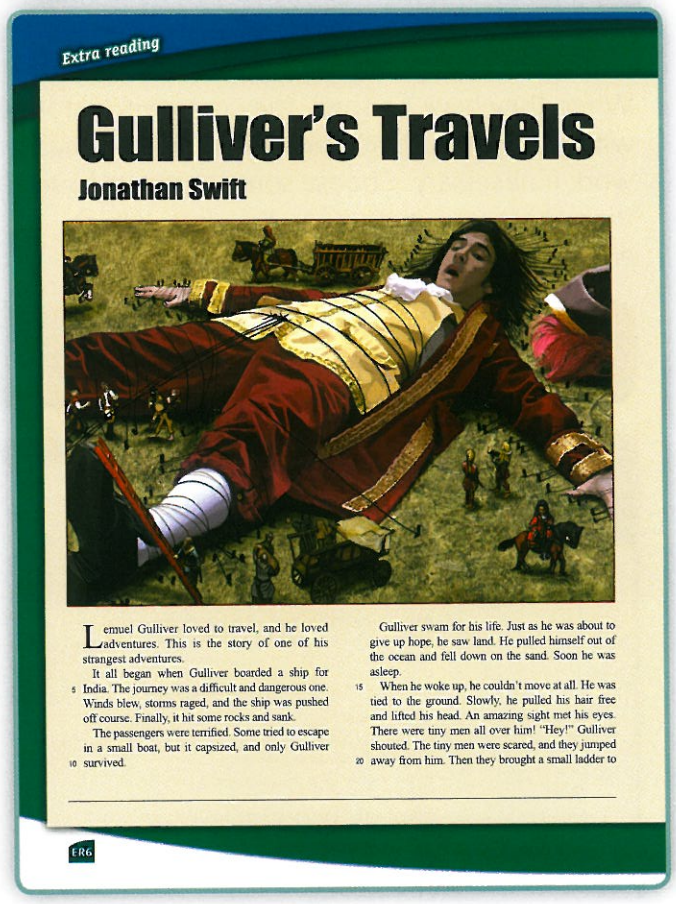
4 Work in pairs. What do you think happened to the characters in the box after the end of the story?

Professor Lidenbrock Axel Hans

WRITING

5 Imagine that you traveled with Professor Lidenbrock. Write an account of your experiences.

ER5



Extra reading

Gulliver's Travels

Jonathan Swift

Lemuel Gulliver loved to travel, and he loved adventures. This is the story of one of his strangest adventures.

It all began when Gulliver boarded a ship for India. The journey was a difficult and dangerous one. Winds blew, storms raged, and the ship was pushed off course. Finally, it hit some rocks and sank.

The passengers were terrified. Some tried to escape in a small boat, but it capsized, and only Gulliver survived.

Gulliver swam for his life. Just as he was about to give up hope, he saw land. He pulled himself out of the ocean and fell down on the sand. Soon he was asleep.

When he woke up, he couldn't move at all. He was tied to the ground. Slowly, he pulled his hair free and lifted his head. An amazing sight met his eyes. There were tiny men all over him! "Hey!" Gulliver shouted. The tiny men were scared, and they jumped away from him. Then they brought a small ladder to

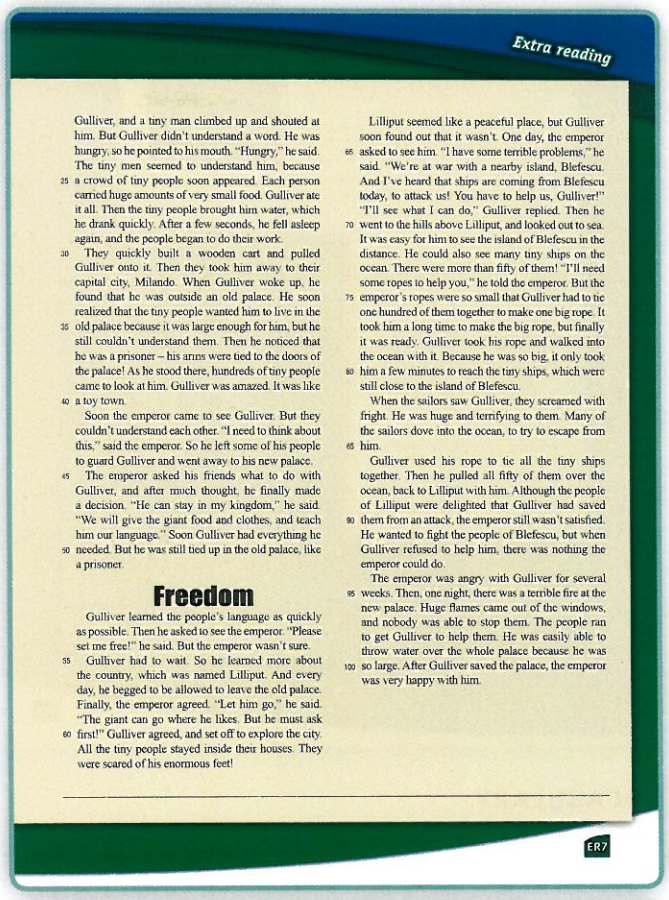
ER6

Gulliver's Travels

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 *Gulliver's Travels*? 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 very large man. It could be about very small people...* The students read the story on pages ER6 to ER8. You may want 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?* Students complete the exercises. Check answers as a class.



Extra reading

Gulliver, and a tiny man climbed up and shouted at him. But Gulliver didn't understand a word. He was hungry, so he pointed to his mouth. "Hungry," he said. The tiny men seemed to understand him, because a crowd of tiny people soon appeared. Each person carried huge amounts of very small food. Gulliver ate it all. Then the tiny people brought him water, which he drank quickly. After a few seconds, he fell asleep again, and the people began to do their work.

They quickly built a wooden cart and pulled Gulliver onto it. Then they took him away to their capital city, Milando. When Gulliver woke up, he found that he was outside an old palace. He soon realized that the tiny people wanted him to live in the old palace because it was large enough for him, but he still couldn't understand them. Then he noticed that he was a prisoner – his arms were tied to the doors of the palace! As he stood there, hundreds of tiny people came to look at him. Gulliver was amazed. It was like a toy town.

Soon the emperor came to see Gulliver. But they couldn't understand each other. "I need to think about this," said the emperor. So he left some of his people to guard Gulliver and went away to his new palace.

The emperor asked his friends what to do with Gulliver, and after much thought, he finally made a decision. "He can stay in my kingdom," he said. "We will give the giant food and clothes, and teach him our language." Soon Gulliver had everything he needed. But he was still tied up in the old palace, like a prisoner.

Freedom

Gulliver learned the people's language as quickly as possible. Then he asked to see the emperor. "Please set me free!" he said. But the emperor wasn't sure.

Gulliver had to wait. So he learned more about the country, which was named Lilliput. And every day, he begged to be allowed to leave the old palace. Finally, the emperor agreed. "Let him go," he said. "The giant can go where he likes. But he must ask first!" Gulliver agreed, and set off to explore the city. All the tiny people stayed inside their houses. They were scared of his enormous feet!

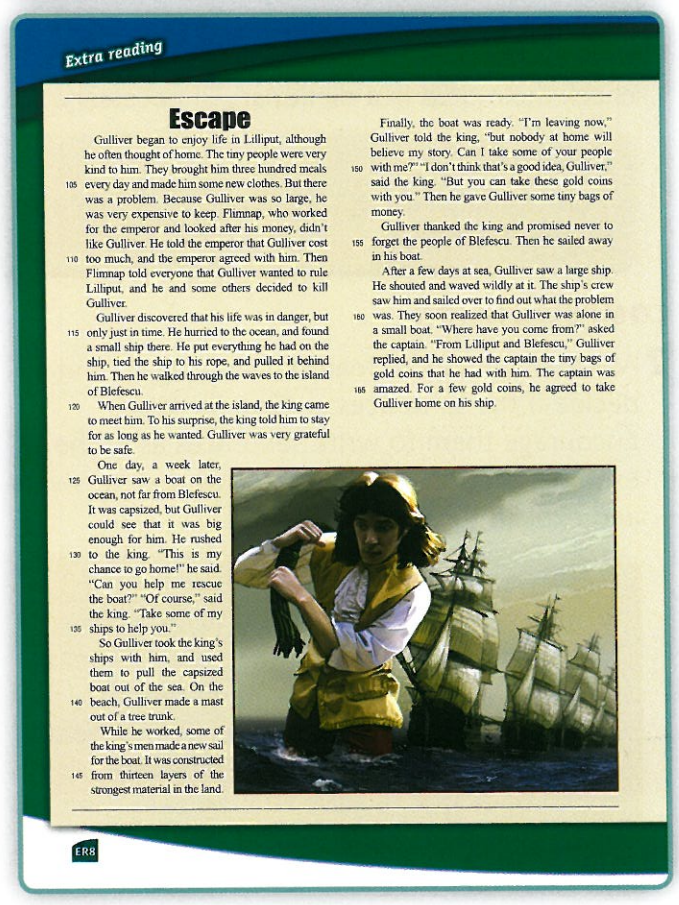
Lilliput seemed like a peaceful place, but Gulliver soon found out that it wasn't. One day, the emperor asked to see him. "I have some terrible problems," he said. "We're at war with a nearby island, Blefescu. And I've heard that ships are coming from Blefescu today, to attack us! You have to help us, Gulliver!" "I'll see what I can do," Gulliver replied. Then he went to the hills above Lilliput, and looked out to sea. It was easy for him to see the island of Blefescu in the distance. He could also see many tiny ships on the ocean. There were more than fifty of them! "I'll need some ropes to help you," he told the emperor. But the emperor's ropes were so small that Gulliver had to tie one hundred of them together to make one big rope. It took him a long time to make the big rope, but finally it was ready. Gulliver took his rope and walked into the ocean with it. Because he was so big, it only took him a few minutes to reach the tiny ships, which were still close to the island of Blefescu.

When the sailors saw Gulliver, they screamed with fright. He was huge and terrifying to them. Many of the sailors dove into the ocean, to try to escape from him.

Gulliver used his rope to tie all the tiny ships together. Then he pulled all fifty of them over the ocean, back to Lilliput with him. Although the people of Lilliput were delighted that Gulliver had saved them from an attack, the emperor still wasn't satisfied. He wanted to fight the people of Blefescu, but when Gulliver refused to help him, there was nothing the emperor could do.

The emperor was angry with Gulliver for several weeks. Then, one night, there was a terrible fire at the new palace. Huge flames came out of the windows, and nobody was able to stop them. The people ran to get Gulliver to help them. He was easily able to throw water over the whole palace because he was so large. After Gulliver saved the palace, the emperor was very happy with him.

ER7



Extra reading

Escape

Gulliver began to enjoy life in Lilliput, although he often thought of home. The tiny people were very kind to him. They brought him three hundred meals every day and made him some new clothes. But there was a problem. Because Gulliver was so large, he was very expensive to keep. Flimnap, who worked for the emperor and looked after his money, didn't like Gulliver. He told the emperor that Gulliver cost too much, and the emperor agreed with him. Then Flimnap told everyone that Gulliver wanted to rule Lilliput, and he and some others decided to kill Gulliver.

Gulliver discovered that his life was in danger, but only just in time. He hurried to the ocean, and found a small ship there. He put everything he had on the ship, tied the ship to his rope, and pulled it behind him. Then he walked through the waves to the island of Blefescu.

When Gulliver arrived at the island, the king came to meet him. To his surprise, the king told him to stay for as long as he wanted. Gulliver was very grateful to be safe.

One day, a week later, Gulliver saw a boat on the ocean, not far from Blefescu. It was capsized, but Gulliver could see that it was big enough for him. He rushed to the king. "This is my chance to go home!" he said. "Can you help me rescue the boat?" "Of course," said the king. "Take some of my ships to help you."

So Gulliver took the king's ships with him, and used them to pull the capsized boat out of the sea. On the beach, Gulliver made a mast out of a tree trunk.

While he worked, some of the king's men made a new sail for the boat. It was constructed from thirteen layers of the strongest material in the land.

Finally, the boat was ready. "I'm leaving now," Gulliver told the king, "but nobody at home will believe my story. Can I take some of your people with me?" "I don't think that's a good idea, Gulliver," said the king. "But you can take these gold coins with you." Then he gave Gulliver some tiny bags of money.

