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9A Vocabulary**Travel and transport****LESSON SUMMARY**

Vocabulary: Forms of transport; travel: places

Grammar: The passive

Speaking: Discussing forms of transport; travel role-plays

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 3 for homework and do exercise 9 in the next lesson.

LEAD-IN: 2–3 MINUTES

- Ask students: *What is the greatest number of places you've ever visited during one holiday? How did you travel to those places?* Give an example, e.g. *A few years ago I travelled around France, Spain and Italy. I travelled by ferry, train and bus.*
- In pairs, students discuss the questions.
- Elicit answers.

Exercise 1 page 96

- Focus attention on the photos and ask students to match them with the words. They then discuss the questions.
- Check answers as a class. Check the pronunciation of *hovercraft* /'hɒvəkɹɑ:ft/. Ask a few students to share their ideas about the most exciting way to travel with the class.

KEY

A ferry B cable car C hot-air balloon

D hovercraft E scooter F tram

Exercise 2 page 96

- In pairs, students check the meanings of the words in exercise 1 using their dictionaries if necessary.
- Check the pronunciation of *aircraft* /'eəkrɑ:ft/, *cruise* /kru:z/ and *yacht* /jɒt/.
- In pairs, students brainstorm as many different forms of transport as possible in two minutes.
- Elicit ideas.

Culture notes

- Brothers Joseph-Michel Montgolfier (1740–1810) and Jacques-Étienne Montgolfier (1745–1799) were the developers of the hot air balloon and made the first manned flight in 1783.
- RMS *Titanic* was a British cruise ship that sank in 1912 on her maiden voyage from Southampton to New York. Over 1,500 people died. The tragedy happened as a result of the ship hitting an iceberg.
- The first section of the London Underground ran between Paddington and Farringdon Street and is still in use as part of the Metropolitan, Circle and Hammersmith lines.

- Leonardo da Vinci (1452–1519) was an artist and inventor. He designed many different types of vehicle and other machines, though few of his designs were ever built.

Exercise 3 page 96

- Ask students to read the sentences and note down the words that give them clues to the answer.
- Pre-teach *drone* /drəʊn/ (a remote-controlled pilotless aircraft or missile) and *unmanned* /,ʌn'mænd/ (not having or needing a person to control it).
- Students complete the sentences.
- Check answers as a class.

KEY

1 aircraft 2 hot-air balloon 3 cruise ship
4 underground 5 hovercraft 6 trams
7 cable car 8 helicopter

Exercise 4 page 96

- Go through the questions and sample answers together.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 5 page 97

- Put students in two groups. One group checks the meanings of the words up to *harbour* while the other group checks the meanings of the remaining words.
- Ask students from each group to explain the meanings of the words to the other group.
- Students then put the words into categories.
- Check answers as a class.

KEY

a cabin, deck, harbour, port b airport, arrivals hall, check-in desk, departure gate, lost property office, c bus stop, car park, coach bay, coach station, filling station, lost property office, level crossing, service station, taxi rank d buffet car, lost property office, level crossing, platform, sleeper, ticket barrier, ticket office, train station, waiting room

For further practice of travel problems:

Vocabulary Builder 9A page 125

1 1 diverted 2 dirty 3 congestion 4 choppy

2 deep – shallow; high – low; long – short;
narrow – wide; short – tall; thick – thin

3 1 high 2 deep 3 tall 4 long 5 long; wide

4 (Possible answers)

1 How long is it? How wide is it? 2 How big is it?
How long is it? How wide is it? How deep is it? How
heavy is it? 3 How tall is he / she? How heavy is he /
she? 4 How tall is it? How big is it?

Extra activity: Fast finishers

Ask **fast finishers** to write a short description of a real or imaginary journey they once took, mentioning the forms of transport they used and the places they visited.

Extra activity

In groups, students take turns to describe one of the forms of transport covered in the lesson without naming it. The other students must guess what they are describing.

Exercise 6 3.21 page 97

- Go through the instructions and questions together.
- Ask students to listen to the background noises for clues.
- Play the recording for students to note down their answers.
- Check answers as a class.

KEY

1 ferry; in the ticket office 2 train; ticket barrier
3 coach; lost property office 4 taxi; taxi rank
5 car; service station 6 train; buffet car

Transcript

- 1 **Clerk** Hello. Can I help you?
Woman Yes, I'd like two adult returns to Guernsey, please.
C When are you coming back?
W Tomorrow.
C That's £90, please ... Thank you.
W The next sailing is at 11, isn't it?
C Yes, that's right.
W How long is the crossing?
C It's three hours. Here's your boarding card. You can go through to the departure lounge.
W Thank you. Oh, what time are the ferries back tomorrow?
C There's one at 10.30 in the morning and another at 6.30 in the evening. You can travel on either with those tickets.
W Thank you.
- 2 **Girl** Hi Mike! Over here!
Boy Oh, hi Sally! How do I get out?
G Come through the barrier. Put your ticket in the slot.
B Oh yes.
G How was the journey?
B Bit of a nightmare, actually. There were engineering works on the line so part of the journey was by coach.
G Oh, dear.
B Then there was a big delay because the signal broke down. So we were stationary for about half an hour.
G Oh, well, never mind. You're here now.
- 3 **Clerk** Morning.
Girl Good morning. I left my jacket on the coach. Has it been handed in?
C Which coach did you leave it on?
G The one that arrived from Hastings at about 12.
C I need to know which one exactly. What time did it depart from Hastings?
G 10.15.
C OK. And where exactly did you leave it?
G On the luggage rack above my seat. I was at the front of the coach.
C Can you describe it?
G It was just like any other coach, really –
C No, the jacket. Can you describe the jacket?
G Oh, sorry. Yes, it's blue, made of cotton.
C OK, wait a moment. I'll go and have a look. ... No, sorry, it hasn't been handed in.
Girl Oh, dear.
C If you fill out this form, we'll contact you if it turns up.

