



## 1 The Royal Family

### LESSON SUMMARY

**Reading:** An article about Britain's Royal Family

**Use of English:** Multiple-choice cloze

**Vocabulary:** Opposites

**Listening:** Three people talk about the Royal Family

**Speaking:** Talking about a family tree

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 5 and 7 can be set for homework.

### LEAD-IN 2-3 MINUTES

- On the board, write *Britain*. Students brainstorm words that they associate with Britain, e.g. *red buses*.
- If any of your students have visited Britain, ask them what they saw and did there. If you have been to Britain, tell the class about your visit.

### Culture note: The British Royal Family

- Britain's reigning monarch is Queen Elizabeth II. She succeeded her father, King George VI, to the throne in 1952. Her husband is Philip, Duke of Edinburgh.
- Queen Elizabeth has four children: Charles, Prince of Wales; Anne, Princess Royal; Andrew, Duke of York; and Edward, Earl of Wessex.
- Prince Charles has two sons: William, Duke of Cambridge and Prince Henry of Wales (or Prince Harry). William married Catherine (Kate) Middleton, a commoner, in 2011; his wife is now Duchess of Cambridge. Charles' second wife is Camilla, Duchess of Cornwall. His first wife was Diana Spencer, who died in a car accident in 1997.

### Exercise 1 page 108

- Focus attention on the photos. Students answer the question.

### KEY

The photos show: (top, top row) Michael Middleton, Pippa Middleton, James Middleton, Carole Middleton, Prince Charles, Camilla, Duchess of Cornwall, Prince Philip (bottom row) Prince William, Prince George, Kate, Duchess of Cambridge, Princess Charlotte, Queen Elizabeth II (right) Kate and Prince George

### Exercise 2 page 108

- Students read the article and complete it.

### KEY

1 a 2 a 3 b 4 b 5 b 6 a

### Exercise 3 page 108

- Ask: *Who is Prince Philip's wife?* (Queen Elizabeth II) *Who was Princess Diana?* (Prince Charles' wife) *Who are Charles and Diana's sons?* (William and Harry) *Who is Charlotte's brother?* (George)
- Students complete the family tree, checking their answers in the article.

### KEY

1 Queen Elizabeth II 2 Charles 3 William 4 George

### Exercise 4 4.13 page 108

- Students read the article and answer the questions.

### KEY

- His grandmother is Queen Elizabeth II.
- They live in Norfolk, in the east of England.
- He's an air ambulance pilot.
- He has dinner with them and then reads stories to them.
- She buys it at the local supermarket.
- She likes cooking, walking their dog and playing with her children.

### Extra activity

Ask: *Why do you think the British Royal Family is popular with many people in the UK and around the world? What are the advantages of having a royal family?* (Students' own answers, but one advantage is that tourists like to come to visit royal palaces and buildings, bringing money to the country.)

### Exercise 5 page 108

- Students do the exercise.

### KEY

busy – quiet cheap – expensive old – young  
sad – happy starts – finishes west – east

### Exercise 6 4.14 page 108

- Play the audio, pausing after each speaker for students to answer the questions.
- Check answers as a class. You could write a few additional questions: *Why is Queen Elizabeth good for Britain?* (Tourists come to visit Buckingham Palace and they spend money in Britain.) *What does the second speaker compare the royal family to?* (film stars) *What does the third speaker say about Prince Philip?* (He's sometimes rude.)

### KEY

A 2 B 1 C 1 D 2 E 3 F 3

### Transcript

**Interviewer** What do you think of the royal family?

**A** Well, I like the Queen. She works really hard and I think she does a wonderful job. She's good for the country and she's good for tourism. Lots of people come to Britain to visit Buckingham Palace. And she's always very calm. She doesn't smile very often, but I like that!

**I** What do you think of the royal family?

**B** I love them. They're like film stars. I often read stories about them in magazines and newspapers. But are the stories true? I don't know, but I enjoy reading them! I like to see photos of them too, especially Kate, William and their family.

**I** What do you think of the royal family?

**C** I really don't like them. Prince Philip always says silly things and he's sometimes quite rude. And Prince Harry doesn't behave well. He does silly things. I'm not sure what they do. Do they work? Do they have jobs? I don't know. The Queen is OK, but I don't think we need them. They are old-fashioned and they spend a lot of money!

### Exercise 7 page 108

- Ask: *What information can you find out about members of the British Royal Family?* (e.g. their age, their birthday, where they live, their hobbies, their work)
- Students do their research and write a few sentences.

### Exercise 8 page 108

- Students work in pairs. Monitor and help as necessary.

### Lesson outcome

- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about the British Royal Family and my own family.*

## 2 The University of Oxford

### LESSON SUMMARY

**Reading:** A fact file about the University of Oxford

**Vocabulary:** University words

**Listening:** Students talking about university life

**Speaking:** Talking about going to university

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 1–2 minutes on exercise 1. Exercises 3 and 7 can be set for homework.

### LEAD-IN 2–3 MINUTES

- On the board, write *Oxford*. Ask: *What do you know about Oxford?* Elicit answers and if necessary, give this additional information: *Oxford is a city of about 150,000 people. It is about 100 kilometres north-west of London. One of the world's best and oldest universities is there.*

### Culture note

- Most UK universities have got departments that are organised by subject: English, maths, science and so on. Students apply to the university to study a specific subject and the department decides if they can study there.
- In the Oxford system (also used by Cambridge and a few other universities), students apply to one of the colleges of the university, but as part of the application, they also say which subject they would like to study. This means that Oxford students live and eat in college with students who are studying a wide range of subjects.
- For many Oxford graduates, the college they attended becomes an important lifelong network, both social and professional.

### Exercise 1 page 109

- Focus attention on the photos. Then check the meaning of the phrases, including *degree* (the qualification that students who successfully complete a university or college course get) and *ceremony* (an event that marks a special occasion, for example a wedding ceremony).
- Students then match the photos with the phrases.