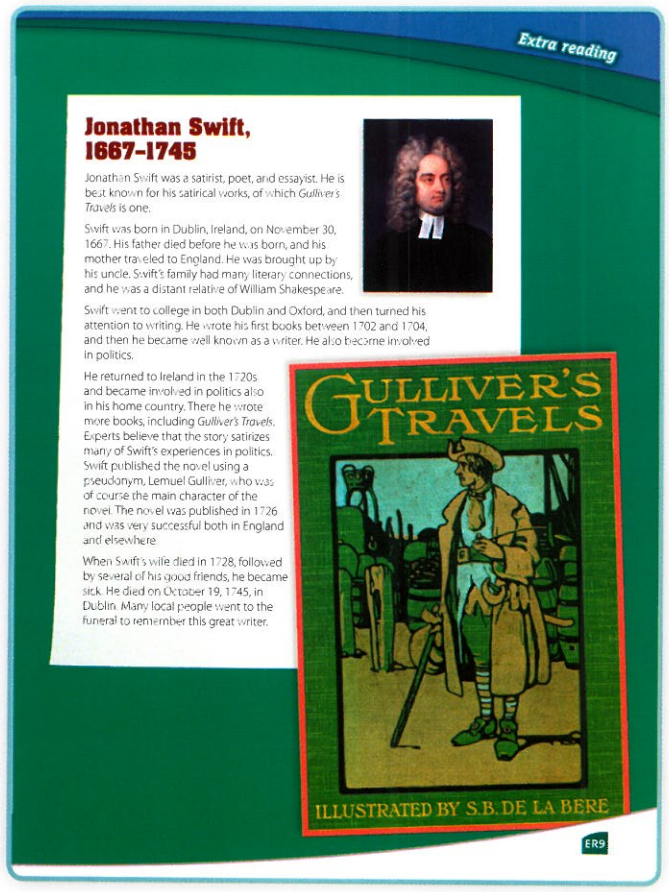
Gulliver thanked the king and promised never to forget the people of Blefescu. Then he sailed away in his boat.

After a few days at sea, Gulliver saw a large ship. He shouted and waved wildly at it. The ship's crew saw him and sailed over to find out what the problem was. They soon realized that Gulliver was alone in a small boat. "Where have you come from?" asked the captain. "From Lilliput and Blefescu," Gulliver replied, and he showed the captain the tiny bags of gold coins that he had with him. The captain was amazed. For a few gold coins, he agreed to take Gulliver home on his ship.

ER8

Jonathan Swift, 1667–1745

Now ask students to look at page ER9. Ask them if they remember who Jonathan Swift was. Ask them to look at the pictures and say what they can see. Ask them to read about Jonathan Swift. Hold a short class discussion about other writers the students might know from this period. Who is their favorite author?



VOCABULARY

1 Explain to the students that they have to find the words in the story and think about their meaning from the context. Tell them that they have to think of the opposites of the words and then check their ideas in a dictionary, if necessary.

Answers
1 pulled **2** fell asleep **3** enormous **4** many **5** agreed **6** happy

COMPREHENSION

2 Ask the students to read the story again and decide if the sentences are true or false. Encourage them to write sentences as in the example. Choose students to give their answers and explain them.

Answers
1 *False. He swam to Lilliput.* **2** False. When he woke up, he couldn't move at all. **3** False. At first, Gulliver and the emperor didn't understand each other. **4** False. The emperor of Lilliput and the king of Blefescu were enemies. **5** True **6** False. The emperor was very happy with Gulliver because he saved the palace. **7** False. Flimnap told everyone that Gulliver wanted to be the emperor of Lilliput. **8** True **9** True **10** False. The captain of a large ship took Gulliver home.

SPEAKING

3 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
B: *Where have you traveled from?* ***A:*** *I have traveled from Lilliput.* **B:** Why have you come to Blefescu? **A:** My life was in danger in Lilliput. **B:** Who wanted to kill you? **A:** Flimnap and some others wanted to kill me. They told the emperor that I wanted to rule Lilliput. **B:** You're very welcome in Blefescu!

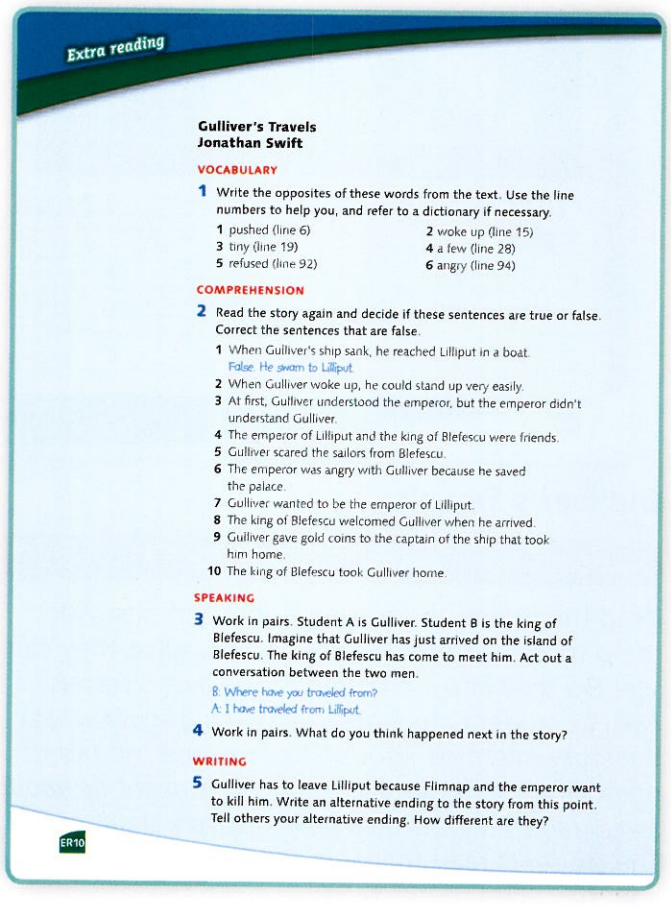
4 In pairs, the students discuss what they think happened next in the story. Choose students to give their answers and explain them.

Answers
Students' own answers

WRITING

5 Ask the students to remind you what happened in the story. Explain that they have to write an alternative ending to the story from this point. Discuss some ideas first and ask the students to plan their ending before they start writing. Monitor as they do this. Once you have seen all the plans, the students can write their story endings.
When they have finished, they can switch stories with another student. They correct each other's work if necessary. Choose some students to read their alternative endings to the class. Which ending do they like best?

Answers
Students' own answers



Audioscripts

1.1

First impressions

To be honest, the first time I met Reza, I didn't really like him. He arrived about a year ago at our school. I saw him on the playground. He made friends quickly because he was very friendly and funny. He told jokes and made all the other students laugh. In class he was smart and hardworking. He didn't take much notice of me that first week – we seemed so different. I'm pretty serious and shy.

Well, one afternoon about a week later, I met Reza on the basketball court. We were alone and we started to play basketball together. We soon discovered that we had a lot in common: we both love basketball and jazz. From that day on, we became really good friends. Reza is actually a kind and generous person. He's a really talented basketball player (he's very tall!), and he thinks I play the saxophone really well.

Our classmates find it strange now to see us together – the outgoing Reza, who always has a big smile, and me, the quiet and shy boy. They find it hard to believe we're best friends. After school, we usually sit and listen to jazz or play music together. Every Thursday, we go and watch a basketball game or practice together on the courts.

It just goes to show how first impressions can be so wrong.

1.2

Are you outgoing? How many friends do you have? Even very shy people usually have at least one good friend. But do you know why you are friends? Some people have lots of friends, but they don't know very much about them. Other people have only a few very close friends.

Usually, our friends have something in common with us. For example, they are often our age and share our interests. It is unusual for people to be friends with someone who is very different from them.

Friends are important because they help us in life. Good friends have a sense of humor and are fun to be with. They listen when we need to talk to someone. A good friend is always happy for us. And when we have problems, a good friend tries to help. We can share everything with a good friend. Remember that to keep a good friend, we have to be kind and loyal to them.

So, how good are your friends? And are you a good friend to them?

1.3

1 common **2** quiet **3** loyal **4** talent **5** intelligent **6** serious

2.1

A destructive ambition

Napoleon Bonaparte was born on August 15, 1769. By the time he was thirty-five, he had conquered a large part of Europe and become an emperor. He was very intelligent and good at strategy.

At first, Napoleon supported independence for Corsica, a small island close to France, and fought there against the French occupation. However, his family had a disagreement with the Corsican leader, Pasquale Paoli, and they had to leave the island. After Napoleon had moved to France, he joined the army there. Fortunately for him, they welcomed another soldier. Once he had defeated the British in the town of Toulon, he became a brigadier general at just twenty-four.

A few years later, Napoleon met and married Joséphine de Beauharnais. Her first husband, General Alexandre de Beauharnais, had died two years before.

After he had won many more battles for France, Napoleon became its ruler in 1799. By the time he became emperor in 1804, he had fought wars against Italy, Austria, parts of Germany, Russia, Britain, and even Egypt. His ambition had no limits, and he wanted to rule all of Europe.

In 1813, many of the countries that Napoleon had fought joined together, and they defeated him at the Battle of Leipzig in Germany. He was an excellent general, but the other army had more soldiers than he did. He was sent to an island named Elba. But when he had been there for only eight months, he escaped and returned to rule France.
Unfortunately, he had only ruled for one hundred days when he was defeated by the British and the Germans at the Battle of Waterloo in 1815. This time he was sent to an island named St. Helena, and this time he didn't escape. He died there at the age of fifty-one.

2.2

Marian: What did you do yesterday?
Susan: I went to the theater to see *Antony and Cleopatra*.
Marian: Was it good?
Susan: Well, the play was wonderful. The acting was impressive. Cleopatra was totally captivating. I recognized some of the actors from television. But we missed the first act because the play had already started by the time we arrived.
Marian: That's a shame!
Susan: Well, it didn't matter too much, because I'd already studied the play in school. So I could remember the part I had missed.
Marian: Why were you so late?
Susan: Well, we had one or two problems: We had an awful journey. We'd planned to take the car, but my dad is a little forgetful, and he'd forgotten that the car didn't have much gas in it. We had to take a cab. It was very annoying.
Marian: And what else happened?
Susan: Well my mom is a little careless. She'd booked really good seats, but when we got to the theater, she discovered that she'd lost one of the tickets. So we had to get another one.
Marian: I expect that wasn't funny!
Susan: No, and the play wasn't either! It's one of Shakespeare's tragedies. The two main characters, Antony and Cleopatra, die. The scene where Cleopatra speaks to Octavian in Alexandria was superb!
Marian: So you'd recommend the play?
Susan: Definitely! I think I'll go and see it again myself!

2.3

A: What's your favorite subject in school?
B: I love history. It's fascinating to learn about heroes from the past and to see how people lived. We just finished a project about Cyrus the Great. He was amazing!
A: Why is he so famous?
B: He was the one who founded the Achaemenid Persian Empire. Cyrus the Great created the world's biggest empire at that time, which spread from the Mediterranean Sea and Hellespont in the west to the Indus River in the east. He ruled for between twenty-nine to thirty-one years. He also had prominent achievements in human rights, military strategy, and politics. In addition to that, he had a great influence on Eastern and Western civilizations.
A: When and where was he born?
B: They say he was born around 580 BCE in Iran.
A: What else did you learn about him?
B: Well, he had many royal titles: The Great King, King of Persia, King of Anshan, King of Media, King of Babylon, King of Sumer and Akkad, and King of the Four Corners of the World.
A: Wow!
B: He also wrote the first Human Rights Charter known to humanity.
A: What happened to him?
B: Well, unfortunately, he was killed around 529 BCE, but his limestone tomb still exists and has been restored over the years. He was followed by his son, Cambyses II, who added to the empire by conquering more countries.

3.1

Lost in time
July 15, 1986
On September 1, 1985, Dr. Robert Ballard and the crew of the research vessel *Knorr* received video images of a large, dark shape at the bottom of the ocean from cameras on their remote-controlled vessel *Argo*. The researchers believed the images showed a boiler from the *Titanic*, a huge ocean liner that sank in the North Atlantic on April 15, 1912. The *Titanic*, which was carrying 2,200 people, apparently broke into two parts as it sank. Since 1912, there have been many attempts to find and explore the *Titanic* – but none have succeeded until last fall.
This month, Dr. Ballard returned to the location of the wreck in the research vessel *RV Atlantis II*. He and pilot Ralph Hollis went down in the submersible *DSV Alvin* to explore the wreck of the *Titanic* for the first time.

The wreck is about four kilometers below the surface. It took more than an hour for Ballard and Hollis to reach the ocean floor. Then the divers spent about seven hours exploring the wreck before returning to the research vessel in the submersible. Later, they spoke to reporters about their experience.

"The trip wasn't easy," said Hollis. "We didn't eat or drink for twelve hours before the dive, and we hardly had any room to move in the submersible. We spent more than an hour in that tiny space on our way down and again on our way back up."

"The environment deep in the ocean is very challenging," said Ballard. "It's extremely dark, and the water is very cold. But we've found some fascinating objects! We've taken some amazing pictures, and we've made videos of the wreck – but this is just the beginning of our exploration."

3.2

1

A: Have you seen this girl?

B: No, I haven't.

2

A: Has your mother met your new teacher?

B: Yes, she has.

3.3

Do you like adventure? Do you want the experience of a lifetime?

If you do, come to Egypt and discover why the Red Sea has been popular with adventure seekers for so long.

Explore the Red Sea's underwater world with its fascinating marine life and sunken wrecks. It's wonderful if you like snorkeling and scuba diving, or if you want to try these exciting water sports for the first time. We can show you how to dive in the Red Sea's crystal clear waters, where you can see hundreds of amazing fish. There are more than 1,000 different species of fish in the Red Sea of all colors and shapes: clownfish and angelfish, lionfish, eels, and rays are just a few. Come and swim with the dolphins! They are very playful and are the most intelligent of the sea creatures. If you are lucky, you may even spot a shark!