- 4 **Taxi driver** Let me take your bag. I'll put it in the boot.
Boy OK, thanks. Can you take me to Queen Street, please?
T Sure. Can you put your seat belt on, please?
B Do I have to?
T Yes, I'm afraid it's the law now. Whereabouts in Queen Street are you going?
B Can you drop me off at the hostel near the tube station?
T Sure.
- 5 **Man** Are you going to finish your burger?
Woman No, it isn't very nice.
M Let's get going then. We'd better fill up with petrol before we leave.
W OK. Which way are we going to go? The motorway's closed between junctions 8 and 9.
M We can come off at junction 7 and take smaller roads. Did it say why they've closed it?
W No, but there were lots of police cars and a couple of ambulances heading that way, so it must be an accident.
- 6 **Woman** What can I get you?
Boy An egg sandwich, please, and a sausage roll.
W Sorry, we are out of egg sandwiches. We're picking up more sandwiches at Exeter, which is the next station, so if you come after that we'll have some.
B Don't worry. I'll have a ham sandwich instead.
W White or brown bread?
B White, please. And two teas.
W That's £11.40, please. ... Thank you. ... Here's your change. Would you like the sausage roll heated up?
B Yes, please.
W It'll just take a minute. Would you mind waiting while I serve the next customer?
B No, not at all.

Exercise 7 page 97

- Ask students to read the *Recycle!* box.
- Practise the passive infinitive after modal verbs by writing the following prompts on the board:
the child / wanted / carry / all the way home (The child wanted to be carried all the way home.)
the medicine has / take / three times a day (The medicine has to be taken three times a day.)
that child / refuses / tell / what to do! (That child refuses to be told what to do!)
the party might / cancel (The party might be cancelled.)
- As a class, make sentences with the prompts.
- Students complete the sentences.
- Check answers as a class.

KEY

1 can (the return tickets) be used 2 was (the train) delayed 3 was (the jacket) left 4 to be dropped off 5 has (the motorway) been closed 6 was (the passenger) asked

Exercise 8 3.21 page 97

- Play the recording again for students to note down the answers to the questions in exercise 7. With a **weaker class**, pause after each answer.
- Check answers as a class.

KEY

1 On the ferry leaving at 10.30 in the morning or the one leaving at 6.30 in the evening. 2 Because of engineering works on the line and part of the journey was by coach. 3 On the luggage rack above the passenger's seat at the front of the coach. 4 At the hostel near the tube station on Queen Street. 5 We don't know, but there may have been an accident. 6 Because heating up the sausage roll takes time.

Transcript

See exercise 6.

Exercise 9 page 97

- Go through the instructions together.
- In pairs, students select one of the options. Try to ensure that all of the options are used. Encourage students to make notes rather than writing sentences when they are planning.
- Students practise acting out their role-plays in their pairs.

Exercise 10 page 97

- Students take turns to act out their role-plays for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss different forms of transport and places to visit when travelling. I can use the passive. I can do role-plays to do with travelling.*

9B Grammar

Third conditional

LESSON SUMMARY

Reading: An argument about arriving somewhere late

Grammar: Third conditional

Speaking: Discussing imaginary situations using the third conditional; contracting *have* in spoken third conditional sentences

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 7 for homework and do exercise 8 in the next lesson.

LEAD-IN: 2–3 MINUTES

- Ask students: *Think about something that you wish hadn't happened. (For example: I left my new mobile phone on the bus.) Why did this thing happen? What caused it to happen?* (For example: *I wanted to play a game on my phone, so I took it out of my bag. When I finished playing I put it in my pocket instead of my bag. It fell out of my pocket when I stood up to get off the bus.*)
- In pairs, discuss the questions.
- Elicit some answers.

Exercise 1 page 98

- Focus attention on the photo. Ask students: *Do the people look happy? What do you think they are talking about?*
- Elicit some ideas.

KEY

(Possible answers)

The people are having an argument because they are lost.
They are discussing the best route to take.

Exercise 2 3.22 page 98

- Ask students to read and listen to the dialogue.
- Then ask: *What structure is in the highlighted sentences?* (third conditional). Students look for one more third conditional sentence in the dialogue.
- Ask questions 1–3 to check comprehension of the text.
- Check answers as a class. Then ask: *Does the third conditional describe events that happened?* (No, it doesn't.) Explain that it describes imaginary situations in the past.

KEY

1 No, Ben didn't remember the satnav. 2 No, they didn't leave home on time. 3 No, they didn't make sandwiches for the journey. We'd have left on time if your mum hadn't phoned just as we were leaving.

Transcript

See Student's Book, page 98.

Exercise 3 page 98

- Go through the *Learn this!* box together.
- Students then complete the example sentences.
- Check answers as a class.

KEY

1 past perfect 2 would have + past participle 3 /həv/
1 had phoned 2 wouldn't have arrived 3 had left
4 wouldn't have been

For further practice of the third conditional:**Grammar Builder 9.1** page 141

- 1 1 had driven; would have arrived 2 had got; would have seen 3 would have known; had listened
4 wouldn't have cut; hadn't been 5 had had; would have called 6 wouldn't have got; hadn't been
7 would have passed; had worked
- 2 2 If Emma had caught the bus, she wouldn't have had to walk to school. 3 If the tickets hadn't been expensive, I'd have travelled by plane. 4 If I hadn't eaten too much, I wouldn't have felt ill. 5 If I hadn't spent all my money, I wouldn't have been broke.
6 If I hadn't taken a painkiller, my headache wouldn't have gone away. 7 If we'd saved a lot of money, we'd have been able to buy a new car.

Extra activity

- Ask students to think of an unfortunate event that happened to them and the things that caused it.
- In pairs, students take turns to tell each other about the event using the third conditional.

Exercise 4 page 98

- With a **weaker class**, ask students to make a note of where the *if* clause is in each sentence or question.
- Students write sentences and questions.
- Check answers as a class.

KEY

2 If you had found 80 € on the way to school this morning, would you have kept it? 3 If I had known it was your birthday, I would have bought you a present.
4 If we had walked all the way home, we would have been exhausted. 5 If I hadn't wanted to work on this journey, I wouldn't have taken the train. 6 Would Jim have passed his maths exams if he had worked harder? 7 If we had had more time, we could have changed some money at the airport. 8 What would you have done if you had overslept this morning?

Extra activity: Fast finishers

- Write the following on the board:
 - 1 I'd / if / hadn't / I / have / felt / ill / gone / to school (If I hadn't felt ill, I'd have gone to school.)
 - 2 been / if / Joe / have / invited / gone / to / the party / had / he'd (If Joe had been invited to the party, he'd have gone.)
 - 3 gone out / if / wouldn't / for dinner / been / hadn't empty / the fridge / we / have (If the fridge hadn't been empty, we wouldn't have gone out for dinner.)
- Ask **fast finishers** to put the words in the correct order to make third conditional sentences. They can begin with the *if* clause or the main clause.