### KEY

In photo A, the student is in her college room.  
 In photo B, the students are in the library.  
 In photo C, the students are in the dining hall.  
 In photo D, the students are at their degree ceremony.

### Exercise 2 4.15 page 109

- First focus students' attention on the questions A–E and ask them to underline the key words. Explain that these questions are the headings of the sections in the fact file.
- Students then read the fact file and match the questions to the paragraphs.
- Play the audio. Students read, listen and check their answers.

### KEY

1 E 2 B 3 C 4 A 5 D

### Exercise 3 page 109

- Do the exercise as a class.

### KEY

1 postgraduate student 2 undergraduate  
 3 population 4 prime minister 5 lecture 6 gown

### Extra activity

- Students work individually to write six sentences using the new vocabulary from exercise 3. Tell them not to write them in the same order as they appear in exercise 3. They should leave a blank space for the new word.
- Students work in pairs and take turns to read out their gapped sentences. Their pair should say which word completes the sentence. They then swap roles.

### Exercise 4 4.16 page 109

- Play the audio. Pause after each speaker and ask if the speaker is from the UK.

### KEY

Speakers 3 and 5 are not from the UK.

### Transcript

- 1 It's the same for all my family. We all go to private school and then after that we study at Oxford University. My grandfather, my father, my uncle as well ... and now me. All to the same college – Queen's. After that, I'm not sure. I think I'd like a job in the government somewhere.
- 2 Oxford – Wow! It's amazing. My parents are so proud of me. I come from a tiny village in Scotland. Not many people from there go to university ... but to study in Oxford ... it's incredible! I can't wait to go!
- 3 My first degree is in maths from the University of Berlin. But I am really interested in working for the European Union. So now I'm in Oxford and I have to study really hard to get my postgraduate degree in economics. I'm in my second year now. It's not easy, but I'm enjoying it.
- 4 I'm really pleased to be here in Oxford. What a great place to study! But I'm not looking forward to the first few weeks: meeting new people, making friends, the work. I hope my course isn't really difficult.
- 5 I'm from China and I'm an undergraduate student here at Oxford. I love it! There are about a thousand other Chinese students at Oxford University, so I have lots of friends from home and I don't get lonely.

### Exercise 5 4.16 page 109

- Students read questions A–F and underline the key words.
- Play the audio again for students to match the speakers with the questions.
- If necessary, play it again. With a **weaker class**, pause after each speaker so that students can find the answers.

- With a **stronger class**, write the following questions on the board: *What kind of school did speaker 1 go to?* (a private school) *Where exactly is speaker 2 from?* (a tiny village in Scotland) *Where did speaker 3 study for her undergraduate degree?* (in Berlin) *What is speaker 3 studying at Oxford?* (economics) *How does speaker 4 feel about being in Oxford?* (really pleased) *How many Chinese students are there at Oxford?* (about a thousand)
- Play the audio again for students to answer the questions.

#### KEY

A 4 B 2 C – D 3 E 5 F 1

#### Transcript

See exercise 4.

#### Exercise 6 page 109

- Students discuss the question in small groups. On the board, write *Advantages* and *Disadvantages* and brainstorm some ideas for each (e.g. advantages: get a better job, learn something interesting, develop your mind, meet interesting people; disadvantages: university can be expensive, you are ready to start work now, not later).

#### Exercise 7 page 109

- Encourage students to begin their research by looking for answers to questions A–E in exercise 2, with reference to the University of Cambridge.

#### Lesson outcome

- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about Oxford University and my own ideas about university study.*

## 3 Teens and their money

#### LESSON SUMMARY

**Reading:** A text about American teenagers' spending habits

**Use of English:** Open cloze

**Listening:** Four British teenagers talking about their spending habits

**Speaking:** Talking about how you spend your money

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 7 only if you have time.

#### LEAD-IN 2–3 MINUTES

- Ask: *Do you enjoy shopping?* Elicit a few answers. Ask students who enjoy shopping: *What are your favourite shops?* Elicit a few answers and discuss what students like about the shops.
- Ask students who do not enjoy shopping: *Why don't you like shopping?* Elicit a few answers.

#### Exercise 1 page 110

- Focus attention on the words and check the meaning.
- On the board, write: *a lot – some – not much – nothing.*
- Model the task with a confident student. Then students work in pairs to talk about how they spend (or do not spend) their money. Note: Some students may not have much or any money to spend, so this may be a sensitive subject.

#### Extra activity

- After the discussion in exercise 1, find out which is the most popular thing to buy.
- On the board, write *I spend a lot of money on ...* and then go down the list in the book, one item at a time. Students raise their hand if they spend a lot of money on that item.
- Make one student responsible for counting the hands for each item. At the end, find out which thing is the most popular.

#### Exercise 2 page 110

- Focus attention on the pie charts and explain that a *pie chart* is a circle that is divided into sections. Each section shows the size of a particular amount in relation to the whole circle.
- Students read sentences 1–3 and underline the key words.
- Elicit the answer for question 1 and ask students to say which pie chart shows the information. (The pie chart with the heading: *How teenagers spend their money.*)
- With a **weaker class**, answer the rest of the questions together. With a **stronger class**, students work individually and then check answers as a class.

#### KEY

1 F 2 T 3 T

#### Exercise 3 4.17 page 110

- Students read the text quickly for gist. They then read the text again and complete it.
- Play the audio for students to check their answers.
- Ask a few additional questions:  
*According to the text, how much do American teenagers spend on clothes and make-up?* (nearly 40%)  
*Does 'nearly 40%' mean more than 40% or less than 40%?* (less than 40%)  
*How can we find the exact amount?* (look at the numbers in the pie chart on the left)  
*What is the exact amount?* (37%)

#### KEY

1 do 2 it 3 on 4 of 5 aren't 6 in 7 of 8 can

#### Exercise 4 page 110

- Students read summaries a–c carefully. Then, without looking back at the text, ask them to vote on which summary they think is the correct one. If most students choose c, there is no reason for them to read the text again. If students are undecided about which summary is the best, ask them to read the text again before answering.
- Ask: *Is there a sentence in the text that summarises it?* (The first sentence of the text clearly explains what the text will be about.)