If you are looking for something more adventurous, join us on a marine archeology trip. With our experienced team, you can dive down and explore wrecks that have been on the ocean floor for hundreds of years. There is also the opportunity to search for other sunken ships that divers haven't found yet. Who knows what treasure these wrecks have kept hidden?

There are other water sports you can try too, such as sea kayaking with one of our instructors – paddling through the gentle waves is very relaxing. Book today with Red Sea Adventures!

4.1

Skydiving over the Great Barrier Reef

Interviewer: Congratulations, Nader! How are you feeling?

Nader: Very, very relieved! I'm so glad my feet are on the ground. I'm also absolutely exhausted.

Interviewer: Tell me, how did you feel just before you jumped? Were you nervous ... and a little excited maybe?

Nader: Well, I was excited but also very scared. When the door of the plane opened and I looked down, I was absolutely terrified! Part of me wanted to give up at that point, but I knew I couldn't. I was determined to do the dive.

Interviewer: Can you describe what it was like when you jumped?

Nader: At first it was very scary. I was falling very fast. The air was freezing, and the world was rushing up at me at over 200 kilometers an hour. The wind was deafening. I'm amazed I remembered what I had to do. Eventually, I pulled the parachute. When it opened, I felt a huge sense of relief. I began to slow down as I descended. I was feeling more relaxed, and I started to enjoy myself. The view was breathtaking. I could see all of the Great Barrier Reef and the Australian coastline. It was amazing.

Interviewer: Do you do any other extreme sports?

Nader: Well, I've tried kayaking, trekking, and mountaineering. They're all fun, but I think I'd have to say that skydiving is by far the most thrilling. I just loved that feeling of being above the Earth. It was absolutely fantastic. I can't wait to do it again.

Interviewer: Well, good luck with that. We'll look out for you in the sky!

4.2

Peter loves adventure. He is very lucky because in his work he can try out new and daring things. Every day he has to fall out of windows, hang out of planes, drive race-cars, and do many other things that most people would find absolutely terrifying. He has no fear. He actually enjoys being scared. He loves his job because every day he has yet another thrilling adventure. What does he do? ... He's a stuntman.

Ever since he was a young child, Peter has loved taking risks. When he was only three, he went with his family to the beach and watched his father prepare to go kayaking. To his father's surprise, Peter jumped into the kayak and went out to sea with him. From that moment on, Peter spent a lot of his childhood going on all sorts of adventures with his father – trekking, mountaineering, climbing, and white-water rafting. The day he turned sixteen, he did his first parachute jump. He's done hundreds since then.

"I love doing scary things," he says. "It makes me feel very alive!"

5.1

The amazing adventures of Ibn Battuta

Ibn Battuta came from a rich family in Morocco. He was the greatest of all Muslim explorers. In 1325, aged twenty-two, he became a judge and decided to leave Morocco and go on a pilgrimage to Mecca. Mecca was nearly 5,000 kilometers away, and the journey took over a year. However, Ibn Battuta discovered that he loved to travel. He found everything he saw fascinating, and he decided from then on to explore as much as possible.

Over the next twenty-nine years, Ibn Battuta traveled to forty-four countries, where he met sixty rulers. He wrote about his adventures in a journal named the *Rihla* (*Voyage*). He journeyed through the Middle East, and in Egypt he sailed on a dhow along the Nile River. He wrote about everything he saw. Then he crossed the huge Arabian Desert and went to East Africa, where he spent time in the country now known as Tanzania. His journeys were often terrifying.

In India, Ibn Battuta worked for eight years for the Sultan of Delhi as a judge. Eventually, the Sultan made Ibn Battuta his ambassador to China. The Sultan gave Ibn Battuta many treasures and gifts, and Ibn Battuta then left. Unfortunately, after just a day, some bandits robbed him and he nearly lost his life.

Ibn Battuta finally reached China in 1344, where he made many interesting discoveries. He probably traveled to Beijing, too, although he didn't write about the city in his journal. He returned home to Morocco in 1349, and then made a trip across the Sahara Desert to the African kingdom of Mali, an adventure that took two years.

During his lifetime, Ibn Battuta traveled 120,000 kilometers, which is more than three times around the world! Since his death, the descriptions in his journal have given us a vivid picture of life at that time.

5.2

1

The three voyages of the English explorer Captain Cook in the eighteenth century changed how people saw the world. James Cook was a fantastic sailor and navigator. He was interested in astronomy and in using the stars to find his way.

In 1768, Cook set out on his first voyage on the ship Endeavour on a scientific journey to Tahiti. He also had secret orders to search for a huge southern continent. The expedition lasted for three years. He didn't find the great southern land. But he charted the coast of New Zealand and the east coast of Australia and became the first European to land there. On the journey, Cook made the sailors eat plenty of fresh fruit. Because of this, the crew didn't get scurvy, a terrible disease caused by the lack of vitamin C. He then charted the Pacific and its many islands.

2

Ahmad ibn Majid was one of the most famous Arab navigators of all time. He lived in the fifteenth century. He guided the Portuguese explorer Vasco de Gama on his journey from Africa to Goa in India around the Cape of Good Hope, at the southern tip of Africa. He gave Vasco de Gama a map of the world that other European sailors had not seen. This map was very important to the success of de Gama's trip. Ibn Majid was born in Oman in the 1430s. He was also a poet and wrote a lot about navigation. He died in about 1500.

3

Yuri Gagarin was a Russian space explorer. On April 12, 1961, he became the first person in space. When he was twenty-one he became a pilot in the air force, but because he was daring and skilled he was chosen for space training. His flight in the spaceship Vostok lasted just one hour and forty-eight minutes. During that time he circled the Earth. In 1968, Gagarin died in a plane crash. Since his death, he has become a national hero for the Russian people.

5.3

cope, ponies, lot, job, continent, astronomy, boat, hope

6.1

The experience of a lifetime

The Tall Ships Atlantic Challenge is one of the biggest events worldwide for sailing enthusiasts. The annual race started in 1953 and is now one of the most popular sailing events in the world. Many of the ships are traditional vessels with sails and rigging, although there are a lot of smaller yachts, too.

The event involves over one thousand people from all over the world. The crews consist mostly of teenagers, but they are led by experienced crew members. For many of the teenagers, it is their first time at sea.

After completing a journey of more than 130,000 kilometers, the ships participating in the 2009 race have arrived in Belfast, Northern Ireland – the last port of call. Reporter Jack Riley spoke with eighteen-year-old Dan Murphy at the end of the race.

JR: How was the trip, Dan?

DM: I just got off the ship. I'm pretty tired, but I've had an amazing time.

JR: How long did the trip take?

DM: We were on the ship for about five months.

JR: What was your route?

DM: All the ships started from Spain and sailed to the Canary Islands. From there we went across the Atlantic to Bermuda. After we reached the east coast of the U.S., we raced on to Nova Scotia, in Canada, and then to Northern Ireland.

JR: Are your parents here in Belfast to welcome you home?

DM: Yes, I just saw them. They're standing over there.

JR: Were they worried about you during the trip?

DM: At first they didn't want me to go, but during the race they weren't worried because every crew reported its progress to race control twice a day, at 6:00 a.m. and 4:00 p.m. U.K. time. The ships' positions were then plotted on a map, so that friends and families could follow our progress.

JR: So, what have you learned from this experience?

DM: I've found out more about the countries we traveled to. I've also discovered a lot of things about myself.

JR: Would you recommend the Tall Ships Atlantic Challenge to other young people?

DM: Sure. It was an awesome experience, and I made new friends from all over the world.

JR: So, Dan, what was the best thing about the trip?

DM: Sailing back into the Port of Belfast! I've been away from home for a long time!

JR: Well, it looks like you just had the experience of a lifetime!

6.2

Interviewer: Hello, Tom! Did you just arrive?

Tom: Yes, we just finished the race!

Interviewer: How was it? Did you enjoy yourself?

Tom: It was a lot of fun and so exciting. I learned so much about sailing and ships.

Interviewer: How did you feel when you set sail at the start of the race?

Tom: Well, I was nervous of course. But I was very excited at the same time. The race has fulfilled all my expectations. It's been a great opportunity to visit exotic places and to make new friends from all over the world. I'd never been to any of these countries before this trip, so it was very exciting.

Interviewer: What countries did you go to?

Tom: Oh, we started in Spain and then sailed south to the Canary Islands. After that, we crossed the Atlantic to Bermuda, and from there we sailed to Nova Scotia in Canada. We just completed the last part, from Nova Scotia to Northern Ireland.

Interviewer: Which was your favorite country?

Tom: Probably Canada.

Interviewer: Why?

Tom: The people were very friendly, and the food was great!

Interviewer: What was the weather like during the race?

Tom: Well, we sailed through a few storms, but the crew on my ship was very experienced. I never felt worried or scared.

Interviewer: Were you on a yacht or a tall ship?

Tom: I was on a tall ship.

Interviewer: Can you explain what exactly a tall ship is?

Tom: Well, it's really just a tall ship with large masts. It's a traditional sailing vessel with sails and rigging.

Interviewer: How did you feel when you sailed into Belfast just now?

Tom: Really happy. I've had a fantastic time, but I've really missed my friends and family. So I'm delighted to be back!

6.3

Over the Sea our Galleys Went
by Robert Browning

When the sun dawned, gleeful and glad
We set the sail and plied the oar;
But when the night-wind blew like breath,
For joy of one day's voyage more,
We sang together on the wide sea,
Like men at peace on a peaceful shore;
Each sail was loosed to the wind so free,
Each helm made sure by the twilight star,
And in a sleep as calm as death,
We, the voyagers from afar
Lay stretched along, each weary crew
In a circle round its wondrous tent.

7.1

[sound effects: sounds of a rainforest – rain, animals, and birds]

7.2

A hidden world

The bright colors of birds, the call of monkeys, and the hum of insects are common sights and sounds in a tropical rainforest. Rainforests grow near the Equator, where it is always warm and wet – the perfect habitat for rainforest plants and animals.

In Papua New Guinea, scientists have discovered a new rainforest. It has existed for many thousands of years at the top of a mountain, but has always been very hard to reach. Even the people who live on the slopes of Mount Bosavi have rarely entered this hidden rainforest. It is very high, more than 2,500 meters above sea level, and it is hidden inside the crater of a huge volcano. The volcano last erupted 200,000 years ago.

In 2009, an international team of scientists visited Mount Bosavi and discovered an amazing world of plants and animals there. They discovered many colorful, tiny frogs, some unusual species of fish, a rare bat, a kangaroo that looked like a small bear, and a giant rat that was as big as a cat. Altogether, the scientists found more than forty new species of animals inside the crater, as well as many rare or unknown plants.

The scientists were amazed to discover so many new animals in this hidden world, and they recorded many of them on video: huge caterpillars, rare spiders, giant snakes, and colorful hummingbirds. They also noticed that the animals in the crater were not scared when they saw them, probably because humans have never hunted them.

Today, though, this beautiful hidden world is in danger. Logging has already begun in the area, and the loggers have destroyed a lot of trees, but they haven't reached the slopes of Mount Bosavi yet. The scientists hope that the discovery of the rainforest will help protect the area.

7.3

Do you know why there is life on Earth? Well it's because there is water on Earth. And water makes life possible.

From space, the Earth is a beautiful, blue planet. The color blue is the oceans, which cover two-thirds of the Earth's surface. And as the Earth spins in space, it is possible to see white clouds in the atmosphere around it. The Earth is different from other planets because it has air in its atmosphere. This air is very important because it helps animals, plants, and other life on Earth breathe.

There are many different species of animals on Earth. Insects, fish, birds, reptiles, amphibians, and mammals, such as humans, are all part of the animal kingdom. Unlike plants, animals move around to find their food. Animals need plants because they are an important part of the food chain. And plants also produce oxygen and water, which animals need to live. In addition to animals and plants, there are many tiny microorganisms on Earth that help sustain life. Together, animals, plants, and microorganisms make up life on Earth.

8.1

Life stories

Zoologist and botanist Robert Allen talks about his love of amber.

Many people like precious stones, such as diamonds, emeralds, and rubies. I have always loved amber. I have a huge collection of more than 200 pieces – enough precious stones to fill a room. Amber is an unusual precious stone because it does not sparkle with light; it has a rather dull appearance at first. But when you rub a piece of amber, it shines with a warm, golden light. It also feels warm, not cold, when you touch it.

Amber also has a surprising secret. Many millions of years ago, amber was a sticky resin inside trees. As this sticky resin came out of the trees, lots of small plants and animals fell into it. After one million years or so, the resin became very hard and fossilized. It is this fossilized resin that we call amber. The plants and animals that fell into it are still inside, perfectly preserved. Spiders, frogs, flies, small lizards, flowers, and leaves are all still there, exactly as they were in life.