Exercise 5 3.23 page 98

- Go through the *Look out!* box together and read out the first sentence in exercise 4 so that students hear a clear example of /əv/.
- In pairs, students read the sentences from exercise 4 aloud to each other, pronouncing *have* correctly.

Transcript

- 1 Tom would've taken a taxi if he'd had some cash on him.
2 If you'd found €80 on the way to school this morning, would you've kept it?
3 If I'd known it was your birthday, I'd've bought you a present.
4 If we'd walked all the way home, we'd've been exhausted.
5 If I hadn't wanted to work on this journey, I wouldn't've taken the train.
6 Would Jim've passed his maths exam if he'd worked harder?
7 If we'd had more time, we'd've changed some money at the airport.
8 What would you've done if you'd overslept this morning?

Exercise 6 page 98

- Ask students to note down the cause in each sentence and explain that this will become the *if* clause.
- Students rewrite the sentences.
- Check answers as a class.

KEY

2 If the ticket hadn't been so expensive, I would have gone by train. 3 If I had known when you were arriving, I would have met you at the airport. 4 If we hadn't been nearly out of petrol, we wouldn't have stopped at the service station. 5 If I hadn't taken a taxi, I would have been late for the meeting. 6 If there had been a ticket office at the station, I wouldn't have bought the tickets on the train. 7 If you had checked the timetable, you wouldn't have missed your train.

Exercise 7 page 98

- Students complete the sentences with their own ideas.

Exercise 8 page 98

- Elicit a few questions, e.g. *What would you have done if you'd felt ill this morning?*
- In pairs, students take turns to ask and answer the questions.
- Ask a few students to share their partner's answers with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the third conditional to talk about imaginary events in the past.*

9C Listening

Travel solutions

LESSON SUMMARY

Reading: A text about a suitcase that you can ride on to the airport

Exam Strategy: Identifying names and proper nouns; identifying register

Vocabulary: Travel collocations

Listening: Travel problems

Speaking: Talking about travel problems

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 as homework and do exercise 7 to check the answers in the next lesson.

LEAD-IN: 2-3 MINUTES

- Describe your favourite form of travel, saying why you like it, e.g. *My favourite form of travel is by train. It's more comfortable than travelling by car, and I feel safer on trains than any on other form of transport. In addition, you don't have the stress of getting lost or arguing about whose turn it is to drive.*
- In pairs, students discuss their favourite form of transport and explain why they like it.
- Ask a few students to share their ideas in the class.

Exercise 1 page 99

- Focus attention on the photo and ask students to describe it to a partner and discuss whether they think it is a good idea.
- Students read the text and find the name of the inventor and the invention.
- Check answers as a class.

KEY

He Liang; a suitcase you can ride like a motorbike

Exercise 2 page 99

- Go through the Listening Strategy together.
- Students match the verbs with the nouns.

- Check answers as a class.

KEY

board a plane / flight / a ship / a train, book a cab / taxi / a holiday / a hotel / a room, check in luggage / bags, check into a hotel, hail a cab / taxi, hire a cab / taxi / car, miss a plane / flight / a train, reach a destination, stay at a hotel

Extra activity: Fast finishers

- Write the following on the board:
When we got to the airport, we ...
Every time I go to New York, I ...
Jenny needs to spend two nights in Edinburgh, so ...
I'm not interested in walking everywhere. Let's ...
On their round-the-world cruise, Jean and Martin ...
- Ask **fast finishers** to complete them using their own ideas and the verb + noun collocations.

Exercise 3 3.24 page 99

- Tell students that they are going to listen to six extracts, each of which includes the names 1–6. Students must listen and find out what the names represent.
- Play the recording for students to note down their answers.
- Check answers as a class.

KEY

1 a (cruise) ship 2 a cab / taxi 3 a destination
4 a travel agency 5 a passenger 6 a hotel

Transcript

- I remember my first cruise as if it were yesterday. We travelled down to Southampton on the train and boarded the *Princess Ariadne* in the early evening. Lights were coming on all around the port and the atmosphere was really magical.
- Just as we stepped out of the hotel, it started to rain – and suddenly, it was raining really hard. I tried to hail a *tuk tuk*, but they weren't stopping! All the *tuk tuks* were full.
- I'd like to welcome passengers on board the 13:34 Great Eastern train from London. We are scheduled to reach Ely at 15:07, where the train will terminate. May I remind passengers that a range of light snacks and beverages may be purchased in the buffet car.
- We booked our holiday with Martins & Cole last year. They're expensive, but they take care of everything for you – flights, transfers, accommodation. So it's worth it, in my opinion.
- This is a passenger announcement. Will Damian Fairchild, Damian Fairchild, please proceed immediately to the information desk next to gate 15, where his wife is waiting to board British Airways flight 1782 to Dallas.
- It was our first trip to Las Vegas, so we booked a room at the Bellagio. It was amazing – there was a beautiful fireplace, and fantastic views from the windows. And our bathroom was enormous!

Exercise 4 3.24 page 99

- Go through Listening Strategy 2 together. Practise the pronunciation of the formal terms, particularly *adjacent* /ə'dʒeɪsnt/, *prior* /'praɪə/, *beverage* /'bevərɪdʒ/, *commence* /kə'mens/ and *proceed* /prə'si:d/.
- Play the recording for students to note the formal extracts.
- Play the recording again for students to note the formal terms they hear.

- Check answers as a class.

KEY

3, 5; terminate, beverages, to purchase, proceed, adjacent to

Transcript

See exercise 3.

Exercise 5 3.25 page 99

- Ask students to read the questions.
- Play the recording for students to choose the correct answer options.
- Check answers as a class.