#### KEY

Item c is the best summary.

### Culture note

- More than 75% of British teenagers receive pocket money. The amount varies between families, but the average amount for ten to fifteen year olds is around £6 a week.
- This can increase to more than £100 a month by the time the teenager is eighteen.
- Many teenagers have to do household chores to receive their pocket money such as helping with the cooking, cleaning and washing up.

### Exercise 5 4.18 page 110

- Before you play the audio, tell students that they only need to understand which speakers spend money on video games. Their main task is to listen for the words *video games* and any words that say whether or not the speakers buy them.

#### KEY

Andy and Dan speakers buy video games.

#### Transcript

**Andy** I don't spend much money on clothes. I think fashion is really boring! I buy jeans, T-shirts and sweatshirts, but I never buy smart clothes because I never need to wear very smart clothes. I spend most of my money on apps and video games. I'm a big fan of games!

**Beth** I spend money on clothes – but not very often. Some of my friends really spend a lot, but not me. When I buy new clothes, I look for something cheap. I like fashionable clothes and I like reading about the latest fashions in magazines. But I don't buy them. I think they're too expensive.

**Dan** I often meet my friends in town three or four times a week. We sit and chat in Starbuck's or McDonald's, or sometimes we go to the cinema. It's actually quite expensive. But a cup of coffee can last a long time! I also play a lot of video games with my friends, so I buy apps and games for my tablet too.

**Lisa** I don't like shops, so I buy things from shopping websites. I need a new tablet, so I'm going to look on eBay. Prices are usually much lower than on normal shopping websites, and you can find some really interesting things.

### Exercise 6 4.18 page 110

- Students read sentences a–e.
- Then play the audio for students to match the speakers with the activities. With a **weaker class**, pause after each speaker to give students time to do the matching. With a **stronger class**, students listen without stopping.

#### KEY

a Dan b Beth c Andy d – e Lisa

#### Transcript

See exercise 5.

### Exercise 7 page 110

- Students discuss the questions in pairs. Circulate, monitor and help as necessary.

### Lesson outcome

- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand pie charts and I can talk about how people spend their money.*

## 4 British food

#### LESSON SUMMARY

**Vocabulary:** British foods

**Use of English:** Open cloze

**Reading:** An article about popular British food

**Listening:** A radio interview about British cuisine

**Speaking:** Talking about food

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 7 can be set for homework. If you run out of time, omit exercise 6.

#### LEAD-IN 2–3 MINUTES

- Ask:  
*What do you know about British food?*  
*Have you ever eaten typical British food?*
- Elicit any stories students have of eating British food and find out what they thought about it.
- If you enjoy any typical British food, tell students about it.

#### Language notes

- Fried potatoes are called 'chips' in Britain. In American English, chips are thin, crispy potatoes sold as a snack. American chips are called 'crisps' in British English.
- The word 'pudding' usually refers to a dessert, but a Yorkshire pudding is not sweet and it is not a dessert.
- The hot pie mentioned in the text is not a dessert pie such as apple pie, but a meat pie. Pies made from pork, beef or chicken are common in the UK.

### Exercise 1 page 111

- Focus attention on the photos. Ask students if they can name any of the food they see.
- Go through the dishes and check meaning. Do or complete the matching as a class. Then ask students which dishes (if any) they would like to eat.

#### KEY

A fish and chips B roast beef and Yorkshire pudding  
C strawberries and cream D sausages and mashed potato

### Exercise 2 4.19 page 111

- Students read the article and complete it.
- Play the audio for students to check their answers.

#### KEY

1 on 2 the 3 or 4 the 5 of 6 of

### Exercise 3 page 111

- Students read the questions and underline the key words.
- Elicit the answer to question 1 as a class. Students then answer the questions individually.

#### KEY

1 Indian and Chinese  
2 bacon, eggs, sausages, tomatoes, mushroom and toast  
3 bangers and mash  
4 a hot pie

## 5 watching tennis at Wimbledon

### 6 by the sea

#### Exercise 4 4.20 page 111

- Focus attention on the adjectives. Ask: *What are some fresh foods that you eat?* Elicit food like vegetables, fruit and fish.
- Then ask: *Can you name some unhealthy food?* Elicit food like crisps, sweets, fast food and anything with a lot of fat or sugar in it.
- Play the audio for students to answer the question.

#### KEY

simple, fresh

#### Transcript

**Presenter** ... and in the studio today is Damien Rogers from the British Food Magazine. Now, Damien, I want to ask you about Modern British Cuisine. What exactly is it? And how is it different from traditional British cooking?

**Damien** Well, British food is always changing. We remember the 1960s and 70s for an interest in the cuisine of other countries. And the 80s we remember for nouvelle cuisine: beautiful food, but very small meals!

**P** Yes, I remember nouvelle cuisine – and feeling very hungry after meals!

**D** But in the 80s, we also see cooks starting to do Modern British Cuisine. In Modern British Cuisine, cooks take a traditional recipe, and they change it. They don't change it much, but maybe they add a new spice or a new herb, or they use a different vegetable.

**P** You mean, giving the traditional meal a new look or a new taste.

**D** Exactly. For example, traditionally duck comes with an orange sauce. But in Modern British Cuisine duck often comes with cherries or pistachio nuts.