Amber has a long history. Archeologists have discovered that some people traded amber for food and clothes 6,000 years ago, and we also know that the Romans used it in a lot of jewelry. Amber has many different colors: gold and orange, white or yellow, brown or black. I just bought several pieces of red and green amber, which are unusual, but I don't have any blue amber in my collection yet. It is rare, and too expensive.
A lot of amber comes from the beaches of the Baltic Sea, in northern Europe. But blue amber comes from mines in the Dominican Republic, in Central America. There isn't any blue amber in Europe. It is more expensive than Baltic amber because it is hard to find and is only available in small quantities.

8.2

A guide to gems

The ruby is a red stone. Bright red rubies are the most expensive. Rubies with a good cut and color can sell for higher prices than diamonds.
You can find sapphires in a lot of jewelry. They have a bright blue color. Australia and Thailand have sold sapphires for many years, but some countries in east Africa have started to trade them, too.
Emeralds are usually green, but their stones can also be pale blue. Today they usually come from Colombia in South America.
Pearls are gems, too, but they aren't stones. They grow in the shells of oysters. Pearls can be many colors: white, yellow, pink, and even black.
Amber is also a precious stone, although it is fossilized tree resin. It is usually brown or orange, but it can also be blue. There isn't much blue amber available.

8.3

Last night thieves broke into the Topkapi **Palace** and stole some of the **treasures** from this famous collection, including the Topkapi **dagger**. The dagger was going to be a **gift** to Nader Shah in the eighteenth century. It is extremely **valuable** because it has so many **precious** stones. The dagger has four large **emeralds** and many **diamonds**. An unusual feature is the lid at the top of the **handle**, which opens up. Underneath, there is a **watch**. The police do not know how many thieves there were, and they do not have enough details yet to catch the thieves. The director of the palace museum has asked anyone who has information about the theft to contact the police immediately.

9.1

Super scientists

In the last 1,000 years, science has made much progress. Today, science is an international subject.
In 1901, a Swedish scientist named Alfred Nobel founded the Nobel Prizes. Since then, there have been six Nobel Prizes every year. They are for Medicine, Physics, Chemistry, Economic Sciences, Literature, and Peace. Since 1901, there have been more than 700 Nobel Prize winners.
Marie Curie was a Polish scientist. She was the first woman to win a Nobel Prize. In fact, she was the winner of two Nobel Prizes – for Physics in 1903 and for Chemistry in 1911. Her great discovery was radium.
In 1921, German scientist Albert Einstein received the Nobel Prize for Physics. He did important research into light and how it travels.
The Scottish doctor Sir Alexander Fleming won the Nobel Prize for Medicine in 1945. Fleming discovered penicillin in 1929. Penicillin is a very important medicine today.
In 1962, British and American scientists Francis Crick and James Watson won the Nobel Prize for Medicine. Together, they found out more about DNA (deoxyribonucleic acid). It is DNA that makes each of us different.
Sir Ronald Ross, a British doctor, won the Nobel Prize for Medicine in 1902. He received the prize for his work on malaria. He laid the foundation for successful research on this disease and ways to fight it.
Who are the super scientists of the future? Are scientists making discoveries that will change the world? Nobody knows. But one thing is certain: today, thousands of scientists are carrying out experiments. New areas of science are developing, and life is changing.

9.2

Interviewer: Mark, what are you studying in history right now?
Mark: We are doing a project on the Nobel Prizes. Our teacher is always telling us that they are the highest awards anyone can receive. I'm researching Alfred Nobel himself, who set up the prizes.
Interviewer: So, what can you tell me about him?
Mark: Well, did you know that he invented dynamite?
Interviewer: No, tell me more.

Mark: He was born in Sweden in 1833. His father was an engineer. Alfred studied Chemistry in college in France and the U.S.A., but he went back to Sweden in 1859. He set up a laboratory with his brother Emil, and they worked on producing a safe and useful kind of explosive. In one of their experiments, an explosive killed Emil Nobel, but Alfred continued his experiments, and in 1867 he invented a much safer explosive, which he called dynamite. He became very wealthy, and when he died he left over $9 million for annual prizes in five fields: Literature, Physics, Chemistry, Medicine, and Peace.

Interviewer: So there are five Nobel Prizes each year?

Mark: Actually, in 1969, they added a prize for Economic Sciences.

Interviewer: So which Nobel Prize are you hoping to win someday?

Mark: I'm working hard in science. I'd like to be a chemist and do research. Maybe I'll win a prize in Chemistry someday. I'm finishing my project this afternoon.

Interviewer: Good luck!

10.1

Science matters (Part 1)

Do you like science? Whatever you think of science, there is no doubt that it can be very surprising.

Science tries to answer many of the questions that we like to ask about the world around us. Do you know, for example, that elephants are the only mammals that can't jump? Or that lightning is ten times hotter than the sun? Or that one hundred million microorganisms live in your mouth?

The three main areas of science are biology, chemistry, and physics. Biology is the study of living things. It includes the fields of botany, zoology, ecology, and environmental science. Chemistry is the study of the building blocks of nature and how they combine to form the solids, liquids, and gases that make up everything. Physics is the branch of science that deals with matter and energy and how they interact. It includes the study of heat, light, and other forms of energy.

Science tries to answer questions such as: Why do we see lightning before we hear thunder? Why do we need to breathe in more air during exercise? And what do oil and coal come from?

10.2

Science matters (Part 2)

Physicists have shown us that light travels faster than sound. It is the fastest thing we know.

Biologists explain that when we exercise, the cells in our body need more oxygen. Chemists have found that oil and coal come from plants and animals that lived millions of years ago.

Today, scientists are working in many areas to advance knowledge. But remember – they still don't know everything. For instance, they still don't know what 97% of the universe consists of!

10.3

Interviewer: Professor Allen. Can you tell us what scientists do?

Professor: Scientists study the world around us. People are always saying that scientists are unusual. But we're only unusual because we're interested in so many different things, from the tiny microorganisms that live in the earth, to distant unknown planets.

Interviewer: Which area of science do you think is the most important one today?

Professor: Well, there are so many different areas of science. For example, there are zoology, which is the study of animals; astronomy, the study of stars; geology, the study of the physical earth, rocks, and minerals; and physics, which deals with heat, light, and other forms of energy. There are many more. I'm an environmental scientist, so of course I think that environmental science is the most important! Today there are a lot of environmental problems in the world, and scientists are trying to solve them. For instance, right now, I am working with some tiny green plants. These tiny green plants, which don't produce flowers when they grow, live in rivers and in the ocean, and they grow in sunlight. We are carrying out experiments to grow huge numbers of these tiny plants in water. They are very important, because when they grow, they react to sunlight and produce a liquid. We think that cars can use this liquid for fuel in the future.

Interviewer: I see now why so many people think that science is very exciting.

11.1

The North and South Poles

Not many people have the chance to visit the North and South Poles. Very few people visit every year. But if you had the opportunity to visit the Poles, they would appear superficially similar because both are places of extreme cold. Both are also places of spectacular beauty, with their frozen landscapes of snow, ice, and icebergs. If you went on a special adventure cruise when you visited, you would be able to observe the unique wildlife of these places. You would be unlucky if you didn't see any seals. If you went on your trip in the winter, you would probably experience severe snowstorms.

There are important differences between the Arctic and Antarctica, however. The Arctic is the area inside the Arctic Circle around the North Pole. It is a huge frozen ocean. If you went there in the winter, you wouldn't see the sun because it never comes above the horizon. The land areas around the Arctic Ocean are generally flat and treeless. In the winter, the soil is frozen and covered with snow. In the summer, plants grow and these provide food for reindeer and musk oxen. Other animals, like the Arctic fox and the polar bear, survive by hunting.

Antarctica is the world's coldest continent. It is much colder than the North Pole because it sits on top of a very thick ice sheet, which is over three kilometers thick. The huge ice caps and very low temperatures make it hard for most living things to survive there. The animals that do live in Antarctica, such as whales, penguins, and seals, depend on the ocean to live.

Scientists are very concerned about how climate change is affecting these polar regions. They predict that if the Earth continues to warm up and the ice caps continue to melt, then by 2100 sea levels will rise by forty-three centimeters. If this happens, there will be disastrous consequences for the Earth and its population.

11.2

The polar bear lives in the cold, snowy Arctic lands. It is perfectly adapted to life in the frozen landscape, where winter temperatures can drop to -50°C. It has a thick layer of fat underneath its skin, and this helps keep it warm. It also has a thick layer of fur all over its body, including the soles of its feet. Beneath the fur, the skin is black, so it absorbs heat. The polar bear has large, wide paws, which help it walk in the snow.

Polar bears are excellent swimmers. Their nostrils can close so they can swim underwater. They must swim frequently because their icy world is so changeable. In the winter, the Arctic Ocean freezes over. But when warmer weather comes, the ice breaks up. Then the bear must swim between the ice floes to look for seals. The thick layer of fat below its skin and its dense fur allow the polar bear to swim in the coldest water without feeling the cold. If a human being swam in such cold water, they would not survive for very long. There have been polar bears that have swum 161 kilometers at a time.

11.3

1 If I won a lot of money, I'd go on an Arctic cruise.
2 If I went to the North Pole, I'd see polar bears.

12.1

Where should we go?

Mrs. Kamali: So, where should we go on vacation this year?

Mr. Kamali: Well, I went to the travel agency this morning and picked up a brochure, *Adventures by Rail*. I'll show it to you.

Mrs. Kamali: Yes, do. Hold on a minute. I'll just get my glasses. Oh, I can't find them. You'll have to read it to me.

Mr. Kamali: This trip across Australia sounds exciting. Listen: "Enjoy a spectacular ride through central Australia via the magnificent Uluru." Can you see these pictures?

Mrs. Kamali: Yes. The scenery looks wonderful, but we went to Australia two years ago. Why don't we go somewhere different this year? How about Canada?

Mr. Kamali: That's a great idea. I'll see if there are any trips to Canada. Oh here, there's a train journey in the Canadian Rockies. It looks fantastic. Listen. "See the natural wonders of the west of Canada. Your journey will begin in Vancouver in British Columbia. From there, you will travel through the Coastal Mountain Range and Fraser Canyon with its dramatic landscape. You will follow the Fraser River, famous for its salmon fishing. You will pass by the Albreda Glacier and the magnificent Pyramid Falls. The highlight of your journey will be Mount Robson, the highest peak in the Canadian Rockies."

Mrs. Kamali: I really like the sound of that. Let's book the vacation today. When should we go?

Mr. Kamali: Well, there are departures every two weeks. Let's go in September. I think it will be cheaper then than in August. What about September 1?

Mrs. Kamali: Yes, that sounds great. Aila will be happy.

Mr. Kamali: I'll book the train tickets, then. I think I'll book them online. It will be cheaper.

Mrs. Kamali: Should I check the flights to Canada? We'll have to fly to Vancouver to get the train.

Mr. Kamali: Thanks! That sounds great.

12.2

Uluru, also known as Ayers Rock, is an enormous rock formation in the middle of the Australian desert. The landscape around it is completely flat, so the spectacular rock can be seen for miles around. The view of its towering cliffs across the desert is awe-inspiring, especially at sunrise and sunset, when the yellow rock looks bright red. Most visitors explore the area by taking a tour on a minibus or jeep. But a more unusual way to travel to it is by riding on the back of a camel. Camels were first brought to Australia in the nineteenth century because they are a very useful method of transportation in deserts. They can drink large quantities of water and then go for a long time without drinking more. Visitors to Uluru can go on an hour-long camel ride early in the morning to see the sun rise, then spend the rest of the day exploring the area. There is a ten-kilometer walk around the base of the rock, where there are dunes and caves with Anangu (aboriginal) carvings and paintings inside. Visitors will observe the unique plant and animal wildlife of the area. On the second day of their tour, visitors can visit the Kata Tjuta rock formation and go for a walk to admire the dramatic cliffs.

13.1

One world, many climates

Climates vary a great deal in different parts of the world. They determine what an area is like, and they affect the people who inhabit the region as well as the plants and animals that live there. There are eight main types of climates:

1 Polar areas are very cold, with strong, dry winds. The temperature in the summer is never higher than 10°C, and ice and snow cover the ground.
2 Areas that have a tundra climate include Russia and northern America. They are usually cold, with very short summers. There is very little rain. This means that not many trees can grow.
3 In mountain areas, the height of the mountains determines the climate. The summits have a lot of snow, rain, and ice, so it is always colder there than in the lowlands.
4 Areas that have a cool temperate climate include Northern Europe and coastal North America. There is rain almost all year. The summers are usually warm, and the winters are not very cold.
5 Places that have a warm temperate climate, such as southern Europe and South America, have hot, dry summers. Winters are not usually very cold.
6 Areas where there is less than twenty-five centimeters of rain each year have desert climates. North Africa and central Australia are examples. During the day it is very hot, but at night it becomes very cold.
7 In India and Southeast Asia, there is a monsoon climate, so the weather changes suddenly. The months when heavy rain falls follow months of dry weather.
8 Places where there is a tropical climate are close to the Equator. It is always hot and wet in these areas, and rainforests grow there.

