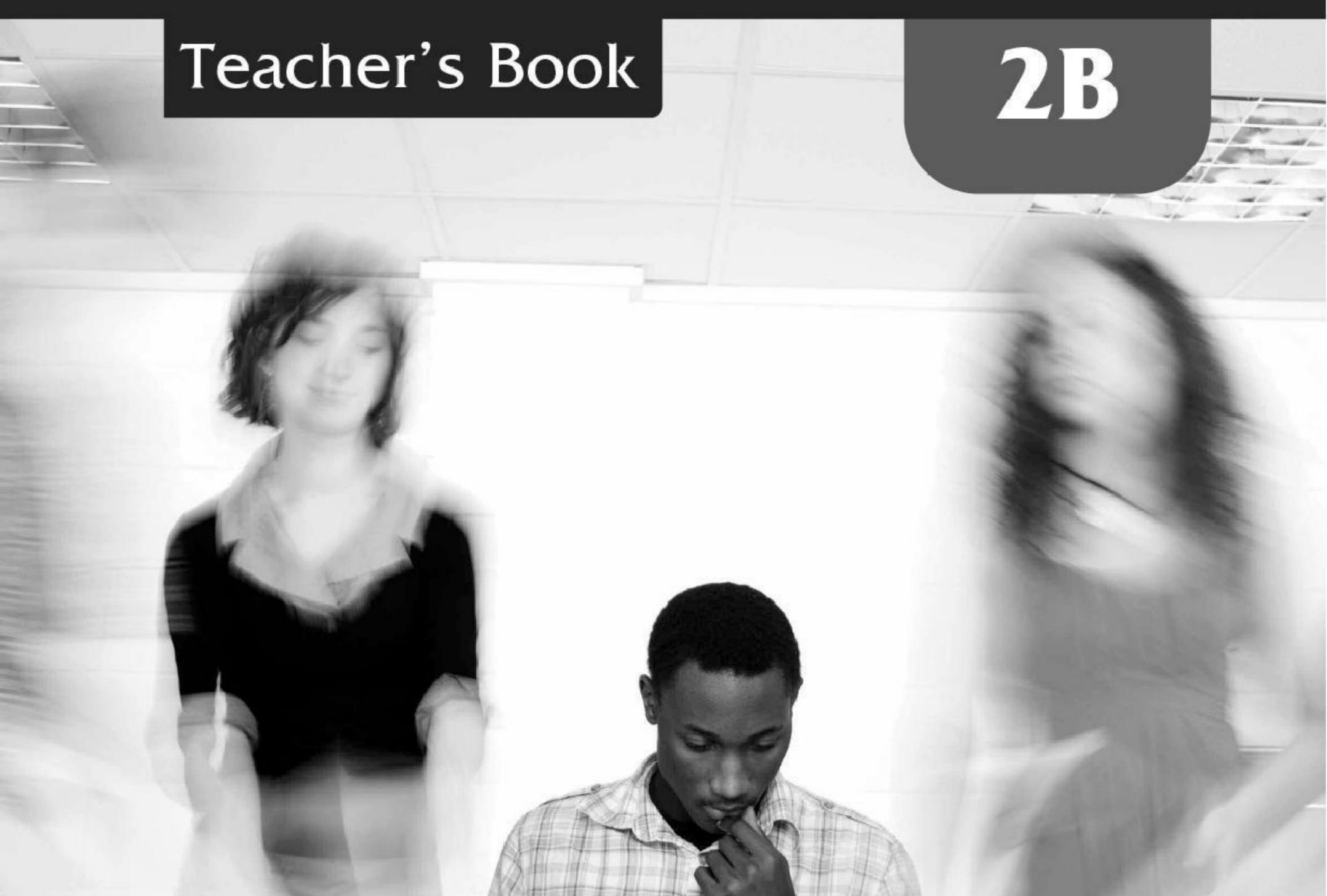




# ENGLISH SKILLS FOR UNIVERSITY

Teacher's Book

2B



Terry Phillips  
and Anna Phillips

*Garnet*  
EDUCATION



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Editorial team: Matthew George, Kate Kemp, Clare Roberts  
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# Book map