**P** I see. And I understand the quality of the ingredients is important too.

**D** Yes, it is! We have great ingredients here in Britain: wonderful beef, lamb and fish, and delicious, fresh vegetables. Chefs want to show the quality of the ingredients. Because of that, modern British chefs like to cook simple recipes – but they do them really well.

**P** OK, so, simple, tasty cooking.

**D** Exactly. And the ingredients have to be fresh. Chefs get the ingredients locally because they want them to be as fresh as possible. Many restaurants tell their customers how far their food travels and offer a 15 or 25 mile menu.

**P** (surprised) Really? How interesting! Damien Rogers, thank you very much ...

#### Exercise 5 4.20 page 111

- Students read the questions and check the meaning of any unknown words, especially: *nouvelle cuisine* (literally, 'new cooking' – a style of cooking that started in France; small quantities of food were beautifully presented on large plates), *ingredient* (one of the foods from which a particular dish is made), *cherry* (a small, red fruit that grows on trees), *spice* (a powder or seed that comes from plants and is used in cooking; spices have got a strong taste and smell; pepper and cinnamon are examples of spices) and *herb* (a plant that is used to add flavour or a pleasant smell to food; parsley and basil are herbs).
- Play the audio again for students to answer the questions. If necessary, play the audio a third time.
- Check answers as a class.

#### KEY

1 b 2 a 3 c 4 c

#### Transcript

See exercise 4.

#### Exercise 6 page 111

- Students discuss the questions in pairs or small groups. Circulate, monitor and help as necessary.
- When students have finished, ask a few pairs to share their ideas with the class.

#### Exercise 7 page 111

- Teach or elicit the three parts of a typical dinner: *starter*, *main course* and *pudding / dessert*. Assign each student one of the three types of recipe. Encourage them to search for simple recipes. BBC Food has many easy recipes that might be useful for this exercise.

#### Extra activity

- Extend exercise 7 by having students organise themselves into groups of three so that each group includes a starter, a main course and a dessert.
- Ask them to create a menu that describes their meal.
- Post the menus on the classroom walls. Then ask the class to vote on which meal they would most like to eat.

#### Lesson outcome

- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about British food.*

## 5 New York

#### LESSON SUMMARY

**Reading:** A tourist guide to New York

**Listening:** An interview with a woman at an event in New York

**Speaking:** Talking about a city you know well

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than a minute on exercise 1. Exercise 7 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- Ask: *What do you know about the USA?* Elicit the names of cities, sports teams, famous locations – anything students know about the USA. If you or the students are unsure about any information, ask a volunteer to try to find the correct information before the next class.
- Then ask: *How many states are there?* (50) *What is the capital of the USA?* (Washington DC) *In which state is New York?* (New York State) *What is the capital of New York State?* (Albany)

## Culture note: New York

New York City was established in 1664, when the English captured a settlement called New Amsterdam from Dutch traders. It was the capital of the United States from 1785 to 1790, and has been the largest American city since 1790. New York State, a large area containing several major cities, including New York City, joined the United States in 1788. The population of New York State is nearly 20 million. New York City is sometimes referred to as New York, New York, following the usual *City, State* pattern, e.g. Miami, Florida, or San Francisco, California.

### Exercise 1 page 112

- Students read the sentences. They then decide if they are true or false.
- Do not check answers yet.

### Exercise 2 4.21 page 112

- Play the audio for students to check their answers in exercise 1.

#### KEY

1 F 2 T 3 T 4 F 5 T 6 T 7 F

#### Transcript

- 1 False. The capital of the USA is Washington, D.C.
- 2 True. There are about 8.5 million people in New York.
- 3 True. People speak around 800 different languages in New York.
- 4 False. The Golden Gate Bridge is in San Francisco.
- 5 True. The Empire State Building is in New York.
- 6 True. The United Nations Headquarters is in New York.
- 7 False. The White House is in Washington D.C.

### Exercise 3 4.22 page 112

- Ask: *What other things do you know about New York City?* Students share anything they know or have heard about the city. As with the lead-in, if you or students are unsure about any information, ask a volunteer to try to find the correct information before the next class.
- Students read the text and match the headings. Are any of their ideas mentioned in the text?
- Check answers as a class. Ask a few additional questions: *Is New York the largest city in the USA? (yes) How many people visit it each year? (about 55 million) What's the name of the city's tallest building? (One World Trade Centre) How many people visit Times Square each day? (over 300,000) Where is New York's zoo? (in Central Park) Where did the Statue of Liberty come from? (It was a gift from the people of France.)*

#### KEY

1 B 2 F 3 D 4 E 5 A

#### Extra activity

Each of the five places mentioned in the article has a special quality. Students think of places they would visit in their country to experience the same things: 1) a great view, 2) a busy place with a lot of shops, shoppers and entertainment, 3) a quiet, peaceful place, 4) a great museum, 5) a monument or statue.

### Exercise 4 4.23 page 112

- Tell students that they are going to listen to an interview with a person who lives in New York City. Before they listen, ask them to read the questions.
- Play the audio for students to answer the questions.
- Check answers as a class.

#### KEY

1 the New York Marathon 2 over 50,000 3 next week

#### Transcript

**Presenter** Today, I'm in the city. I'm meeting some people who are running in the New York Marathon. Right now I'm with Gloria Estrada. Hi Gloria!

**Gloria** Hi!

**P** Gloria, are you from New York?

**G** No. I'm from Bogotá, in Colombia, South America. But now I'm an American citizen and my home is New York.

**P** Well, that's great. And you obviously like running!

**G** Yes, I love it! I run every day.

**P** And is this your first marathon?

**G** No, it isn't. It's my fourth. But it's my first marathon in New York. You have to be older than eighteen to run here. And I'm just eighteen. I'm really looking forward to it.

**P** What do you enjoy about marathon running?

**G** Well, there are over 50,000 runners in the race. It's the biggest marathon in the world! And we're all very different. We come from lots of different countries. It's a great feeling!