KEY

1 c 2 b 3 a 4 c

Transcript

- 1 I regret to inform you that there will be a short delay of twenty to thirty minutes due to a minor technical problem. The problem concerns the air conditioning system and has no implications for safety. I would request that passengers remain seated during this period. I hope to give you an update in due course. Meanwhile, the cabin crew will pass through the cabin with complimentary refreshments. The captain and crew would like to thank you for your patience and assure you that they are doing all they can to resolve the issue.
- 2 When I checked in, they didn't mention any problems with the flight. It was only later, when I was in the departure lounge, that I noticed the word 'Delayed' on the screens. I went to the information desk and tried to find out how long the delay would be, but they couldn't tell me. They couldn't even tell me what the reason for the delay was, which was quite annoying. Personally, I reckon they knew. Why couldn't they tell us? Anyway, they just offered the passengers a free drink and told us to keep checking the screens for more information. Eventually, 'Delayed' changed to 'Delayed for 4 hours'. That's when the passengers really got angry! In the end, the flight took off six hours late. Six hours!
- 3 **Woman** Have you ever been on a flight that's ready to take off but can't, because one of the passengers is missing?
Man Yes, I have.
W It's annoying, isn't it? Well last month, that 'annoying passenger' was me.
M Oh no! You're kidding! What happened? Did you fall asleep?
W No! In fact, I was at the airport quite early, checked in my bags and went through security. I looked at the screen to see which gate I needed, and I thought it said 'gate 15'. So that's where I went ... and waited ... and waited. Then there was an announcement calling me to gate 18, so I ran. It was so embarrassing!
M Did you get there on time?
W No, I didn't. We were twenty minutes late taking off. I'll never make that mistake again.
- 4 Good afternoon, ladies and gentleman. As you will see if you look out of the window, we are approaching our destination and we should be there approximately ten minutes ahead of schedule. Unfortunately, it appears that there is a problem with the baggage handling at our destination. Passengers will not be able to retrieve their bags for at least an hour. We suggest that you wait in the arrivals hall for further information. We appreciate

that this is inconvenient after a long journey, but wish you a pleasant holiday all the same. Should you need any advice regarding the transfer to your hotel, please contact a member of staff in the terminal building.

Exercise 6 page 99

- Ask students to read the phrases and make them more formal. Do not check answers at this point.

Exercise 7 3.26 page 99

- Play the recording for students to check their answers to exercise 6.

KEY

1 regret, inform 2 request, remain 3 in due course.
4 complimentary, refreshments. 5 approaching
6 approximately, ahead of schedule. 7 appreciate

Transcript

- 1 I regret to inform you that there will be a short delay of twenty to thirty minutes due to a minor technical problem. The problem concerns the air conditioning system and has no implications for safety. I would request that passengers remain seated during this period. I hope to give you an update in due course. Meanwhile, the cabin crew will pass through the cabin with complimentary refreshments. The captain and crew would like to thank you for your patience and assure you that they are doing all they can to resolve the issue.
- 2 Good afternoon, ladies and gentleman. As you will see if you look out of the window, we are approaching our destination and we should be there approximately ten minutes ahead of schedule. Unfortunately, it appears that there is a problem with the baggage handling at our destination. Passengers will not be able to retrieve their bags for at least an hour. We suggest that you wait in the arrivals hall for further information. We appreciate that this is inconvenient after a long journey, but wish you a pleasant holiday all the same. Should you need any advice regarding the transfer to your hotel, please contact a member of staff in the terminal building.

Extra activity

- Practise the pronunciation of the formal phrases in exercise 6.
- In pairs, students write two travel announcements using the formal words from exercise 6 and Listening Strategy 2.
- Ask a few students to read out their announcements to the class.

Exercise 8 page 99

- Go through the instructions together and tell students about travel problems you have experienced, e.g. *last month I travelled to Edinburgh to visit a friend. The journey didn't begin well. The train was delayed by an hour and a half. Then we stopped in the middle of nowhere for some unexplained reason. While we were stopped, the air conditioning broke down, which was less than ideal on a hot summer's day. But the staff were apologetic and served us complimentary drinks to compensate.*
- In pairs, students take turns to describe such a journey.
- Elicit descriptions from a few students.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the context of a listening text and its register. I can understand and use verb + noun collocations and formal terms.*

9D Grammar

Participle clauses

LESSON SUMMARY

Reading: An article about the Apollo 13 space mission

Grammar: Participle clauses

Speaking: Discussing being an astronaut

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 7 for homework and do exercise 8 in the next lesson.

LEAD-IN: 2–3 MINUTES

- Ask students: *What do you think is the hardest job in the world?* Give students a minute to brainstorm ideas in pairs.
- Give them another minute to discuss which jobs they think are the hardest, giving reasons why.
- Elicit ideas.

Exercise 1 page 100

- Go through the instructions together. Then ask students which countries have space programs. (Many countries have space programs, mostly involving the use of satellites, while only China, NASA and Russia / the former Soviet Union have sent astronauts into space.)
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 page 100

- Students read part 1 of the article and discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 3 page 100

- Ask a student to read out the first underlined clause in the article. Elicit its meaning in L1. Then explain that it is a participle clause.
- Ask students to read the *Learn this!* box and study the example sentences in the article.
- Ask students whether the participle clauses replace defining or non-defining relative clauses.

KEY

They replace both defining and non-defining relative clauses.

Exercise 4 page 100

- Go through the instructions together.
- Students rewrite the participle clauses.
- Check answers as a class.

KEY

... which / that was designed to land on the moon. ... who / that were chosen for the mission ... which was watched by millions on TV, ... which / that explained how they lived and worked in zero gravity. ... which / that contained oxygen ... who noticed a red warning light, ... which / that was floating 320,000 kilometres from Earth.

For further practice of participle clauses:

Grammar Builder 9.2 page 142

- 1 2 We talked to a young man wanting to study in England. 3 A suspected burglar, arrested by the police, has escaped. 4 My uncle bought a pen made of gold. 5 She was wearing a necklace belonging to her grandmother. 6 Three men, coming out of the restaurant late at night, saw the robbery.

Exercise 5 page 100

- Ask students to read part 2 of the article and discuss the question in pairs.
- Check the answer as a class.

KEY

Although Apollo did not reach the moon, NASA managed to bring the astronauts back to Earth alive. The crisis was discussed on TV, and people in the USA regained interest in the Space Program.

Exercise 6 page 100

- Students rewrite the relative clauses as participle clauses.
- Check answers as a class.

KEY

- 2 ... designed to hold only two people, ...
3 ... following instructions from the ground crew, ...
4 ... working 24 hours a day, ... 5 ... discussed on all the TV news programmes, ... 6 ... risking their lives ...
7 ... trying to save them ...

Exercise 7 page 100

- Students rewrite the sentences, replacing the relative clauses with participle clauses.
- Check answers as a class.