13.2

The weather and climate affect the way you dress, the food you eat, and the places you live. The weather can create huge waves on the ocean and shape the Earth. Plants and animals around the world have adapted to the weather conditions that they live in. For example, polar bears in the Arctic have thick fur to protect them from the cold.

The atmosphere that surrounds the Earth is like a giant blanket of air. The weather is something that is happening right now in the atmosphere above your head. The weather is also affected by things that happen thousands of kilometers away.

The weather creates many of the world's worst disasters, such as droughts, which cause crops to die and animals to starve, and floods, which cause widespread destruction. However, thanks to modern science, weather forecasts are now fairly accurate worldwide.

When a type of weather affects a part of the Earth for many years, it is called climate. The world has many different climates, and they are always changing. Today, though, world climates are changing faster than ever before. This is the result of global warming, which is caused by a build-up of greenhouse gases in the atmosphere. If we

continue to produce large amounts of greenhouse gases, the world will become hotter, and extreme weather will become more common.

14.1

The Earth's story

The Earth's climate is changing, but this is not new. Over millions of years, the Earth has experienced many dramatic climate changes. For example, there have been several ice ages, when glaciers covered much of the Earth's surface.

In the past, the Earth's climate was affected by sudden disasters, such as huge volcanic eruptions, or collisions with asteroids. These events filled the atmosphere with smoke and dust, which blocked out the Sun, causing the climate to become cold and dark. Many plants and animals probably died on these occasions, including dinosaurs.

To see how the Earth's climate has changed, we need to look carefully at rocks and fossils, which give us a lot of information. Geologists, who study the Earth's rocks and how they formed, can "read" layers of rock. These layers provide a record of what happened in the past. In warm periods of the Earth's history, there were many plants and animals that eventually died and were fossilized in layers of rock.

Archeologists have also discovered evidence that shows how the Earth's climate has changed over millions of years. For example, they have found fossils of small dinosaurs and trees in parts of Antarctica, which prove that this area was much warmer 110 million years ago than it is today. And in the southern Sahara, where plants and animals face a harsh desert environment, the surprising discovery of bones from 10,000 years ago is archeological evidence that this part of the desert was once a fertile valley.

Climate changes in the past have had natural causes. However, humans, whose activities might be causing global warming today, need to take action. Otherwise there will probably be more extreme climate changes in the future. Nobody knows for sure what to expect. But the Earth, which has already survived some dramatic changes in its long history, may have to face more challenges in the future!

14.2

A green Sahara

An international team of archeologists, **who were searching for fossils in the Sahara Desert**, have made a dramatic discovery.

In the Gobero area of Niger, **which is treeless today**, the archeologists have found evidence of a green, fertile valley. Scientists who have examined the evidence now think that the climate in the area was good until almost 4,500 years ago, **when the valley dried up**.

What did the archeologists discover? Well, they found evidence that people lived at the site between 4,500 and 10,000 years ago, **where they hunted fish and animals next to a lake**. Paul Sereno, **who made the discovery with a team of researchers**, described how he saw bones belonging to animals that didn't live in the desert. It is amazing that these people once lived in an area that is now largely dust.

15.1

The Alhambra

The Alhambra in Granada is part of the impressive heritage of the long-lasting Islamic empire in Spain. Its name in Arabic (*Qasr al-Hamra*) means "The Red Castle." This refers to the red coloring of the bricks from the original palace. It has become an important tourist attraction in Spain because of its rich Islamic history. It has also had a lot of influence on worldwide art and architecture.

The palace, which is situated on a hill overlooking Granada, has beautiful views. The first king arrived in the thirteenth century and constructed a royal palace. After that, other kings added more parts to the palace. This is why it has so many different styles.

Many tourists come to visit the Alhambra today to see the Islamic architecture. This includes the spectacular Court of the Lions, which is probably the most famous part of the building. It is a square open-air courtyard with an impressive marble fountain in the center. The fountain's name comes from the twelve lions that support the fountain. The lion was a symbol of power in Islamic history and art. From this courtyard, you can walk under arches into the Hall of the Two Sisters, whose wooden doors are over 800 years old. This room attracts tourists because of the beautiful dome, shaped like a flower, and the detailed plasterwork on the walls. Islamic Spain was famous for its artwork and calligraphy, and there are many well-preserved examples in this room.

There is a great difference between the plain outside walls and the paintings and sculpture that cover the inside walls. It seems to be paradise on earth with the column arcades, fountains, and pools that are preserved there.

15.2

Burj Khalifa is a skyscraper in Dubai, in the United Arab Emirates. It is the tallest structure ever built, at 828 meters. It is twice as high as the Empire State Building in New York City. It took five years to complete the exterior. The building opened in January 2010. This amazing tower dominates the Dubai landscape and can be seen for miles. It contains apartments, offices, and a hotel. It is set in a lake and surrounded by a park.

The towering skyscraper was mainly designed by the architect Adrian Smith. The design is taken from nature. The structure is shaped like a "Y" and is inspired by the desert flower Hymenocallis. The tower's wings extend out from the center, like petals from a stem. At the top, the tower is sculpted into a slim spire made from more than 4,000 tons of steel. Patterns from traditional Islamic architecture are also included in the design.

In the lobby of Burj Khalifa, an incredible installation by Jaume Plensa is displayed. This comprises 196 bronze and brass alloy cymbals, which are plated with gold. The cymbals represent the 196 countries of the world and are suspended on metal rods. They are gently struck by water dropping from the ceiling above, producing a sound that the artist compares to the sound of water falling on leaves.

16.1

The power of imagination

Leonardo da Vinci was born in Italy in 1452. He is regarded as one of the world's greatest artists. He was also a talented musician, sculptor, scientist, and inventor. His notebooks were filled with sketches and drawings of many things: the human body, birds in flight, and designs for the different machines that he invented.

When he was fifteen years old, Leonardo began to work for an artist. He learned how to paint, sculpt, cast metal, and design jewelry. By the age of twenty, Leonardo was a great painter. He was also highly respected for his sculptures.

Leonardo began work on many large paintings, but very few of them were finished. He did, however, discover how to use light and dark to create effects. His painting known as the *Mona Lisa* is a masterpiece of light and dark. It is probably the most famous portrait in the world today.

Leonardo was greatly interested in science and nature. He wanted to know about everything he saw. He examined plants and trees to discover how they grow. He also studied rocks to see how they were formed, and he carried out tests to show what things can affect the wind and the oceans. His studies also included astronomy and architecture. In his lifetime he designed several large buildings.

Leonardo was also very interested in machines. He sketched many inventions. He studied how birds use their wings to fly, and he invented some "flying machines": a type of parachute, an early helicopter, and an airplane. Some of his inventions were built and tested, but most of his designs were hidden in his notebooks for centuries.

During his lifetime, Leonardo was admired and greatly respected. But when he died in 1519, he wasn't really understood. He was a true genius, far ahead of his time.

16.2

a This picture is taken from Leonardo da Vinci's notebooks. It's a design for a flying machine, and it was invented by Leonardo in 1500. If it were built, it would be too heavy to lift off the ground!

b Leonardo designed his flying machine to look like a giant bird. It had wings. These were made of heavy material, and they were very big.

c There was a rope. This was used to change the direction of flight.

d The frame looked like the body of a bird. This was constructed from wood.

e A man was needed to make the machine work.

f Pedals were also part of the invention. These were designed to make the wings "fly."

Workbook answer key

INITIAL TEST

Exercise 1
1 b **2** c **3** c **4** b **5** a **6** c **7** a **8** a **9** c **10** a **11** c **12** c **13** a **14** b **15** c **16** b **17** c **18** a **19** b **20** c

Exercise 2
1 was shopping **2** lost **3** some **4** wanted **5** Have you seen **6** found **7** whose **8** will give **9** was buying **10** left

Exercise 3
1 You have to go to school every day.
2 You don't have to write in pen.
3 You ought to get some exercise every day.
4 You can't forget your books.
5 You shouldn't eat too much candy.
6 You have to get to school on time.

Exercise 4
1 goes **2** is doing/is going to do **3** is going **4** is going to pack **5** will/'ll carry **6** are going to arrive **7** will/'ll call **8** Have you ever ridden **9** have **10** did you ride **11** went **12** were having **13** rang **14** coming

MODULE 1

UNIT 1

Exercise 1
1 *smart* **2** outgoing **3** shy **4** generous **5** talented **6** hardworking **7** funny **8** serious

Exercise 2
1 *am* **2** was **3** came **4** have **5** are **6** isn't/is not **7** started **8** don't often get/do not often get

Exercise 3
1 *usually* **2** always **3** sometimes **4** always **5** often **6** never

Exercise 4
1 *easygoing* **2** loyal **3** cheerful **4** polite **5** kind **6** cautious **7** modest **8** proud **9** sensitive **10** reliable

Exercise 5
1 polite **2** cautious **3** cheerful **4** proud

Exercise 6
1 easygoing **2** kind **3** reliable **4** cautious

Exercise 7
1 *straight* **2** short **3** dark **4** curly **5** long **6** glasses

Exercise 8
Students' own answers

Exercise 9
1
a *Matt* **b** Anna **c** Matt **d** Catherine **e** Laura **f** Andrew **g** Mary

2
a Bella **b** Michael **c** Anna

3
a Anna **b** Olivia

Exercises 10, 11, 12, and 13
Students' own answers

UNIT 2

Exercise 1
1 *had broken* **2** had brought, wanted **3** felt, hadn't gone **4** hadn't heard, called, found, had been **5** was, hadn't had

Exercise 2
1 *got*, had (already) landed **2** was, had gone **3** had hoped, were not **4** didn't go, had seen **5** tried, had moved **6** wanted, hadn't finished

Exercise 3
1 *b* **2** b **3** a **4** a **5** a

Exercise 4
1 *soldier* **2** destructive **3** strategy **4** lose a battle **5** enter

Exercise 5
1 *rehearsal* **2** playwright **3** tragedy **4** comedy **5** costume **6** stage **7** acts **8** set **9** director **10** actor **11** actor **12** stage **13** performance **14** backstage **15** audience

Exercise 7
1 *False. He had already made a windmill before he started studying in college.*
2 False. He made three important discoveries after his college had shut down.
3 False. He discovered the laws of gravity after he had seen an apple fall off a tree.
4 True
5 True

Exercise 8
1 *philosopher* **2** century **3** succeed **4** traveled **5** ambitious **6** created **7** died

Exercise 9
1 *defeat* **2** empire **3** century **4** hero **5** succeed **6** academy **7** rule **8** strategy

Exercise 10
Students' own answers

Exercise 11
a She was a Jamaican nurse.
b She treated injured soldiers in the Crimean War.
c She lived in Jamaica, Britain, and Russia.

Exercises 12 and 13
Students' own answers

MODULE 2

UNIT 3

Exercise 1
1 *spent* **2** realized **3** seen **4** found **5** been **6** been
7 seen **8** reached **9** searched **10** taken

Exercise 2
1 *Have you ever gone deep-sea diving?*
No, I haven't./Yes, I have.
2 Have your parents ever visited the U.S.?
No, they haven't./Yes, they have.
3 Has your teacher given you a lot of homework?
No, he/she hasn't./Yes, he/she has.
4 Have you and your friends ever eaten Japanese food?
No, we haven't./Yes, we have.
5 Have you ever found money in the street?
No, I haven't./Yes, I have.
6 Has a famous person ever spoken to you?
No, he/she hasn't./Yes, he/she has.

Exercise 3
1 *ocean* **2** ocean floor **3** exhausting **4** freezing
5 fascinating **6** challenging **7** a diver **8** peaceful

Exercise 4
1 *submersible* **2** wreck **3** exploration **4** discovery
5 achievement **6** sink

Exercise 5
1 *sea kayaking* **2** swimming **3** fishing
4 surfing **5** sailing

1 *Jane has been sea kayaking but Peter hasn't.*
2 Jane and Peter have been swimming in the ocean.
3 Peter has been fishing but Jane hasn't.
4 Jane has been surfing but Peter hasn't.
5 Jane and Peter haven't been sailing.

Exercise 6
1 *Has Peter been sea kayaking?*
No, he hasn't.
2 Have they been swimming in the ocean?
Yes, they have.
3 Has Peter been fishing?
Yes, he has.
4 Has Jane been surfing?
Yes, she has.
5 Have they been sailing?
No, they haven't.

Exercise 7
Students' own answers

Exercise 8
1 *species* **2** marine **3** angelfish **4** coral **5** crystal
6 wonders **7** archeologists **8** sunken **9** sharks
10 creatures **11** dolphin

Exercise 9
1 c **2** b

Exercise 10
1 It's the first time they have found one in the southern hemisphere.
2 They sank a submersible.
3 They found deep-sea oysters.
4 They can live for 500 years.
5 Winds pushed the surface water from the cliffs out into the ocean, causing cold water to flow into the coral reef.
6 It is undamaged by pollution.

Exercise 11
1 chemicals/waste
2 damage/oil leaks
3 The coral is bleached.
4 They pour chemicals and waste into the ocean.
5 They migrate south.
6 We need to protect them by using conservation methods.