**P** Isn't it very tiring?

**G** Yes, of course. It's 42 kilometres! But we're all tired. In the race, you don't know anything about the person next to you, but that doesn't matter. We run together and we feel together.

**P** You're saying it's a special feeling.

**G** Yes. Yes. And there are thousands of people on the streets who watch the marathon. They shout and cheer and clap. There's always a lot of energy and a fantastic atmosphere. So a marathon is special. And for me, this marathon is very special.

**P** Oh? Why's that?

**G** Well, I'm from South America, but New York is my new home. And next week I'm running in the marathon! I am beginning to feel like a real New Yorker, to feel that this is my home.

**P** Well, that's great. Good luck!

**G** Thanks!

### Exercise 5 4.23 page 112

- Students read the questions and underline the key words so that they know what to listen for.
- With a **stronger class**, students try to answer the questions before listening again.
- Play the audio again for students to answer the questions.
- Check answers as a class. Then write the following questions on the board:  
*How many marathons has Gloria completed already? (three: the New York Marathon will be her fourth)*  
*How many kilometres is a marathon? (42)*

#### KEY

1 F 2 T 3 F 4 F 5 F 6 T

#### Transcript

See exercise 4.

## Exercise 6 page 112

- Decide as a class which city or town students will talk about. Then brainstorm some of the top attractions onto the board.
- Model the task with a confident student. Then students work in pairs and do the exercise. .

## Exercise 7 page 102

- Assign each student one of the cities from the list.
- Students do their research and write a paragraph about each attraction.

### Lesson outcome

- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about New York.*

# 6 Yellowstone National Park

### LESSON SUMMARY

**Reading:** An article about a national park

**Vocabulary:** Matching words from the article with definitions

**Speaking:** Talking about the importance of national parks

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 4 and 9 can be set for homework.

### LEAD-IN 2-3 MINUTES

- If you have been to a national park in your own country or another country, tell students about it. Which national park was it? Where is it? What animals or plants can you see there? Do many people visit it?
- Ask students: *Have you ever visited a national park?* Elicit answers.

### Culture note: Yellowstone National Park

Yellowstone National Park is nearly 9,000 km<sup>2</sup> big and is located in the states of Wyoming, Montana and Idaho in the U.S. It is home to a large number of animals including black bears, elk and moose, and a variety of geographical features including mountains, rivers, canyons and the largest volcano in North America. It is home to many endangered species and is important for scientific research.

## Exercise 1 page 113

- Go through the instructions and task together and make sure students understand what they have to do.
- With a **weaker class**, go through the words to check meaning.
- Students work individually or in pairs to complete the sentences.
- Check answers as a class.

### KEY

1 canyon 2 extraordinary 3 expedition 4 variety  
5 pond 6 protect

## Extra activity

Ask students to make six new sentences with the words from exercise 2. They then compare their sentences in pairs.

## Exercise 3 4.24 page 113

- Encourage students to skim read for gist the article in exercise 3.
- Working individually or in pairs, students complete the article with the words in exercise 2. Remind students that they may need to change the form of the words to make them fit the gap.
- With a **weaker class**, you could look at each gap individually and discuss what type of word fits the gap grammatically.
- Play the audio for students to check their answers.

### KEY

1 extraordinary 2 ponds 3 variety 4 canyons  
5 expeditions 6 protect

## Exercise 4 page 113

- Students read the article again and decide whether the sentences are true or false.
- With a **stronger class**, you could ask them to complete the answers from memory first and then read the article again to check their answers.
- Monitor and help where necessary.
- Check answers as a class.

### KEY

1 T 2 F 3 T 4 F 5 F

## Exercise 5 page 113

- Ask students: *What type of animal is this? (a bear) What do you know about them?* (Students' own answers.)
- In pairs, students discuss the situation and answer the question.
- Ask a few students to share their ideas with the class.

## Exercise 6 4.25 page 113

- Tell students they are going to listen to an interview with a woman who met a bear in Yellowstone National Park.
- Play the audio for students to compare their ideas with the woman's actions. Does she mention any of their ideas?

### Transcript

**Presenter** Here in the studio with me is Jackie Whelan – a woman with an interesting story about her trip to Yellowstone National Park. Tell me, Jackie, what happened?  
**Jackie** Well, I was in Yellowstone, deep in the forest. I walked out of the trees and there was a bear – right in front of me! It was quite close – only twenty or thirty metres away.  
**P** Oh, no!  
**J** Well, I'm a careful person. Everyone knows there are bears at Yellowstone. I hoped not to meet one, but I wanted to be prepared. So when I arrived there, I looked at all the information about what to do if you meet a bear. But, of course, when it actually happened, I just wanted to turn and run!  
**P** But you stopped yourself ...  
**J** Yes. I remembered one important thing: that it isn't a good idea to run away from a bear. Bears are so quick. So I stopped

and I stayed very still. Then the bear looked up – and looked straight at me.

**P** Uh-oh.

**J** Exactly. Then I realised how close I was to the bear. I also realised he wasn't a happy bear.

**P** So what next?

**J** Well, he started hitting the ground with his paw. I could see he was very nervous, angry perhaps. So after a few minutes I tried moving backwards very slowly.

**P** And?

**J** And suddenly he started running straight towards me!

**P** Oh, no! How awful!

**J** Absolutely. Anyway, sometimes they stop running at you. And sometimes they turn and run off at the last moment. But not this bear. He moved faster and closer.

**P** The bear continued to run at you?

**J** Straight at me, yes. Then just as it reached me, I turned and dropped to the ground. I placed my hands over the back of my neck, my elbows protecting my face. I was flat on my face. I tried not to move. And the bear was right there by me.

**P** Oh, no! Were you frightened?

**J** Yes, of course! Well, the bear moved around me. I could feel it smelling me. And then finally it walked off into the forest. I waited about five minutes. I looked round. It wasn't there any longer. So I left. Slowly.