## Book map

Unit	Topic areas	Listening	Speaking	Reading	Writing
<b>1 Culture and Civilization</b>	life events customs life expectancy	understanding new words hearing numbers with decimals	questions using <i>actually</i>	understanding commas understanding prepositions	using the present continuous to describe change writing about customs
<b>2 They Made Our World</b>	accidents transport safety	predicting the structure of a talk listening and taking notes	improving your pronunciation describing interrupted actions	predicting the order of information in a text guessing words from context	using the past continuous using <i>when</i> with interrupted actions writing a report of an accident conducting and writing about a survey
<b>3 Media and Literature</b>	types of story types of film famous stories in literature	examples and lists listening to a research report	recognizing fact and possibility talking about favourite films conducting a survey	identifying titles and characters understanding summaries of stories	summarizing stories writing about a genre of film
<b>4 Sports and Leisure</b>	types of hobby history of hobbies	recognizing change of subject	talking about a personal hobby using <i>make</i> specialist vocabulary giving a talk	skim-reading to check predictions reasons and concessions	using <i>too</i> and <i>also</i>
<b>5 Nutrition and Health</b>	keeping food fresh food poisoning health advice	using <i>too much</i>	referring to graphs and charts using <i>more, less</i> and <i>few</i> reacting to information	doing research	using <i>should / shouldn't</i> + infinitive conditionals expressing fact / possibility

Unit	Vocabulary	Pronunciation	Grammar patterns
1	recognizing superlatives	vowel sounds hard c / soft c	<i>The population of Africa is rising quickly.</i> <i>The children are reading a novel.</i> <i>Life expectancy continued to rise in the 20<sup>th</sup> century.</i> <i>Calment died in 1997.</i> <i>He gave her a present.</i> <i>The guest gave a present to the woman.</i> <i>When someone dies, the family buys a stone.</i>
2	organizing vocabulary adjectives, nouns and phrasal verbs related to transport	stressing long verbs	<i>What happened?</i> <i>The car was travelling at 80 kph when a wheel broke. / When the wheel broke, the car hit a wall.</i>
3	homophones group words using <i>say, tell, talk, speak</i> reflexive pronouns		<i>They were flying at about 50 metres.</i> <i>The pilot checked the height.</i> <i>I saw myself in the mirror.</i>
4	words with more than one meaning adjectives ending in <i>-ing</i> and <i>-ed</i>	unstressed syllables	<i>It is very big.</i> <i>It is not strong enough.</i>
5	countable and uncountable nouns	weak forms of common grammatical words	<i>You shouldn't smoke.</i> <i>If you live in a hot country, you need more water.</i> <i>If you lie in the sun, you will probably develop skin cancer.</i>



## Introduction

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*English Skills for University* is unique for two reasons. Firstly, it is designed exclusively for teenage and young adult false beginners. Secondly, it is aimed at students who will go on to study wholly or partly in English. These two points make *English Skills for University* a very different course from other EFL or ESL products.

## Meeting the needs of English for Academic Purposes (EAP) students

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*English Skills for University* is not designed for students living in an English-speaking environment. It does not, therefore, deal with survival English, or attempt to meet the needs of the ESL learner. *English Skills for University* does not assume that graduates from the course are going to become world travellers, using English as a lingua franca. Instead, it assumes they are going on to further study in English, perhaps in their own country. Therefore, the units covered build knowledge and skills which will assist in further English-medium study.

Each level contains five units, followed by a review unit, based on the Encyclopaedia Britannica organization of human knowledge. This means that students learn useful, transferable content as well as useful transferable vocabulary and skills as they work through the course.

Both levels are organized by unit, as follows:

### Level 1a/2a:

- 1 Education
- 2 Daily Life
- 3 Work and Business
- 4 Science and Nature
- 5 The Physical World

### Level 1b/2b

- 1 Culture and Civilization
- 2 Technology and Inventions
- 3 Art and Literature
- 4 Sports and Leisure
- 5 Nutrition and Health

Work within each unit is therefore constrained by a lexical set, which is based on the Waystage vocabulary list from the Council of Europe Framework. The course aims to ensure that students gain confidence in using a limited set of lexical items as they work through the unit, rather than constantly having to cope with new words which happen to appear in presentation texts.

*English Skills for University* recognizes that there is more to knowing a word than knowing its base meaning and so, by the end of each unit, students should be confident in using words in written or spoken form and proficient at recognizing the word in both forms. They will often also know some common collocations of words and important grammatical points about words, such as plural formation.

## The structure of the course

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*English Skills for University* is divided into two levels: 1 and 2. Students can enter the course at Level 1 or 2. Each part provides at least 100 hours tuition. The whole course therefore provides at least 200 hours tuition.

In each level, there are ten units and two review units. Each unit provides six hours of tuition as follows:

- Lesson 1: Listening
- Lesson 2: Speaking
- Lesson 3: Vocabulary and Pronunciation
- Lesson 4: Reading
- Lesson 5: Writing and Grammar
- Lesson 6: Writing and Grammar

Each review unit also contains six hours of tuition, but the second Writing and Grammar lesson is replaced with a Portfolio lesson, which integrates skills points from the preceding units.

In the Workbook, there are two lessons for each unit, which provide further practice of the four skills.