KEY

1 The word *astronaut*, formed from two Greek words, means 'star sailor'. 2 Only flights reaching an altitude of 100 km or more are considered space flights. 3 People chosen to become NASA astronauts have to complete a difficult training program lasting 20 months. 4 Astronauts spending long periods in space do exercises designed to keep them strong. 5 Spacecraft intending to escape from Earth's gravity need to reach a speed of about 40,000 km/h. 6 People watching the Apollo 13 mission on TV or listening on the radio were very relieved when the astronauts returned safely. 7 James Lovell received the Exceptional Service Medal, awarded by NASA. 8 The film *Apollo 13*, made in 1995 and starring Tom Hanks, was nominated for many awards, including nine Oscars.

Extra activity: Fast finishers

Ask **fast finishers** to read the question in exercise 1 again. Then ask them to think of three sentences with participle clauses to answer the question, e.g. *Space programs, costing millions, are an important part of scientific research.*

Exercise 8 page 100

- Go through the instructions and the task together.
- Students make notes for each question.
- With a **stronger class**, ask students to think of more nouns and adjectives they can use.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students the following questions:
Do you think you have the qualities to become an astronaut?
Would you ever consider becoming an astronaut?
Some people predict that humans will have to leave planet Earth to survive in the future. What do you think?
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use participle clauses correctly. I can discuss the importance of space programs and the qualities needed to become an astronaut.*

9E Word Skills

Verb patterns

LESSON SUMMARY

Reading: An article about a long boat trip

Grammar: Verb patterns

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 6 for homework.

LEAD-IN: 2–3 MINUTES

- Ask students: *What's the longest journey you've ever been on? What were the good and bad things about it?* Give an example, e.g. *I went by coach from London to Florence. The journey took about 24 hours. The good things were that we stopped off in lots of places along the way. The bad thing was that the coach was hot and cramped and I was so uncomfortable that I barely slept.*
- In pairs, students take turns to discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 101

- Focus attention on the photo and ask students to describe it. Elicit a description.

- Go through the instructions and the words together. Ask students to think of more topics and write them on the board, e.g. communication with people not on the boat, illness, money, wildlife.
- In pairs, students discuss the question.

KEY

(Possible answer)

The best thing would be the relaxation and sightseeing.
The worst thing would be the accommodation.

Exercise 2 page 101

- Students read the text and answer the question. Encourage them to think about their answers and to look for examples to support their answers.
- Elicit some answers. Then ask: *Did Jane and Clive have a good time on their trip?* (Yes, they did.)

Exercise 3 page 101

- Go through the *Learn this!* box together. Students then find a verb which can be used with an infinitive or an *-ing* form in the text. (continue)
- Students identify the verb pattern that is not in the text.
- Check the answer as a class.

KEY

e

Language note

- We use the *-ing* form after verbs such as *remember*, *stop* and *forget* to describe an action that happened or started in the past.
Tom stopped throwing snowballs. (Tom had been throwing snowballs and then he stopped.)
- We use the infinitive after these verbs to describe an action that occurs after we remember, stop, forget, etc.
She stopped to smell the flowers. (She stopped what she was doing and smelt the flowers.)
- We can use *try* with the *-ing* form or the infinitive.
try + infinitive means 'to attempt to do something'.
Ellie tried to open the door but it wouldn't budge.
try + -ing form means 'to experiment with something you haven't done before'.
I'm going to try giving up chocolate. I'm not sure if I will be successful!

Exercise 4 page 101

- Students complete the table. They then use their dictionaries to find more verbs. Alternatively, write the following verbs on the board and ask students to add them to the table: *promise, pretend, refuse, would like, avoid, regret, feel like, recommend, begin*
- Check answers as a class.

KEY

verb + infinitive decide, expect, offer, manage, afford, agree
verb + -ing form fancy, keep, end up, enjoy **infinitive or -ing (same meaning)** continue **infinitive or -ing (different meaning)** stop

Extra activity: Fast finishers

Ask **fast finishers** to write a sentence for one verb from each column.

Exercise 5 page 101

- In pairs, students read the sentences and compare the differences in meaning.
- Check answers as a class.

KEY

1 a I bought a present to see if it would make her less angry. b I made an attempt to buy a present, but I didn't have enough money.

2 a I was talking to my friend, but stopped when the film started. b I began to talk to my friend when I met him.

3 a They were eating popcorn and when the film ended they continued to eat it. b The film ended and they went to eat pizza.

4 a I remember visiting the Taj Mahal (in the past) and I won't forget it. b I will remember to visit the Taj Mahal (in the future) because it is amazing.

Exercise 6 page 101

- Students complete the text. Check answers as a class.

KEY

1 to spend 2 living 3 to stay 4 visiting 5 being
6 going 7 to become 8 living 9 hearing 10 have
11 to pay 12 to save 13 staying

Exercise 7 page 101

- Go through the topics together.
- Give students two minutes to think of ideas for each topic.
- In pairs, students take turns to talk about the topics.
- Ask a few students to share their partner's answers with the class.

Extra activity

- Tell students: *The reading text and gapped text are both about things that people have chosen to do later in life. What do you fancy doing when you retire?*
- Students discuss the question in pairs. Write a few verbs on the board: *fancy, stop, manage, continue, afford, expect, try, spend, end up, hope* and encourage students to use them in their discussion.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify and use verb patterns correctly and use them to talk about different topics.*

9F Reading

Miscalculations

LESSON SUMMARY

Reading: An article about very expensive mistakes

Exam Strategy: Matching more than one text with a question

Vocabulary: Units of measurement

Speaking: Discussing mistakes

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Pre-teach *plus (+)*, *minus (-)*, *multiplied by (x)*, *divided by (÷)* and *equals (=)*.
- On the board, write the following calculations:
 $18 \div 3 = (6)$
 $6 \times 7 = (42)$
 $9 \times 12 = (108)$
 $25 - 14 = (11)$
 $37 + 41 = (78)$
 $329 - 17 = (312)$
 $10,000 \div 5 = (2,000)$
 $541 + 57 = (598)$
- Ask students to work in pairs and do the calculations in English.

Exercise 1 page 102

- Ask students to read the saying and check that they understand *measure*.
- In pairs, students discuss the meaning of the saying and why it is good advice.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer) *You should be careful before you make a decision that can't be reversed.*

Exercise 2 3.27 page 102

- Ask students to read the titles. They then read the text and do the task.
- Check answers as a class.