**P** What an incredible experience!

**J** Well, yes. My heart slowed down to its normal speed after about half an hour!

### Exercise 7 4.25 page 113

- Students listen to the recording again and choose the correct answer.
- With a **weaker class**, you could pause the recording after each question.
- With a **stronger class**, students could complete the exercise from memory first, then listen again to check.
- Check answers as a class.

#### KEY

1 a 2 a 3 c 4 b

#### Transcript

See exercise 6.

### Exercise 8 page 113

- With a **weaker class**, brainstorm ideas onto the board, e.g. *rare animals and plants need a safe environment to survive; people need to enjoy nature; there are more important things than national parks.*
- Students discuss the questions in pairs or small groups.

### Exercise 9 page 113

- If students need ideas, brainstorm the names of national parks in their country or ones in neighbouring countries.
- They then share the information with the rest of the class.

#### Lesson outcome

- Ask students: *What have you learned today? What can you do now? and elicit answers: I can understand an article about Yellowstone National Park and an interview about a woman meeting a bear. I can discuss why it is important to have national parks. I can research a national park of my own choice.*

## 7 British scientists

### LESSON SUMMARY

**Reading:** A text about Isaac Newton

**Grammar:** Past simple

**Listening:** An interview about an astronomer

**Speaking:** Talking about discoveries and inventions

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than a minute on exercise 1. Exercises 3 and 8 can be set for homework.

### Culture note: British scientists

Britain boasts a long list of famous and important scientists and inventors. Here are just a few: Alan Turing (the father of theoretical computer science and artificial intelligence); Alexander Fleming (the biologist and pharmacologist who discovered penicillin); Alexander Graham Bell (the inventor of the telephone); Alfred Russel Wallace and Charles Darwin (the naturalists and biologists who proposed the theory of evolution through natural selection); Sir Isaac Newton (physicist and mathematician); Charles Lyell (geologist); Francis Crick (the co-discoverer of the structure of the DNA molecule); Joseph Lister (surgeon and pioneer of antiseptic surgery); Stephen Hawking (physicist); Tim Berners-Lee (the inventor of the World Wide Web); James Watt (inventor and mechanical engineer); Isambard Kingdom Brunel (engineer).

### LEAD-IN 2-3 MINUTES

- Ask students to name famous British scientists, e.g. Isaac Newton, Charles Darwin. If students mention scientists who are not British, correct them by saying what nationality they are. If you are not sure, ask a volunteer to try to find out their nationality before the next class.

### Exercise 1 page 114

- As a class, brainstorm famous scientists from the students' country and what they are famous for.

### Exercise 2 4.26 page 114

- Students read and listen to the text and complete the timeline.

#### KEY

1 grandmother 2 school 3 1661 4 1667  
5 home 6 Mathematics 7 1687 8 1727

### Exercise 3 page 114

- Students do the exercise individually.

#### KEY

1 was 2 got 3 went 4 began 5 fell 6 said  
7 became 8 wrote

### Exercise 4 4.27 page 114

- Students read the summaries.
- Play the audio. Elicit the correct answer and also the reason why the other summaries are incorrect. (1 is incorrect because it was her brother who built telescopes, and she was his assistant. 3 is incorrect because they spent most of their lives in Britain, not Germany. William discovered Uranus and Caroline discovered eight comets and fourteen nebulae.)

**KEY**

The best summary is 2.

**Transcript**

**Presenter** Today, I am with Simon Humphreys, Professor of Astronomy at a university in London. We are talking about Caroline Herschel, the astronomer. Simon, where was Caroline Herschel born?

**Professor Humphreys** She was actually born in Germany, but she spent most of her life in Britain. She was the sister of the astronomer William Herschel. He was born in 1738 and was twelve years older than his sister.

**P** He worked in Britain too?

**PH** Yes, he came to Britain when he was nineteen and his sister joined him fifteen years later, in 1752.

**P** And she worked with him, did she?

**PH** Yes, at first she did the cooking and cleaning for him, but she soon became his assistant. She wrote down the results of his observations.

**P** He's more famous than she is, isn't he?

**PH** Yes. That's because he discovered the planet Uranus in 1782. It was the first planet to be discovered using a telescope, and William built the telescope himself. But Caroline helped him – he couldn't do it without her.

**P** And she discovered a planet too, didn't she?

**PH** Not a planet, but she discovered eight comets and also fourteen nebulae.

**P** Can you explain to the listeners what a nebula is?

**PH** Yes, a nebula is an enormous cloud of dust between stars. They are sometimes hundreds of light years across, and sometimes stars form inside them.

**P** What else did Caroline do?

**PH** She was very good at maths and successfully calculated distances to planets and stars.

**P** That is impressive.

**PH** Yes, she received a number of important awards, including the Gold Medal from the Royal Astronomical Society in 1828.

**P** She was quite old by then.

**PH** Yes, she was 77, but scientists from all over Europe were still coming to see her to ask for advice. And she lived another 20 years and finally died at the age of 97.

**P** What a fascinating woman.

**PH** Yes, especially as in those days it was extremely difficult for women to have a career of their own.

**P** Thank you, Simon.

**Exercise 5**  4.27 **page 114**

- Students read the questions. Then play the audio. With a **stronger class**, ask students to try to answer the questions before listening and checking.
- Play the audio again for students to answer the questions.

**KEY**

- 1 Caroline was twelve years younger than William.
- 2 She did the cooking and cleaning for him.
- 3 She discovered eight comets and fourteen nebulae.
- 4 She successfully calculated distances to planets and stars.
- 5 She was 97 when she died.

**Transcript**

See exercise 4.

**Extra activity**

- Elicit the names of the planets in English. (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.)
- If necessary, elicit or explain that Pluto used to be considered a planet, but in 2006, the International Astronomical Union said that Pluto was not a planet because there were such a large number of similar-sized objects around it.