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## The approach of the course

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*English Skills for University* adopts a recurrent structure within each unit. This is broadly a TEST – TEACH – TEST approach, which appears to be the best to accommodate all the needs of false beginners. Most lessons begin by giving the students an opportunity to show what they know, before they are presented with a specific skill or set of vocabulary to learn.

As the name implies, the course is skills-based. The main aim of each lesson is to improve the named skills, e.g., Listening or Speaking. The majority of exercises will be aimed at that skill. So you will find that listening activities often do not require any speaking, reading activities do not require much or any writing, etc. This does not mean, however, that there are no multi-skill activities, just that the focus should remain on the named skill, in order to ensure that students understand more easily the learning objectives.

## Vocabulary learning

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The authors of *English Skills for University* believe that the key to good language learning is the acquisition of a broad, useful, transferable vocabulary. As mentioned above, vocabulary learning is not just about meaning. It is also about form in speech and writing, and about collocation and usage.

*English Skills for University* looks at a lexical set in each unit in each of the four skills in turn. Firstly, students are taught to hear the set of words, in isolation and in context. They are then given the opportunity to produce the same set of words in speech, in isolation and context. Then the same set of words is used in a variety of texts for recognition in context. Finally, students are given the opportunity to prove their ability to produce the same set of words in writing, with the correct spelling and usage.

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## Key activities

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A number of activities are so basic to learning that they appear in most or all lessons for a particular skill.

### Listening

#### *Listen and point*

This may look like a primary school activity, but it is the best way to prove ability to relate objects and action verbs to the sound of the words, in isolation and the stream of speech, without having to engage in any other linguistic activity, e.g., speaking or writing. It greatly aids the aural learner and, because there is a physical element, may assist the kinaesthetic learner. Explain this to students if you speak the same language. Clearly, in a large class, you cannot check that all the students are pointing to the correct place, but you can deal with this by doing these exercises in pairs or small groups. In a false beginners class, the chances are that at least one person in a small group will know each word – at least at the beginning, when this is an unexpected activity.

#### *Listen and do*

This TPR (Total Physical Response) activity may also look like a primary school activity, but it is the best way to prove ability to relate spoken language to its communicative purpose without a linguistic output. It greatly aids the kinaesthetic learner.

#### *Listen and tick the next word*

A key listening skill is the ability to predict the next word. It is part of the hypothesis checking of active listening. We can only cope with the speed of incoming data in the stream of speech if we have, to some extent, predicted the content.

#### *Listen and draw*

Another way of checking understanding without a linguistic output.

#### *Listen and number*

A key listening skill is the ability to hear a specific word or phrase in the stream of speech.

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### *Skills Checks – hearing specific phonemes*

How can a student recognize a word in the stream of speech if he/she cannot recognize the phonemes it contains? *English Skills for University* presents discrete phonemes, then phonemes in contrast, and checks students' ability to hear and then discriminate.

### *Skills Checks – listening skills*

These highlight the specific learning objective and assist the inductive learner.

## **Speaking**

### *Look and name*

This is the converse of *Listen and point*. At this point, the teacher can focus on ensuring that students can correctly name depicted items and make a reasonable approximation of the pronunciation.

### *Listen and look*

Although this may appear to be a listening activity, it is actually an essential precursor to speaking. Students are usually given the opportunity to hear a conversation before reading it. This greatly helps aural learners, and ensures for all learners that there is an aural trace of sounds in their brain, which they can recover to help with their own pronunciation.

### *Work in pairs – information gap*

Activities often involve an information gap – one student has information and the other has to fill the gap.

### *Work in pairs – role play*

Students are given the opportunity to practise transactional conversations which they have previously heard. This assists aural learners.

### *Work in pairs – talk about yourself*

Students are given the opportunity to talk about themselves, using the patterns they have practised in a preceding role play.

### *Talk about yourself*

This is often a development from *Work in pairs – talk about yourself*. Students are taught to take the individual sentences from the pairwork and turn them into a connected text for an oral presentation.

### *Give a presentation*

This is one of the key speaking skills in EAP. Students are taught a range of sub-skills to improve their ability to present.

### *Take part in a discussion*

Another key speaking skill for EAP. Once again, the necessary sub-skills are built up step by step.

### *Ask and answer*

This activity often contains desiccated sentences – i.e., sentences which only retain the content words. This kind of exercise probably mimics the production of sentences in the human brain. It is likely that we retrieve the content words first, then the function words which carry them in a given sentence.

### *Rebus conversations*

A rebus is a picture which prompts a word or a sentence. It is a child's puzzle, but it is used in *English Skills for University* because it mimics real-world language production. We store meanings above linguistic level, then translate them into words. Thus a picture of a map of England + a question mark can prompt the question 'Are you from England?' This probably assists all learners, but especially visual learners.