KEY

A d – 2 (Too fat to fit!) B a – 1 (Can't slow down!)
C c – 3 (Meet you in the middle?) D b – 4 (Top heavy!)

Exercise 3 page 102

- Go through the Reading Strategy together.
- Students read text A carefully to see if one or both of the statements match with it.
- Check the answer as a class.

KEY

It matches with 1: '... there is no question of rebuilding them. It will be cheaper to alter the width of the platforms.'
It does not match with 2: 'The error appears to have happened because RFF, the company that runs the rail network, gave SNCF the wrong measurements. Instead of measuring all the platforms ... they only measured platforms that were less than thirty years old. They didn't realise that the gap between platforms ... a bit slimmer.'

Exercise 4 page 102

- Students read the texts and match them with the statements.
- Check answers as a class.

KEY

1 D 2 A 3 C 4 B 5 D 6 A

Extra activity

Ask students to find the following words in the texts and work out their meaning from the context.

Text A: *no question of* (no possibility of); *adjust* (to change something slightly, especially because it is not in the right position)

Text C: *aware of* (knowing about or realising something); *precise* (clear and accurate); *subtract* (to take one number or quantity away from another)

Text D: *armed* (carrying weapons); *tip over* (to fall or turn over); *unstable* (likely to fall down or move)

Exercise 5 page 102

- Ask students to read the text again and complete the sentences.
- Check answers as a class.

KEY

(Possible answers)

1 ... RFF had measured all the platforms.

2 ... the Mars Climate Orbiter would have gone into orbit around Mars. 3 ... the German side wouldn't have had to be lowered. 4 ... the top of the ship hadn't been too heavy (and if) the ship had not been asymmetrical.

Extra activity: Fast finishers

- Write the following on the board:
If the new trains had been the same width as the older ones, ... SNCF wouldn't have had to spend €50 million ...
The Mars Climate Orbiter might have discovered whether there was water on Mars ...
If the two halves of the bridge had been the same height, ...
If the Vasa hadn't been unstable, ...
- Ask **fast finishers** to write sentences about the mistakes using the third conditional.

Exercise 6 page 102

- If necessary, students can use their dictionaries to find the names for the units of length.
- Check answers as a class.

KEY

1 centimetres 2 millimetres 3 metres

4 kilometres 5 inches 6 feet

Centimetres, millimetres, metres and kilometres are metric.

For further practice of size and dimensions:

Vocabulary Builder 9F page 125

1 1 wide 2 long 3 deep 4 high 5 tall 6 tall

2 deep – shallow; high – low; long – short;
narrow – wide; short – tall; thick – thin

3 1 high 2 deep 3 tall 4 long 5 long; wide

4 (Possible answers)

1 How long is it? How wide is it? 2 How big is it?
How long is it? How wide is it? How deep is it? How
heavy is it? 3 How tall is he / she? How heavy is he /
she? 4 How tall is it? How big is it?

Exercise 7 page 102

- Students scan the text for the units of length and distance.
- In pairs, they discuss what the units refer to.

- Check answers as a class.

KEY

1 centimetres. The North Sea is 27 cm higher than the Mediterranean. The Germans added 27 cm instead of subtracting 27 cm. 2 millimetres. One set of engineers working on the Mars Climate Orbiter used millimetres and the other set of engineers used inches. 3 metres. The German side of the bridge was over 0.5 m higher than the Swiss side. 4 kilometres. The spacecraft was only sixty km from the surface of Mars instead of 160 km when the engines fired. 5 and 6 inches and feet. There are 12 inches in a Swedish foot, but 11 inches in an Amsterdam foot.

Exercise 8 page 102

- Go through the instructions together.
- Ask students to think about the consequences of each mistake and discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 9 page 102

- Go through the instructions together.
- Students plan their presentation. Encourage them to use the third conditional to say what would have happened if the engineers had not made the mistake or how the mistake could have been prevented.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about mistakes. I can match statements with more than one text. I can understand and use units of length and distance. I can use the third conditional to describe how certain events could have been prevented.*

9G Speaking

Guided conversation

LESSON SUMMARY

Speaking: Describing a photo of a holiday scene and discussing holiday activities; planning a holiday

Exam Strategy: Using your preparation time; interacting appropriately

Grammar: Reply questions and question tags

Listening: Planning a holiday

Vocabulary: Holiday activities and accommodation

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and set exercise 7 for homework.

LEAD-IN: 2–3 MINUTES

- Tell students about a holiday you went on recently, describing where you stayed, the activities you did and what you took with you, e.g. *I recently went to Rome for a holiday. I stayed in a lovely self-catering apartment near the city centre. I visited the Vatican, the Colosseum and the Spanish Steps amongst other places. I walked almost*

everywhere though I took a bus occasionally. I took summer clothes with me, my camera and a guide book.

- In pairs, students describe recent holidays in the same way.
- Elicit some descriptions.

Exercise 1 page 104

- Focus attention on the photo and holiday activities.
- Ask students to work in pairs and describe the scene and answer the questions. With a **stronger class**, ask students to think of more activities to add to the list.
- Ask a few students to share their ideas with the class.

Exercise 2 page 104

- Go through Speaking Strategy 1 and the task together.
- Students decide under which of the four points in the task they would be most likely to mention 1–8.
- Check answers as a class.

KEY

when you want to go and for how long 2 (a month of the year), 5 (a week / a fortnight) choice of destination 3 (a popular tourist area), 7 (youth hostels), 8 (beaches and the sea) transport 4 (buses and trains) paying for the holiday 1 (a job), 6 (borrowing / lending)

Exercise 3 3.28 page 104

- Go through the instructions and Speaking Strategy 2 together.
- Play the recording for students to decide how well the student reacts during the conversation.
- Elicit answers.

KEY

yes

Transcript

Teacher When should we go on our holiday?

Student I'd like to go away as soon as term finishes.

T Would you? Why?

S Well, we've got exams at the end of term, haven't we? So we'll need something to look forward to. I reckon we should go for three weeks.

T That's a long time!

S Is it? I think it's perfect. It's just long enough to relax and forget about school.

T OK. Let's go for three weeks!

S Great! Moving on to the question of destination – where shall we go?

T The Baltic Coast is lovely, isn't it?

S Yes. But I think I'd rather go to the Masurian lakes. There's more to do there.

T Is there?