**Exercise 6** **page 114**

- Focus attention on the list of discoveries and inventions. Teach or elicit the meaning of unknown words, e.g. *DNA* (deoxyribonucleic acid, the chemical in the cells of animals and plants that carries genetic information), *evolution* (the theory proposed by Charles Darwin and Alfred Russel Wallace that species are changeable, that they have changed over time, and that one of the mechanisms that drives this change is natural selection) and *gravity* (the force that attracts objects in space towards each other, and that on the Earth pulls them towards the centre of the planet so that things fall to the ground when they are dropped). Students work in pairs to decide the top three discoveries and inventions. Circulate, monitor and help as necessary.

**Exercise 7** **page 114**

- Ask a few students to tell the class about their ideas.

**Exercise 8** **page 114**

- Remind students of the scientists you brainstormed in exercise 1. With a **weaker class**, all students research the same scientist. With a **stronger class**, students can choose their own.

**Lesson outcome**

- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about famous scientists.*

**8 Football****LESSON SUMMARY**

**Reading:** Opinions about footballers' salaries

**Vocabulary:** Football words

**Listening:** An interview with a football journalist

**Speaking:** Reacting to statements about football

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend only 1–2 minutes on exercise 1. Exercise 8 can be set for homework.

## Culture note: Football

Football has been played in England since the Middle Ages. The first piece of written evidence about a match dates from around 1170, but football today is very different. It wasn't until 1848 that a set of rules, known as the Cambridge Rules, was written. Until then, different groups played to different rules. These rules were then revised in 1863 and have influenced the game that we know today.

### LEAD-IN 2-3 MINUTES

- Tell students about a sport you enjoy watching or a team you support. If you are not a sports fan, say so and give your reasons. Then ask:  
*What teams do you support?*  
*What sports do you enjoy watching?*
- If students are not at all interested in sport, ask: *What are you interested in?*

### Exercise 1 page 115

- Focus attention on the information at the top of the page. Ask:  
*How much does a UK doctor earn in a year? (£78,000)*  
*How much does a Spanish footballer earn in a week? (£23,300)*
- Students read all the information in the tables and answer the questions.

### Extra activity

On the board, write *Advantages* and *Disadvantages*. For each of the four jobs in the table at the top of the page, elicit ideas for each, e.g. Footballers earn a lot of money (advantage), but they have short careers and may be injured (disadvantage). The Prime Minister earns a lot (advantage), but he or she has to work very hard (disadvantage). Doctors are also well paid (advantage), but must work hard and may become ill working with sick people (disadvantage). Teachers have a good holiday schedule (advantage), but they aren't very well paid (disadvantage).

### Exercise 2 page 115

- Ask: *Do you think footballers are paid too much?* Then students read the two opinions and answer the question.

#### KEY

Karen Flory

### Exercise 3 page 115

- Focus attention on the highlighted words in the text. Students do the exercise individually.

#### KEY

1 league 2 club 3 football fan 4 kit 5 pitch  
6 salary

### Extra activity

With groups that are especially interested in football, teach or elicit additional football vocabulary, e.g. *match*, *referee*, *goalkeeper* or *goalie*, *defender*, *attacker* or *forward*, *midfielder*, *foul*.

### Exercise 4 page 115

- Students read the opinions again. Students discuss as a class who they agree with most.
- Ask a few further questions: *What other jobs does Philip mention? (actor, singer, lawyer) Who does Karen blame for the footballers' high pay? (the clubs) How much did Real Madrid pay for Ronaldo? (£80 million) How much did they earn from selling kits with Ronaldo's name? (£100 million)*

### Exercise 5 4.29 page 115

- Ask students: *Does anyone follow women's football? Is women's football the same as men's? What are some of the differences? (e.g. Women footballers are less famous and are paid less money.)*
- Some students may make negative remarks about women's football. Acknowledge them, but say that not everyone agrees. The sports journalist they will listen to loves women's football.
- Play the audio for students to answer the question.

#### KEY

#### Sentence 1

#### Transcript

**Presenter** My guest today is Nick Wheeler, a sports journalist. He writes about women's football. Welcome, Nick.

**Nick** Thank you.

**P** Now, tell me, when did women start playing football? The first Women's World Cup was in 1991, wasn't it?

**N** Yes, that's right. But the first women's clubs started before 1900.

**P** Really?

**N** Yes, the first match was in 1895. And in those days thousands of people went to watch women playing football. For example, in December 1920, 53,000 fans saw a match between Preston and St Helens in the north of England.

**P** Wow, that's more people than at most Premier League games today!

**N** Yes. But one year later, the FA, the English Football Association, banned women from men's clubs.

**P** You mean they stopped women using the men's pitches?

**N** Yes. Their opinion was, football is a man's game and women shouldn't play it.

**P** That's very sexist.

**N** Yes. And a lot of women stopped playing football.

**P** When did that change?

**N** In the 1950s and 1960s. Then in 1969, the Women's Football Association started. And three years later the women's England team played their first match, against Scotland.

**P** Did they win?

**N** Well, it was 2-0 to Scotland at half time, but in the end England won 3-2.

**P** And now we have a women's World Cup too.

**N** Yes, as you said, that started in 1991.

**P** And which is the best team?

**N** Not England, I'm afraid! Germany and Japan are very good, but the best team is the USA. They came first, second or third in every World Cup between 1991 and 2015.

**P** What about money? How much do women footballers earn?

**N** They don't earn as much as men. An English Premier League footballer earns more in one week than a woman footballer earns in a year!

**P** But that's because men's football is more popular ...

**N** Yes, the men's game gets lots of money from television companies. But the women's game is becoming more popular. Fifty-three thousand fans watched the world cup final between the USA and Japan in 2015, and 24 million Americans watched it on TV. So, I hope that the players are going to start earning more money.