Exercises 12 and 13
Students' own answers

UNIT 4

Exercise 1
1 *deafening* **2** starving **3** exhausted **4** amazing
5 thrilling **6** terrifying **7** freezing **8** awful
9 challenging

Exercise 2
1 *amazing* **2** freezing **3** deafening **4** starving
5 awful **6** exhausted **7** challenging

Exercise 3
1 *ed* **2** ing **3** ing **4** ing **5** ed **6** ing **7** ed **8** ing

Exercises 4 and 5
Students' own answers

Exercise 6
mountaineering/a mountaineering accident

Exercise 7
1 *No other climbers had succeeded in reaching the peak before.*
2 Yates and Simpson's expedition was successful.
3 Simpson fell down a cliff.
4 He had severe frostbite in his hands.
5 Both climbers' lives would be in danger unless he cut himself loose from Simpson.
6 The next day, he looked for Simpson.
7 After a long and hard attempt, he finally managed to climb back down the mountain.

Exercise 8
1 *continent* **2** successful **3** reputation
4 expedition **5** bravery **6** in terrible pain
7 descend **8** climb **9** challenging

Exercise 9
1 *caving* **2** mountaineering **3** kayaking
4 white-water rafting **5** snorkeling **6** diving
7 surfing **8** parachuting

Exercise 10
1 *surfing* **2** mountaineering **3** mountaineering
4 kayaking, white-water rafting **5** snorkeling, diving
6 diving **7** parachuting **8** white-water rafting **9** caving

Exercise 11
1 *on* **2** to **3** on **4** to **5** of **6** in **7** up
8 in **9** of **10** to

Exercises 12, 13, and 14
Students' own answers

PROGRESS TEST 1

Exercise 1
1 climbed **2** went **3** did you first visit **4** do you usually go **5** Did you go **6** did you meet **7** did you wake up **8** do you watch **9** do you usually go **10** do your parents usually do

Exercise 2
1 has been **2** handed **3** saw **4** had gotten **5** arrived **6** showed **7** had delivered **8** was **9** had entered **10** had decided

Exercise 3
1 Have you been **2** have **3** did you go **4** went **5** Did you try **6** did **7** Have you ever done **8** haven't **9** saw **10** was

Exercise 4
1 b **2** d **3** a **4** c **5** e **6** i **7** j **8** h **9** f **10** g

Exercise 5
1 thrilling **2** structure **3** rope **4** reputation **5** tourists **6** adventurers **7** terrified **8** determined **9** achievement **10** freezing

MODULE 3

UNIT 5

Exercise 1
1 *have been* **2** have seen **3** done **4** arrived **5** went **6** was **7** got **8** have spent **9** have disappeared **10** has changed

Exercise 2
1 *haven't heard* **2** has been **3** saw **4** has been **5** enjoy **6** loved **7** had **8** go **9** took **10** haven't seen **11** Have you ever gone **12** haven't

Exercise 3
1 *an expedition* **2** excursions **3** safari/cruise **4** trek **5** pilgrimage **6** voyage **7** vacation **8** tour **9** day trips

Exercise 4
1 cruise **2** pilgrimage **3** trek/expedition

Exercise 5
1 *d* **2** b **3** c **4** e **5** g **6** f **7** h **8** i **9** j **10** a

Exercise 6
1 *since* **2** when **3** When **4** for **5** On **6** were **7** was

Exercise 7
1 *On* **2** in **3** When **4** for **5** Since

Exercise 8
Students' own answers

Exercise 9
1 He went there in 1951.
2 It lasted more than two months.
3 The other two members of the team had to turn back because their oxygen supplies were low.
4 On May 28, there was a blizzard.
5 They stayed for only fifteen minutes due to lack of oxygen.
6 He climbed ten other peaks.
7 New schools and hospitals were built.
8 They were very sad, and they lowered flags as a sign of respect.

Exercise 10
1 blizzard **2** turn back **3** eventually **4** battled on **5** the descent

Exercises 11 and 12
Students' own answers

UNIT 6

Exercise 1
1 *It's good to see you. We've missed you.*
2 They've gone to a movie.
3 We've heard the news.
4 My phone has stopped working!
5 Peter has taken his exams.
6 My sister has graduated from college.
7 Have you seen my cell phone?
8 Have they gotten married?
9 She hasn't arrived home from work.
10 I've sent you a few text messages.

Exercise 2
1 Have they gotten their exam results?
2 Has she baked a cake?
3 Has he scored a goal?
4 Has he heard a joke?

Exercise 3
1 map **2** ship **3** sails **4** port **5** coast **6** crew

Exercise 4
1 *has set sail* **2** just left **3** has become **4** just sailed **5** just met **6** has also been **7** has made **8** just bought

Exercise 5
1 set sail **2** port **3** yacht **4** go on board **5** voyage **6** crew members

Exercise 6
1 *map*/route **2** places **3** ship/crew **4** journey **5** rigging **6** yachts/port

Exercise 7
1 *b* **2** a **3** a **4** b **5** c

Exercise 8
1 set sail **2** goods **3** restore **4** training **5** the public **6** helm **7** steer

Exercises 9 and 10
Students' own answers

MODULE 4

UNIT 7

Exercise 1
1 *already*, yet, already **2** already, yet, already

Exercise 2
1 *I haven't done my homework yet.*
2 The class has already ended.
3 He hasn't read the e-mail yet.
4 Have you read the book yet?
5 I've already read it twice!
I've read it twice already!
6 Have scientists discovered a cure for the common cold yet?
7 How many cookies have you eaten already?
How many cookies have you already eaten?
8 I haven't had any cookies yet.

Exercise 3
1 *kangaroo* **2** habitat/hidden **3** bats **4** rat **5** caterpillar **6** hummingbird

Exercise 4
1 *surface* **2** species **3** breathe **4** oxygen **5** tropical **6** frogs **7** insects **8** logging **9** plants **10** danger **11** extinct **12** planet

Exercise 5
1 *breathe* **2** logging **3** roof **4** species **5** extinct **6** monkey

Exercise 6
1 *hummingbird*, parrot **2** toad, frog **3** snake, crocodile **4** shark, ray **5** fly, caterpillar **6** monkey, bear

Exercise 7
1 *False. It has recently been completed.*
2 False. It stretches through the treetops.
3 True
4 False. There is wildlife there.
5 True
6 False. The world's natural rainforests are getting smaller.
7 True
8 True

Exercise 8
1 *climate* **2** damp **3** platform **4** conservation **5** coastal **6** emergency **7** urgently

Exercise 9
1 *Many of the world's rainforests have already disappeared.*
2 Brazil has already realized the importance of conservation.
3 West Africa hasn't lost all its rainforests yet.
4 In many countries, logging has already led to deforestation.
5 I have already visited the Eden Project.
6 I haven't been to a real rainforest yet.

Exercises 10, 11, 12, and 13
Students' own answers

UNIT 8

Exercise 1
1 *Some* **2** many **3** any **4** much **5** A lot of **6** Lots of

Exercise 2
1 *too expensive* **2** not old enough **3** too sick **4** too rainy **5** not warm enough **6** too high **7** too heavy **8** too short

Exercise 3
1 *some* **2** any **3** some **4** too many **5** much **6** much **7** too **8** enough **9** lots of

Exercise 4
1 *sapphire* **2** amber **3** emerald **4** diamond **5** ruby **6** pearl

Exercise 5
Students' own answers

Exercise 6
The text is about pearls.

Exercise 7
1 Unlike diamonds, pearls haven't been dug out of the earth. They come from the ocean.
2 sand getting inside the shell
3 Tropical oceans produce pearl oysters.
4 They use special nets.
5 They open them in search of pearls.
6 They were first manufactured in 1894.
7 A Japanese man put a small bead into a living oyster shell and found that it eventually became a pearl.

Exercise 8
1 valuable **2** sparkle **3** sapphire **4** gemstones

Exercise 9
1 *diamonds*, emeralds **2** treasure **3** dagger **4** sword **5** handle **6** watch **7** sheath **8** palace **9** vase

Exercise 10
1 *a* **2** c **3** a **4** a **5** b **6** b **7** b

Exercise 11
1 *treasure* **2** lid **3** sword **4** watch **5** dagger **6** sheath **7** handle

Exercises 12 and 13
Students' own answers

PROGRESS TEST 2

Exercise 1
1 just **2** wrote **3** since **4** Have you ever climbed **5** some **6** too big **7** yet **8** on **9** much **10** since **11** I **12** already

Exercise 2
1 left **2** just arrived **3** have ever seen **4** showed **5** did **6** made **7** have seen **8** have only been **9** have already visited **10** bought **11** have not/haven't visited **12** watched

Exercise 3
1 in **2** since **3** ever **4** for **5** last **6** ago

Exercise 4
1 on board, ship **2** oars **3** globe, places **4** set sail **5** circumnavigate **6** helm, steer **7** navigate

Exercise 5
1 a voyage **2** an expedition **3** a safari **4** diamond **5** a yacht **6** the sail **7** a hummingbird **8** astronomy **9** a dagger **10** a map

MODULE 5

UNIT 9

Exercise 1
1 *Physics* **2** Chemistry **3** Medicine **4** Literature **5** Economics **6** Peace

Exercise 2
1 *are learning*
2 am not thinking, am concentrating
3 are you doing, Are you looking up, am sending
4 are you reading
5 is repairing, is taking

Exercise 3
1 *is always making* **2** is always complaining **3** are always taking **4** is always sitting **5** is always raining **6** is always crying

Exercise 4
1 *He's always listening to loud music.*
2 She's always forgetting where she has put things.
3 Silvia is always eating candy.
4 The children are always telling jokes.
5 The dog is always barking.
6 You're always talking on the phone!

Exercise 5
1 *Peace* **2** award **3** annual **4** Chemistry **5** experiments **6** laboratory **7** explosive

Exercise 6
1 *developed* **2** become **3** Physics **4** scientists **5** win **6** winner **7** Nobel Prize

Exercise 7
1 Mathematics **2** experiments **3** carried out **4** went on **5** scientists **6** prizes **7** portrait

Exercise 8
1 *is happening* **2** are discovering **3** are making **4** is changing **5** are trying

Exercise 9
1 *laboratory* **2** theories **3** research **4** equipment **5** microscope **6** findings **7** report

Exercise 10
1 *e* **2** f **3** b **4** c **5** d **6** a

Exercises 11, 12, 13, and 14
Students' own answers

UNIT 10

Exercise 1
1 *h* **2** c **3** e **4** g **5** b **6** f **7** i **8** j **9** d **10** a

Exercise 2
1 *is enjoying* **2** Are you thinking **3** want **4** is being, is tapping, have **5** are you looking, see **6** remember **7** am/are coming

Exercise 3
1 *am hoping* **2** Do you like **3** do you think, Do you believe **4** is planning **5** don't know **6** am enjoying **7** am seeing **8** am thinking **9** are looking **10** seem

Exercise 4
1 *are studying* **2** want **3** have **4** consists **5** is melting **6** is happening **7** believe **8** live **9** are planning **10** think

Exercise 5
1 *astronomer* **2** meteorologist **3** geologist **4** biologist **5** botanist **6** ecologist **7** zoologist **8** chemist

Exercise 6

Noun (person)	Noun (subject)	Adjective or participle
1 *physician*	*medicine*	*medical*
2 chemist	chemistry	chemical
3 mathematician	mathematics	mathematical
4 biologist	biology	biological
5 scientist	science	scientific

Exercise 7
Students' own answers

Exercise 8
Suggested answer
Having the right colors around you when you study might help.

Exercise 9
1 They carried it out to see how the colors red and blue affect us.
2 They carried out tests on 600 people.
3 Red makes you pay attention to detail.
4 Blue helps you be more creative.
5 Red is associated with emergencies and warnings.
6 Deep red is more likely to have that effect.

Exercise 10
1 *pale*
2 deep
3 relaxing
4 alert
5 creative
6 findings
7 a theory

Exercises 11 and 12
Students' own answers

Exercise 13
Suggested answers
a Our brains are too slow to send a message to our fingers, so our fingers are too slow to catch the sheet of paper.
b The coin proves that objects that are in one place will remain in that place. This is called "inertia."

MODULE 6

UNIT 11

Exercise 1
1 *polar bear* **2** iceberg **3** musk oxen **4** reindeer
5 snowstorm **6** wildlife **7** Arctic fox **8** treeless

Exercise 2
1 *polar bear*, musk oxen, reindeer, Arctic fox
2 wildlife **3** snowstorm **4** treeless **5** iceberg

Exercise 3
1 *a1* **2** f2 **3** g2 **4** c1 **5** d2 **6** e1 **7** b2

Exercise 4
1 *What would you do if you found a valuable old coin in the street?*
2 Would you be happier if you had more brothers and sisters?
3 How would you feel if you won a prize at school?
4 Where would you go if you had a free plane ticket?
5 What would you say if you met a famous person?
6 Who would you take with you if you had two free tickets to a classical concert?
7 If you saw a penguin, would you want to get close to it?