S Yes, I think so. We could go kayaking, walking, fishing, sight-seeing. That's why I prefer that destination.

T It sounds great.

S We could go there by train. It doesn't cost too much. Then we could get a bus to a campsite.

T Or maybe a taxi, if it isn't too expensive.

S Yes, OK. That reminds me ... we need to talk about how we're going to pay for the holiday.

T I've got some money in the bank.

S I haven't got enough for a holiday. We need quite a lot of money, don't we?

T Yes! So what are you going to do?

S I'm going to work part time at my uncle's shop, just for a few hours a week. My parents will give me some money too.

T Will they? That's kind of them, isn't it?

S Yes. But only if I work hard for my exams ...

Exercise 4 page 104

- Go through the *Learn this!* box together.
- Ask: *How do we form a reply question or a question tag?* (with an auxiliary verb and subject pronoun)
- Point out that when the subject is a demonstrative pronoun (e.g. *this, those*) the corresponding pronoun in the reply question or question tag is *it* or *they*.
- Go through the statement together and make sure students understand that for items 1, 3 and 5 they have to respond to the statement, whereas for items 2, 4 and 6 they have to ask for confirmation of what they are saying.
- Students do the task. Do not check answers at this point.

Exercise 5 3.28 page 104

- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

1 'That's a long time!' 'Is it?' 2 The Baltic coast is lovely, isn't it? 3 'There's more to do there.' 'Is there?' 4 We need quite a lot of money, don't we? 5 'My parents will give me some money too.' 'Will they?' 6 That's kind of them, isn't it?

Transcript

See exercise 3.

For further practice of reply questions and question tags: Grammar Builder 9.3 page 142

1 1 c 2 a 3 e 4 b 5 d

2 1 Do you? 2 Didn't they? 3 Aren't you? 4 Don't they? 5 Does it? 6 Can't they? 7 Would you? 8 Wouldn't they?

Grammar Builder 9.4 page 143

1 1 had you? 2 shall we? 3 wouldn't you? 4 were they? 5 will we? 6 weren't they? 7 aren't I? 8 didn't you?

2 1 is it 2 do they 3 had we 4 can you 5 is it 6 would he 7 are you 8 shall we 9 aren't I 10 are they 11 don't they 12 won't I

Extra activity: Fast finishers

- Ask **fast finishers** to think of five facts about holidays and write them down. Two sentences should be negative, e.g. *It's hot in Spain in summer.* *Air travel is considered to be the safest form of travel.* *Tourists don't want bad weather on their holidays.* *You can't travel abroad without a passport.*
- Students swap sentences with a partner. They then add a reply question or a question tag to each of the statements.

Exercise 6 page 104

- In pairs, students use their dictionaries to check the meanings of the words.

- Students take turns to make a statement about the kind of accommodation they prefer. Their partner responds using reply questions, e.g.
'I prefer self-catering apartments.' 'Do you?'
'Self-catering holidays are much cheaper.' 'Are they?'

Exercise 7 page 104

- Ask students to read the instructions and task.
- Give them two minutes to prepare but remind them that they would normally have only 30 seconds.

Exercise 8 page 104

- Students do the task in exercise 7, taking turns to be teacher and student. Encourage them to use reply questions and question tags where possible.
- Circulate and monitor, making a note of any errors or particularly good sentences for a group correction and feedback activity at the end of the lesson.

Extra activity

- Ask students to think of two facts and write them down. One sentence should be affirmative and the other negative.
- Put students in groups of four or five. Students take turns to read out their facts to their group. The student on their right must respond with a reply question, e.g. *'The world isn't flat.' 'Isn't it?'*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can have a conversation about holiday plans. I can use vocabulary for different types of holiday activities and accommodation. I can use reply questions and question tags.*

9H Writing

A formal letter

LESSON SUMMARY

Reading: A formal letter of enquiry

Exam Strategy: Starting and finishing a formal letter; using paragraphs

Writing: A formal letter of enquiry to a hotel

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 6 for homework.

LEAD-IN: 2-3 MINUTES

- Ask students: *When you're choosing somewhere to stay on holiday or a short break, what do you consider?*
- Students discuss the question in pairs.
- Elicit some opinions.

Exercise 1 page 105

- Focus attention on the photo and ask students to describe it. Elicit some descriptions.

- Students then discuss the questions in pairs. Elicit some answers.

Exercise 2 page 105

- Students read the writing task and the letter and decide if the writer has included all four elements of the task.
- Check the answer as a class.

KEY

Yes, the writer has included all elements of the task.

Exercise 3 page 105

- Students study the beginning and end of the letter. They then use the words to complete Writing Strategy 1.
- Check answers as a class.

KEY

1 Dear Miss / Mrs / Ms / Mr ..., 2 Yours sincerely,
3 Dear Sir or Madam, 4 Yours faithfully,

Exercise 4 page 105

- Ask students to read Writing Strategy 2 and divide the letter in exercise 2 into paragraphs.
- Students look for short forms in the letter (question 2) and then find the words that could be replaced by the more formal words (question 3).
- Check answers as a class by asking students to read the sentences the answers appear in.
- Students read the letter again and find the more formal equivalents of the words (question 4).
- Check answers as a class.

KEY

1 I am writing to enquire about a visit to your youth hostel in Bristol next month. 2 I'll be travelling to Bristol with three mates from school. All four of us are female and aged seventeen or eighteen. 3 We're planning to stay for seven nights between 10 and 17 August. Please tell me whether you have beds available for those dates. 4 I'd also like to know whether your youth hostel has a café or restaurant. If not, would it be possible to recommend any places to eat near the hostel which are not too expensive? 5 This will be our first visit to Bristol. Although I have read about the city on the internet, I'd love to hear any tips for places to visit in the city. 6 I look forward to getting an answer from you in due course so that we can finalise the details of our visit.
2 I'll be = I will be; We're = We are; I'd = I would
3 mates = friends; Please tell me whether = I'd be grateful if you could inform me; I'd love to + I would certainly be interested; getting an answer = receiving a reply; tips = recommendations
4 enquire about = ask about; in due course = soon; finalise = sort out; recommend = tell me about

Extra activity: Fast finishers

- Ask **fast finishers** to write a sentence for each of the formal equivalents of the words in question 4 of exercise 4.
- If time allows, students can write them as gapped sentences and swap them with a partner to complete.