**P** Yes, I hope so too. Nick, thank you for talking to me today.

### Exercise 6 4.29 page 115

- Go through the instructions together and make sure students understand what they have to do.
- With a **stronger class**, ask students to try to complete the sentences before listening again.
- Play the audio again for students to add the dates or check their answers.

#### KEY

1 1895 2 1991 3 1921 4 1969

### Exercise 7 page 115

- On the board, write: 1 = I completely agree; 2 = I agree a bit; 3 = I don't know; 4 = I disagree a bit; 5 = I completely disagree.
- Students read the statements and give each one a mark. They then discuss their answers. Circulate, monitor and help as necessary.

### Exercise 8 page 115

- With a **weaker class**, all students research the same team so that they can compare and combine information. With a **stronger class**, students can choose their own team to research.

### Lesson outcome

- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about football.*

## 9 The White House

### LESSON SUMMARY

**Reading:** An information sheet about the White House

**Use of English:** Multiple choice text gapfill

**Vocabulary:** Items in a room

**Speaking:** Talking about your dream home

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 3 and 8 can be set for homework.

### LEAD-IN 2-3 MINUTES

- Ask students: *What is the most important building in this country?* Elicit answers.

### Exercise 1 page 116

- Focus students' attention on the photo and the questions.
- Ask students to discuss their ideas in pairs.
- Check answers as a class.

#### KEY

The President of the United States lives in the White House. It's in the U.S. in Washington D.C.

### Culture note: The White House

The construction of the White House began in 1792. Since then, it has had extra sections added and additional buildings built in the grounds. The grounds are large and every Easter, children are invited to an Easter egg hunt and roll eggs on the lawn.

### Exercise 2 4.30 page 116

- Encourage students to skim-read for gist the information sheet.
- Working individually or in pairs, students choose the correct words to complete the text.
- With a **weaker class**, you could do the first gap together as an example. You could discuss which two options are not possible and why.
- Play the audio for students to check their answers.

#### KEY

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

### Exercise 3 page 116

- Students read the information sheet again and answer the questions.
- With a **stronger class**, you could ask them to complete the answers from memory first and then read the information sheet again to check their answers.
- Monitor and help where necessary.
- Check answers as a class.

#### KEY

1 George Washington 2 John Adams 3 They started calling it the White House in 1901. 4 The Oval Office has been the president's office since 1909. 5 It's got a swimming pool, a tennis court and a jogging track. 6 30,000 people visit the White House each week.

### Exercise 4 page 116

- Students look at the picture and match the words with the items in the picture.
- If students are struggling, you could give them one answer, or allow them to look up one word in their dictionaries.
- Check answers as a class.

#### KEY

1 wall 2 ceiling 3 window 4 fireplace 5 clock  
6 painting 7 statue

### Exercise 5 4.31 page 116

- Tell students they are going to listen to a tour guide conducting a tour of the White House.
- Go through the instructions together and make sure students understand what they have to do.
- Play the audio for students to complete their answers.
- Check answers as a class.

#### KEY

1 the Roosevelt Room 2 the Cabinet Room  
3 the secretary's office 4 the Oval Office

## Transcript

OK. This room we are in now is called the Roosevelt Room. The room is named after two US Presidents, Theodore Roosevelt and Franklin D Roosevelt. They were actually cousins. For a time it was called the 'Fish Room' because Franklin Roosevelt used it as an office and kept an aquarium in here. And in fact later, President John F Kennedy had a huge fish on the wall as well. But then in 1969 President Nixon changed the name. He hung portraits of the two Roosevelts on the walls and they have been here ever since. You can see them over there and over here. That one is Theodore Roosevelt and this one is Franklin D Roosevelt. So this is the Roosevelt Room.

Next, we move along the corridor and into the Cabinet Room. This is where the President meets with his staff. Notice the fireplace at the end of the room and the busts on each side of it: that is George Washington, the first President, on one side, and Benjamin Franklin on the other. The large table in the centre of the room was a gift from President Nixon. Now, we go through the office of the President's secretary to the most famous room of all. And here we are in the Oval Office, the office of the President. You can see the three large south-facing windows. And over here to the left this door leads outside to the Rose Garden. Look up at the ceiling and there is a medallion with the American eagle. That has been there since 1934 when Franklin Roosevelt renovated these offices. One of my favourite pieces in this room is the grandfather clock. It's over 200 years old and has been in here since the 1970s.

Each President chooses art for this room from the White House collection. Different Presidents choose different portraits to have on the walls. Most Presidents have hung a portrait of George Washington. As you can see, the current President has also chosen busts of Abraham Lincoln and Martin Luther King Jr.

Before we go, just take a look at the desk. That is one of six desks ...

## Exercise 6 4.31 page 116

- Students listen to the recording again and answer the questions.
- With a **weaker class**, you could pause the recording after each question.
- With a **stronger class**, students could complete the exercise from memory first, then listen again to check.
- Check answers as a class.

## KEY

- 1 the Roosevelt Room
- 2 President Nixon
- 3 the Cabinet Room
- 4 the President's secretary's office
- 5 because it's 200 years old and is his favourite pieces
- 6 each president

## Transcript

See exercise 5.

## Exercise 7 page 116

- Go through the instructions with the class. Remind students that they can be as creative as they like with this task.
- Students discuss the questions in pairs or small groups.
- Ask a few students to share their ideas with the class.

## Extra activity

Ask students to imagine they are estate agents giving a tour of their new home. Students take turns to be the estate agent and the person interested in buying the house.

## Exercise 9 page 116

- If students need ideas, brainstorm the names of state buildings in their country.
- When students have completed their fact files, display them around the classroom and encourage students to look at each other's work.

## Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an information sheet about the White House and a tour guide giving a tour. I can discuss my dream home. I can research a famous state building.*