Exercise 5
Students' own answers

Exercise 6
Suggested answer
a trip to the Arctic

Exercise 7
1 *False. Most people don't visit it.*
2 False. It was written by a traveler.
3 False. They give you one if they respect and accept you.
4 True
5 False. Spring is the best time.
6 False. It's a good destination if you like silence.
7 True

Exercise 8
1 *wildlife* **2** frozen **3** penguins **4** seals **5** scenery

Exercise 9
Students' own answers

Exercise 10
1 *pack ice* **2** penguins **3** streamlined
4 environment **5** frozen **6** fat **7** flippers
8 powerfully **9** webbed **10** adapted

Exercise 11
1 *Who would you take with you?*
2 When would you go?
3 What would you do there?
4 How long would you stay?
5 How would you prepare for the trip?
6 What would you wear?

Students' own answers to the questions

Exercise 12
1 If I read more English books, my vocabulary would improve.
2 I would ask for help if I couldn't do my homework.
3 If you had more time, would you play more sports?
4 You would feel healthier if you got more exercise.
5 If I had one wish, I would wish for good health.
6 If I went to Persepolis, I would definitely take my camera.
7 What would you do if you were a world leader in the future?
8 If I told you a secret, would you promise not to tell anyone?

Exercises 13 and 14
Students' own answers

UNIT 12

Exercise 1
1 *scenery* **2** waterfall **3** rail **4** salmon **5** brochure
6 highlight **7** canyon **8** glacier

Exercise 2
1 *go* **2** have **3** watching **4** play **5** order
6 traveling **7** meet **8** plan

Exercise 3
1 *Why don't* **2** idea **3** should **4** how about
5 love **6** sleep **7** sounds **8** look up **9** let's

Exercise 4
Order: 3, 5, 1, 6, 2, 4
Dialogue:
A: *What should we do tonight?*
B: Let's watch TV.
A: That's a good idea. What should we watch?
B: I don't know. Why don't we see what's on?
A: OK, how about looking up the TV schedule in the newspaper? Ah! My favorite show is on! Should we watch it? It's a comedy.
B: Yes, I'd love to watch it.

Exercise 5
1 *should* **2** will **3** Should **4** will **5** Should **6** won't
7 will **8** won't **9** will **10** Should **11** will

Exercise 6
Suggested answers
1 *A waterfall is a river flowing down a steep cliff, and a glacier is a frozen river of ice.*
2 A plain is flat, and a mountain is not.
3 A mountain is just one mountain, and a mountain range is more than one mountain together.
4 A journey is a whole trip; a route is the directions you take to get from one place to another.
5 A sled is taken on a vacation in the snowy mountains.
6 You spray or apply insect repellent to your body; you cover your bed with a mosquito net.
7 Sunscreen is used to avoid sunburn.
8 A car is driven.

Exercise 7
1 *swimsuit*, towel **2** passport **3** raincoat
4 skis **5** tent **6** guidebook **7** suitcase **8** ferry

Exercise 8
Students' own answers

Exercise 9
Suggested answer
He circumnavigated the world alone.

Exercise 10
1 He is famous for being the first person to sail westward around the world alone.
2 He joined the Parachute Regiment of the British Army when he was eighteen.
3 They rowed across the Atlantic in a very small boat in ninety-two days.
4 It lasted 292 days.
5 In 1971
6 Challenge Business is a company that gives people from everywhere the opportunity to have adventures and take part in sailing events.
7 Students' own answers

Exercise 11
1 *yachtsman* **2** hurricane **3** circumnavigation
4 medal **5** commander **6** hardships

Exercises 12 and 13
Students' own answers

PROGRESS TEST 3

Exercise 1
1 are researching **2** Do you know **3** I don't understand **4** Should **5** is always talking **6** go
7 absorb **8** need **9** am trying **10** wants
11 do you think **12** Do you

Exercise 2
1 d **2** g **3** b **4** e **5** a **6** c **7** f

Exercise 3
1 If you go to the North Pole, you will/you'll see some amazing scenery.
2 You will/You'll be tired tomorrow if you don't go to bed early tonight.
3 If you don't turn off the lights, you will/you'll waste electricity.
4 Helia will do very well if she continues studying.
5 What will your parents say if you graduate with honors?

Exercise 4
1 would you do/saw
2 asked/would you say
3 did not (didn't) like/would not (wouldn't) consider

Exercise 5
1 frozen **2** ice caps **3** annual **4** findings **5** map, route **6** wildlife **7** highlight **8** tent **9** dunes

Exercise 6
1 a penguin **2** botany **3** geology **4** math
5 a glacier **6** a jeep **7** a sled **8** a laboratory
9 a prize **10** a mosquito

MODULE 7

UNIT 13

Exercise 1
1 b **2** c **3** e **4** a **5** f **6** d
Suggested answer: monsoon and tropical

Exercise 2
1 *I've been to a country where there's a monsoon climate.*
2 Where's the book that Tim lent to me?
3 That's the man who carried my bag yesterday.
4 July is the month when most people people go on vacation.
5 The Arctic is the place where polar bears live.
6 She never explained why our dinner was late.
7 That's the man whose daughter is in my class.

Exercise 3
1 *This is the book that my teacher wants me to read.*
2 That's the boy whose mother is a teacher.
3 That's the elementary school where I spent five years.
4 Ellen's the girl who always gets the highest grades.
5 This is the pen that I always use to take tests.
6 Is that the store where you bought your book?

Exercise 4
Students' own answers

Exercise 5
1 *heat* **2** surface **3** hot **4** cold **5** climates
6 survive **7** crops

Exercise 6
1 *temperature* **2** sea levels **3** Greenhouse
4 atmosphere **5** global **6** droughts **7** crops
8 climate **9** floods

Exercise 7
1 *greenhouse* **2** crops **3** surface **4** survive
5 atmosphere **6** warming **7** level

Exercise 8
Students' own answers

Exercise 9
1 *Sea levels are rising.*
2 They could disappear.
3 Tropical storms and strong winds cause the huge waves.
4 More than three meters of beach have already disappeared.
5 The land is too salty to grow crops.
6 They can stay or leave the islands.

Exercise 10
1 *sea level* **2** despair **3** surface **4** beach **5** crops
6 suffer **7** floods **8** devastating

Exercises 11 and 12
Students' own answers

UNIT 14

Exercise 1
1 *which* **2** whose **3** who **4** which **5** which
6 which

Exercise 2
1 *d* **2** e **3** b **4** a **5** f **6** c **7** g

Exercise 3
Students' own answers

Exercise 4
1 c **2** h **3** d **4** e **5** a **6** j **7** f **8** i **9** g **10** b

Exercise 5
1 *dramatic* **2** dark **3** small **4** blocked **5** caused
6 warm **7** provide **8** froze **9** fertile

Exercise 6
1 In 2003, a new species of Pterosaur, which had a sixteen-foot wingspan, was discovered.
2 The research team, whose leader was Paul Sereno, discovered it in the southern Sahara.
3 Ancient rivers brought rocks, which contained the bones and teeth of the Pterosaur, to Niger long ago.
4 The bones of an enormous crocodile, which is known as "SuperCroc," were also found.
5 An exhibition, where people could view the life-size skeleton of the new Pterosaur, was held in Chicago.

Exercise 7
Students' own answers

Exercise 8
1 *b* **2** c **3** c **4** c **5** a

Exercise 9
1 *magma* **2** lava **3** ash **4** to erupt/an eruption
5 pressure

Exercises 10 and 11
Students' own answers

MODULE 8

UNIT 15

Exercise 1
1 *are taken* **2** is spoken **3** is regarded **4** are equipped **5** is described **6** are constructed
7 is considered

Exercise 2
1 *are ridden in China*
2 are made in Japan
3 is not only spoken in the U.S.
4 is usually driven by a chauffeur
5 are taken by visitors
6 used at your school
7 designed by architects
8 are treated by doctors in the hospital

Exercise 3
1 *calligraphy* **2** spectacular **3** arch
4 fountain **5** courtyard **6** dome **7** plasterwork

Exercise 4
1 *spectacular* **2** fountain **3** courtyard **4** dome
5 calligraphy **6** plasterwork

Exercise 5
1 *glass* **2** silk **3** plastic **4** steel **5** wood **6** bronze
7 gold **8** metal

Exercise 6
1 *built* **2** are taken **3** are decorated
4 are equipped **5** are entertained

Exercise 7
1 *is sculpted* **2** is designed, is built **3** are made of
4 are produced in **5** is decorated with **6** is used for

Exercise 8
Students' own answers

Exercise 9
1 *True*
2 False. The park is located north of Hong Kong.
3 False. It consists mostly of forest around a reservoir.
4 True
5 True
6 False. It is in danger of becoming extinct.
7 False. Some visitors go for a run or a walk, and others have barbecues and picnics.
8 True

Exercise 10
1 *extinct* **2** urban sprawl **3** visited daily
4 population density **5** breed **6** skyscrapers
7 habitat **8** resident

Exercises 11 and 12
Students' own answers

UNIT 16

Exercise 1

1 sculpture	*sculptor*
2 painting	painter
3 art	artist
4 invention	inventor
5 music	musician
6 science	scientist

Exercise 2
1 *The Parthenon was built by the ancient Greeks.*
2 Many famous buildings in Turkey were designed by the great architect Sinan.
3 The wheel was invented thousands of years ago.
4 The painting *Water Lilies* was painted by Monet.
5 The pyramids were constructed by the ancient Egyptians.
6 The first telephone call was made in 1876.
7 Glasses were first worn in 1268.

Exercise 3
1 *was shown* **2** was unveiled **3** was carved
4 was completed **5** was moved
6 was photographed **7** was seen

Exercise 4
1 *The first hot-air balloon was launched in 1783.*
2 Only animals were taken as passengers on that flight.
3 Two months later, a hot-air balloon was launched by two French brothers, the Montgolfiers, from Paris.
4 In 1785, two ballooners were carried across the English Channel in their balloon. It was considered a long-distance flight!
5 The first modern hot-air balloon was designed and built in 1960.
6 Finally, in 1999, the first around-the-world flight was completed.

Exercise 5
1 *musician* **2** sculptor **3** engineer **4** painter
5 scientist

Exercise 6
1 *The balloon was unpacked and laid flat on the ground.*
2 The balloon was connected to a basket and a burner.
3 A rope was tied to the balloon and held by someone.
4 The balloon was filled with hot air.
5 The balloon was lifted from the ground by the wind.

Exercise 7
the bike

Exercise 8
A 3 **B** 4 **C** 1 **D** 2

Exercise 9
Suggested answers
1 *animals – horses, camels, elephants, and donkeys*
2 Leonardo da Vinci – 1490
3 by pushing your feet on the ground
4 It was possible to steer. Baron Karl von Drais was responsible for this.
5 The roads were too rough.
6 It was a very rough ride.

Exercise 10
1 *a sketch* **2** connected **3** Steering **4** scooter
5 Pedals **6** crank **7** engineer

Exercises 11 and 12
Students' own answers

PROGRESS TEST 4

Exercise 1
1 where **2** whose **3** which **4** that **5** that **6** who

Exercise 2
Non-defining: 3
Defining: 1, 2, 4, 5, 6

Exercise 3
1 were found **2** are published **3** are studied
4 are spoken **5** was discovered **6** were completed
7 were roasted **8** are imported

Exercise 4
1 Tokyo is considered to be one of the most modern cities in the world.
2 Digital cameras are used by most photographers these days.
3 The statue was carved out of bronze (by the sculptor).
4 Every year a competition is held for young inventors, and prizes are given to the winners.
5 After the eruption of Vesuvius, vines were planted in the fertile lava fields (by farmers).
6 A tsunami was caused by an earthquake under the ocean.
7 Nearly 5,000 text messages are sent every second in Britain.
8 Most of the world's gold is mined in South Africa.
9 The entire town was flooded by the river.
10 The injured survivors were taken to the hospital.

Exercise 5
1 landslide **2** downpour **3** stranded **4** Crops, fertile **5** Granite **6** wear down **7** suite **8** silk
9 A musician **10** A sculptor

Exercise 6
1 a sketch **2** a wetland **3** a flamingo
4 an aquarium **5** silk **6** diamond **7** lava **8** a flood
9 a tropical climate **10** a skeleton

FINAL TEST

Exercise 1
1 b **2** c **3** b **4** c **5** a **6** a **7** a **8** c **9** a **10** c **11** c **12** c **13** b **14** c **15** b **16** b **17** c **18** a **19** a **20** c

Exercise 2
1 are taken **2** was made **3** who **4** a lot **5** which
6 has **7** is becoming **8** interested **9** would
10 scary

Exercise 3
1 We went to Italy, where we saw some awesome ruins.
2 My brother is practicing for his music test, which is next week.
3 Lara's cousin, who is from Kuwait, visited her today.
4 A famous writer, whose name I've forgotten, is coming to our school today.
5 I've read two books on astronomy, which Sally lent to me.
6 Last year they visited Antarctica, where there are lots of penguins.

Exercise 4
a
1 works **2** is teaching

b
3 going **4** will we do **5** gets

c
6 Have you walked **7** have **8** did you go
9 was opened

d
10 was first discovered **11** are still finding

e
12 had already learned **13** just wrote

f
14 Will you send

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. *shorts*) or an alternative plural is listed (e.g. *gases*, *flies*).