Exercise 5 page 105

- Go through the task together.
- Students plan their letter using the plan to help them.

Exercise 6 page 105

- Students write their letters.
- Encourage students to include some of the formal words in exercise 4. They should also decide if they know the person they are writing to and address them appropriately.
- When they have finished writing, they edit their work using the *Check your work* box.

Extra activity

- Students swap letters with a partner.
- They then read their partner's letter and give feedback on it. They should consider how well their partner has completed the task and how appropriate the language is.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a formal letter of enquiry. I can divide it into paragraphs and identify and understand formal language in it. I can write a formal letter of enquiry addressing the recipient correctly and using an appropriate register.*

Exam Skills Trainer 5

LESSON SUMMARY

Exam strategies: Reading: using the order of a text to choose the correct answer options; Listening: completing the summary of a listening; Use of English: thinking about what type of word grammatically fits a gap; Speaking: relating an experience associated with photos by saying when it happened, who was involved, what they did and how everyone felt; Writing: checking for grammar, spelling or vocabulary mistakes

Reading: An article about the travel writer Thomas Coryat

Listening: A conversation about teenagers and mobile phones

Use of English: A text about a hovercraft

Speaking: Comparing and contrasting photos and answering questions relating to them

Writing: A letter of complaint

LEAD-IN

- Ask students: *Do you think that travel to other countries helps to broaden the mind? Do you believe that people can learn a lot about the world without travelling anywhere?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 106

- Go through the strategy together.

- With a **weaker class**, write the following gapped sentences and word pool on the board:
eat famous letters royal family walk
1 *Thomas Coryat's travel writing is very ____.* (famous)
2 *His first job was working for the ____.* (royal family)
3 *Coryat decided to ____ through some parts of Europe.* (walk)
4 *Coryat sent home ____ from the eastern Mediterranean, Persia and India.* (letters)
5 *Coryat may have changed the way we ____.* (eat)
- Ask students to skim-read the text and complete the sentences.
- Otherwise, students read the text and decide which options are incorrect.

KEY

(Possible answers)

Options that might be eliminated:

1 C and D 2 A and B 3 B, C and D 4 B and C
5 A and D

Exercise 2 page 106

- Remind students that synonyms and paraphrases may be used in the answer options.
- Students read the text again and choose the correct answers.
- Check answers as a class.

KEY

1 B 2 C 3 A 4 D 5 C

Listening

Exercise 3 page 106

- Go through the strategy together.
- Ask students to skim-read the summary in exercise 4 to try to guess the possible answers. Remind them that, at this stage, any logical guess is acceptable.
- Elicit ideas and write them on the board

Exercise 4 3.29 page 106

- Ask students to read the instructions. Remind them that they must pay attention to word limits.
- Play the recording for students to write down their answers.
- With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 teenagers 2 a good idea 3 would be offended
4 trusted 5 interested in 6 annoying

Transcript

Carl Hi, Erin. What are you reading?

Erin Oh, hi Carl! It's an article about mobile phones. It says that some teenagers make written agreements with their parents about how they can use their mobiles.

C You're joking!

E No, it's true. The article says some kids in the United States sign a document for their mum and dad. It's like a contract, and it says how much they can use their phones – and what they can use them for.

C They actually sign a piece of paper? That's strange!

E Well, I actually think it's quite a good idea, Carl. If it's all on paper, at least you know exactly what you've agreed to do. You can't argue about it afterwards.

C I suppose ... but I'd still be offended if my parents asked me to sign a document like that. I like the fact that they trust me to do what I promise. Anyway, I'm not all that interested in phones. Sometimes I even forget to take my mobile into town with me.

E I'm just the opposite. My parents have accused me of liking my phone more than I like them!

C You do spend a lot of time on it, Erin. To be honest, it annoys me when people do that sometimes. It's hard to talk to a friend when they're staring at their mobile screen the whole time.

E I know! I'm trying to look at my phone much less these days. But when I've received a new text, I just have to look at it.

Use of English

Exercise 5 page 107

- Go through the strategy together.
- Ask students to read the text first and to try to work out what type of word is needed in each gap. They then complete the task.
- With a **weaker class**, you could check that they have identified what type of word is needed first.
- Check answers as a class.

KEY

1 ability 2 higher 3 difference 4 easily
5 environmentally 6 useful 7 manufacturers
8 safety

Speaking

Exercise 6 page 107

- Go through the strategy together.
- Ask students to read the task and make notes for each question using a real or invented experience.
- In pairs, students use the notes they made to relate their experiences to each other.

Exercise 7 page 107

- In pairs, students study the photos and note down as many details about them as possible as well as additional ideas of their own.
- In pairs, students compare and contrast the photos. They should not make assumptions or give opinions at this stage.

Exercise 8 page 107

- Give students one or two minutes to read the questions and make notes for their answers.
- Students take turns to ask and answer the questions in pairs.
- Ask a few students to relate their partner's ideas to the rest of the class.

Writing

Extra activity

- Revise journey-related vocabulary. Ask individual students to come to the front of the class and whisper one of the following words to them:
coach, ferry, hovercraft, tram
airport, cabin, check-in desk, harbour, service station, ticket barrier, holiday activities: kayaking, horse-riding, scuba-diving, sightseeing
B&B, campsite, hostel, self-catering apartment
- The student must then describe the thing without saying the word. The rest of the class must guess the word.

Exercise 9 page 107

- Go through the strategy together. Also point out the importance of checking punctuation.
- Students study the letter and find and correct the mistakes.
- Check answers as a class, asking students to identify the type of error made, i.e. grammar, spelling or vocabulary.

KEY

complain = to complain, delayed = was delayed; on the bus stop = at the bus stop; I'm showing = I was showing; travel = journey; finally = finally; inform = are informed; suggestions = suggestions

Exercise 10 page 107

- Go through the task together and check that students understand the different points they need to cover.
- Students plan their letters, thinking about the grammar and vocabulary they intend to use.
- Students write their letters.
- When they have finished writing, they check their work. Alternatively, ask students to swap letters with a partner and edit their partner's work.
- Circulate and monitor while students are editing, helping where necessary.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a seventeenth-century travel writer and answer multiple-choice question on it. I can understand a conversation about mobile phones and complete a summary. I can complete a text with the correct form of the words. I can compare and contrast photos and answer questions related to the topic. I can write a letter of complaint to an airline operator.*