A

absorb (v)
achieve (v)
achievement (n)
act (n)
actor (n)
adapt (v)
adaptation (n)
admire (v)
adventurer (n)
adventurous (adj)
advertisement (n)
alligator (n)
alloy (n)
alternative (adj)
amazing (adj)
ambassador (n)
amber (noncount n)
ambitious (adj)
amphibian (n)
anaconda (n)
anemone (n)
angelfish/angelfish (n)
anger (noncount n)
annual (adj)
appalling (adj)
approval (noncount n)
arcade (n)
arch (n)
archeologist (n)
archeology (noncount n)
architecture (noncount n)
Arctic fox/Arctic foxes (n)
arithmetic (noncount n)
artist (n)
ascend (v)
ash (noncount n)
assassinate (v)
asteroid (n)
astrolabe (n)
astronomer (n)
astronomy (noncount n)
atmosphere (n)
attempt (v)
audience (n)
award (n, v)
awesome (adj)
awful (adj)
axe (n)

B

backstage (noncount n)
ballpoint pen (n)
ban (v)
bandit (n)
basalt (noncount n)
base (n)
bat (n)
battle (n)
beautiful (adj)
beauty (noncount n)
become (v)
bee (n)
biography/biographies (n)
biology (noncount n)
bird watching (noncount n)
bleaching (noncount n)
blizzard (n)
bone (n)
botany (noncount n)
brass (noncount n)
bravery (noncount n)
breathe (v)
breathtaking (adj)
brigadier general (n)
brochure (n)
bronze (noncount n)
bubble (v)
bull shark (n)

C

calligraphy (n)
calm (adj)
camel (n)
canyon (n)
capital city/capital cities (n)
capsize (v)
captivating (adj)
carry out (v)
cart (n)
carving (n)
catapult (n)
caterpillar (n)
cattle (n)
cautious (adj)
century/centuries (n)
challenge (n)
challenging (adj)
charity/charities (n)
charm (v)
chart (n, v)
chatty (adj)
chauffeur (n)
cheerful (adj)
chemical (n)
chemistry (noncount n)
chimpanzee (n)
circumnavigate (v)
clear (adj)
cliff (n)
climate (n)
clownfish/clownfish (n)
coast (n)
comedy/comedies (n)
common (adj)
compass/compasses (n)
competitor (n)
complain (v)
compose (v)
confident (adj)
conquer (v)
conquest (n)
conservation (noncount n)
conspire (v)
construct (v)
continent (n)
contribute (v)
coral (noncount n)

coral reef (n)
courtyard (n)
crack (n)
crampon (n)
crash (v)
crater (n)
creature (n)
crew (n)
crocodile (n)
crop (n)
cruise (n)
crust (n)
crystal (adj)
crystal clear (adj)
cunning (adj)
curious (adj)
current (n)
cuttlefish/cuttlefish (n)
cymbal (n)

D

dagger (n)
damage (v)
danger (n)
dawn (noncount n, v)
deafening (adj)
deck (n)
decorate (v)
deep (adj, adv)
defeat (v)
dependable (adj)
desert (n)
design (v)
despair (noncount n)
destination (n)
determined (adj)
devastate (v)
dhow (n)
diamond (n)
dinosaur (n)
disastrous (adj)
discovery/discoveries (n)
disease (n)
dismay (noncount n)
diver (n)
dolphin (n)
dome (n)
downpour (n)
drawing (n)
dreadful (adj)
drought (n)
dull (adj)
dune (n)
dynamite (noncount n)

E

eagle (n)
easygoing (adj)
ecology (noncount n)
economic sciences (n)
eel (n)
emerald (n)
emperor (n)
empire (n)
enemy/enemies (n)
energy (noncount n)
engineer (n)
enormous (adj)
enthusiast (n)
environmental science (n)
equipment (noncount n)
erupt (v)
escape (v)
essayist (n)
event (n)
evolve (v)
excavation (n)
excursion (n)
exhausting (adj)
exotic (adj)
expedition (n)
experiment (n)
exploration (noncount n)
explore (v)
explorer (n)
explosive (n)
exposure (noncount n)
extinct (adj)
extroverted (adj)

F

factor (n)
failure (n)
famous (adj)
fascinating (adj)
feather (n)
ferry/ferries (n)
fertile (adj)
fever (noncount n)
fight (v)
fish/fish (n)
flamingo (n)
flashlight (n)
flipper (n)
flood (n)
flooding (noncount n)
flood water (noncount n)
fly/flies (n)
forecast (n)
formation (n)
fossil (n)
fountain (n)
frame (n)
freezing (adj)
friendly (adj)
frostbite (noncount n)
frozen (adj)
fun-loving (adj)
funny (adj)

G

galley (n)
gallery/galleries (n)
gas/gases (n)
gasp (v)
gem (n)
general (n)
generous (adj)
genius/geniuses (n)
geology (noncount n)
giant (n)
gift (n)
glacier (n)
glass (noncount n)
global warming (noncount n)
gloomy (adj)
gold (noncount n)
granite (noncount n)
greenhouse gas/greenhouse gases (n)
guidebook (n)
guitar (n)

H

habitat (n)
handle (n)
hang glider (n)
hardworking (adj)
harmful (adj)
heat (noncount n)
heir (n)
helicopter (n)
helm (n)
hero/heroes (n)
hidden (adj)
highlight (n)
historian (n)
hole punch/hole punches (n)
honest (adj)
horizon (n)
hovercraft (n)
huddle (v)
hummingbird (n)

I

ice (n)
ice age (n)
iceberg (n)
ice cap (n)
ice floe (n)
illuminate (v)
imaginative (adj)
impressive (adj)
incandescent (adj)
industrial (adj)
inscription (n)
insect (n)
insect repellent (noncount n)

installation (n)
intelligent (adj)
invasion (n)
invention (n)
inventor (n)
investigate (v)

J

jazz (noncount n)
jeep (n)
jewel (n)
jewelry (noncount n)
journal (n)
journey (n, v)
judge (n)

K

kangaroo (n)
kayaking (noncount n)
kind (adj)
kingdom (n)
knight (n)

L

laboratory/laboratories (n)
ladder (n)
landscape (n)
landslide (n)
lapwing (n)
lava (noncount n)
lazy (adj)
leak (v)
legend (n)
light (n)
lightbulb (n)
lionfish/lionfish (n)
liquid (n, adj)
literature (noncount n)
lizard (n)
logging (noncount n)
lowland (n)
loyal (adj)
luxurious (adj)

M

magma (noncount n)
mammal (n)
marathon (n)
marble (noncount n)
marine (adj)
marine archeology (noncount n)
mask (n)
mast (n)
mathematician (n)
mathematics (noncount n)
medicine (noncount n)
melting (adj)
metal (n)
meteorology (noncount n)
microorganism (n)
microscope (n)
migrate (v)
mine (n)
modest (adj)
molten (adj)
monarchy/monarchies (n)
monsoon (n, adj)
moray eel (n)
mosquito net (n)
mountain (n)
mountaineering (noncount n)
mountain range (n)
movie theater (n)
moving (adj)
mud (noncount n)
musk ox/musk oxen (n)

N

net (n)
nostril (n)
novel (n)

O

oar (n)
obsidian (noncount n)
ocean (n)
officer (n)
oil rig (n)
operation (n)
ornament (n)
outgoing (adj)
outstanding (adj)
overlook (v)
oxygen (noncount n)

P

pain (noncount n)
painter (n)
painting (n)
palace (n)
parachuting (noncount n)
parrot (n)
passport (n)
patient (adj)
paw (n)
peace (noncount n)
peaceful (adj)
peak (n)
pearl (n)
pedal (n)
pelican (n)
penguin (n)
penicillin (noncount n)
perilous (adj)
petal (n)
pharaoh (n)
philosopher (n)
phonograph (n)
photographer (n)
physics (noncount n)
pilgrimage (n)
piranha (n)
plain (n)
plasterwork (n)
plastic (noncount n)
play (n)
playwright (n)
plot (v)
plover (n)
poem (n)
poet (n)
polar (adj)
polar bear (n)
polite (adj)
pollute (v)
port (n)
postage stamp (n)
precious (adj)
predict (v)
prediction (n)
prehistoric (adj)
pressure (n)
principle (n)
prison (n)
prisoner (n)
produce (v)
profession (n)
proud (adj)
provide (v)
pseudonym (n)
puffer fish/puffer fish (n)
pumice (noncount n)

Q

quartz (noncount n)
quiet (adj)

R

radioactivity (noncount n)
radium (noncount n)
rainforest (n)
rare (adj)
rat (n)
ray (n)
record (v)
reef (n)
rehearsal (n)
reign (v)
reindeer/reindeer (n)
relative (n)
relaxing (adj)
reliable (adj)
relieve (v)
rent (v)
repellent (noncount n)
report (n)
reproduce (v)
reptile (n)
reputation (n)
research (noncount n, v)
resin (noncount n)
review (n)
rigging (noncount n)
rock (n)
rod (n)
rope (n)

rough (adj)
routine (n)
ruby/rubies (n)
ruler (n)

S

safari (n)
sail (n, v)
salmon (noncount n)
sapphire (n)
satirist (n)
saw (n)
saxophone (n)
scary (adj)
scenery (noncount n)
sculptor (n)
sculpture (n)
scurvy (noncount n)
sea creature (n)
sea horse (n)
sea kayaking (noncount n)
sea level (n)
seal (n)
seize (v)
sensitive (adj)
serious (adj)
shark (n)
sheath (n)
shy (adj)
Siberian crane (n)
silk (noncount n)
silver (noncount n)
sink (v)
site (n)
skateboard (n)
sketch/sketches (n)
skydiving (noncount n)
skyscraper (n)
sled (n)
smart (adj)
snowstorm (n)
soldier (n)
solid (n, adj)
souvenir (n)
spaceship (n)
sparkle (v)
species/species (n)
spectacular (adj)
spider (n)
spire (n)
stage (n)
stapler (n)
starvation (noncount n)
starving (adj)
statue (n)
steel (noncount n)
stem (n)
stingray (n)
stonefish/stonefish (n)
strand (v)
strategy (n)
streamlined (adj)
structure (n)
stubborn (adj)
submerge (v)
submersible (n)
succeed (v)
success (n)
successful (adj)
suffer (v)
sultan (n)
summit (n)
sunken (adj)
sunscreen (noncount n)
superb (adj)
supermarket (n)
surfboard (n)
surfing (noncount n)
surgeon (n)
swan (n)
swimsuit (n)
sword (n)

T

talented (adj)
talkative (adj)
task (n)
teenager (n)
telegraph (n)
temperate (adj)
temperature (n)
terrifying (adj)
test (n, v)
theory/theories (n)
thief/thieves (n)
threat (n)
thrilling (adj)
throne (n)
tiny (adj)
toad (n)
tomb (n)
torrential (adj)
tour (n)
tourism (noncount n)
tower (n)
trade (v)
traffic (noncount n)
tragedy/tragedies (n)
tragic (adj)
training (noncount n)
trait (n)
transplant (n)
travel agency/travel agencies (n)
treasure (n)
treeless (adj)
trek (n)
trekking (noncount n)
trigger (v)
trip (n)
trophy/trophies (n)
tropical (adj)
trustworthy (adj)
tundra (noncount n)
twilight (noncount n)

U

unique (adj)
unreliable (adj)

V

vacation (n)
vacuum (n)
valley (n)
valuable (adj)
vessel (n)
video (n)
vitamin (n)
volcano/volcanoes (n)
voyage (n)
voyager (n)

W

ward (n)
warning (n)
waste (noncount n)
watch/watches (n)
waterfall (n)
waterproof (adj)
wealthy (adj)
wear down (v)
webbed (adj)
wetland (n)
wetsuit (n)
whale (n)
wicked (adj)
wildlife (noncount n)
win (v)
wing (n)
winner (n)
wonder (n)
wonderful (adj)
wood (noncount n)
worsen (v)
wreck (n)

Y

yacht (n)

Z

zoology (noncount 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/been
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
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
write	wrote	written

Teacher's notes

York MISSION POSSIBLE

York Mission Possible is an exciting and innovative six-level course for teenage learners of English.

Using modern methodology, it takes students from beginner through to advanced level. It follows the Content and Language Integrated Learning approach – CLIL.

The topic-based syllabus is carefully designed for this age group, giving plenty of opportunity for practice of all four skills. Language is carefully graded throughout the different levels, allowing students to develop their skills at their own pace. Students are given ample opportunity to work together through collaborative learning and the course enhances students' critical thinking skills.

Each level consists of:

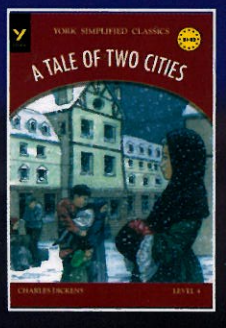
- Student's Book with Workbook
- Teacher's Book
- Class Audio CDs
- Test Book
- E-book (IWB)
- Graded readers through the York Simplified Classics series

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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

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ISBN: 600-98064-5-3
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