### *Skills Checks – saying specific phonemes*

*English Skills for University* presents discrete phonemes for accurate production then phonemes in contrast, and checks students' ability to say and/or discriminate. These Skills Checks often point out common sound/sight relationships, e.g., *ow* may be /aʊ/ or /ə/.

## **Vocabulary and Pronunciation**

### *Matching words and photographs*

This activity helps to extend the target lexical set in the most basic way – giving students a picture of a key item to associate with the written and spoken word.

### *Working with numbers*

EAP contains more numbers than social English and they are, arguably, much more important. *English Skills for University* takes students through a complete

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syllabus of numbers in all forms – cardinal, ordinal, percentages, fractions and units of measurement.

### **Collocation**

We know a word by the company it keeps, said the grammarian, Firth. Students learn how to collocate, in particular, verbs and nouns and adjectives and nouns.

### **Synonymy, Antonymy, Hyponymy, Hypernymy**

Key points about words, vital for lexical cohesion work later in their learning.

### **Conversations**

In the conversations in this lesson, students are introduced to a small number of everyday English situations, e.g., finding your way around a town. This is the closest that *English Skills for University* comes to traditional EFL/ESL content.

## **Reading**

### **The texts**

The majority of texts in *English Skills for University* are simulated authentic – in other words, they are pieces of written English that a student might actually encounter in their daily life, or might have to read for their studies. The principle activities based on those texts are real-world, in other words, things that a person might really have to do while reading or after reading such a text. In addition, there are often analytical tasks which help students to recognize key points about the form or organization of information in the text which will help them to read similar texts in the future.

### **Look and read**

The teacher flashes words from the lexical set for students to recognize in written form. Response is in speech and one could argue that this is wrong as it requires a linguistic response. However, by this point, students have had the opportunity to produce the target words in speech on many occasions so spoken response should, on the one hand, not be a challenge, and on the other, should provide a good revision of oral production.

### **Skills checks – reading skills**

Students are taken step by step through key reading skills, including basic points related to the decoding of written text.

### **Find and circle/underline/box**

Students are required to annotate written text to show they can correctly identify key features of punctuation and recognize key parts of speech: noun, verb and adjective. This understanding of parts of speech is fundamental to being able to guess the meaning of a new word in context. If you don't know what part of speech it is, it will be very hard to guess the meaning.

### **Right or wrong?**

Reading is made communicative from the very beginning. For example, students are asked to look at visual prompts and recognize whether sentences correctly describe what they see.

### **Read and predict then check your hypothesis**

As with listening, this is a key reading skill. Reading in real-life is a real-time activity, with readers interacting with the text, rather than working their way through without much understanding and then trying to complete multiple-choice questions.

## **Writing**

### **The tasks**

The majority of writing tasks involve the production of real-world texts, in other words, pieces of connected prose that students might have to do as part of their English studies at a later date, rather than simply sentence level manipulation of grammatical points.

### **Tick the correct sentences**

Writing is made communicative from the very beginning. Students are asked to look at visual prompts and choose the correct sentence to describe what they see. They are then asked to correct the false sentences, based on the visual prompt.

### **Read and complete**

This usually involves the identification of the missing vowel, because, in English, consonants are largely

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phonemic (sound = sight), whereas vowels are not. If students write the correct vowels in a word, the chances are the word will be correctly spelt.

### *Number the boxes in order*

English is a syntactic language, in other words, meaning is largely carried by the order of words, rather than by paradigms which indicate case or gender. Therefore, students need constant practice in putting words in an acceptable 'English' order. In *English Skills for University*, most sentences are based on the SV(O/C)(A) pattern.

### *Skills Check – spelling*

These checks teach common patterns of sound-sight.

### *Skills Check – writing skills*

This is sometimes the converse of the Reading Skills Checks. For instance, students are asked to identify the capitalized words in the Reading lesson then to add the capitals in the related Writing lesson. At other times, the Writing Skills Checks cover points which are not important to the reader, but vital to the writer. In particular, many of these checks cover points of grammaticized lexis, such as the use of determiners with different kinds of nouns.

## **Grammar**

### *Tests*

These are diagnostic tests. Each item relates to one of the sentence or phrase pattern points in the unit. Students and teacher alike can see points of difficulty at a glance.

### *Parallel production*

Many units contain this kind of task, where students are asked to use a model text to create a text of a similar nature about a different subject, or where information is transferred from table to text and back again, for example.

### *Tables*

It is not necessary that all students do all the work on the tables page. In theory, students should only work through the patterns which have caused them problems during the unit. In practice, this might be difficult to

ascertain, particularly with large classes. But bear in mind that students don't need to do anything on this page which they can do easily and accurately by the time they get here.

English is an SV(O/C)(A) language. Students need to gain a firm grasp of this concept and to understand what can fit into each of the categories. The sentence/phrase patterns in this lesson build into an invaluable compendium of this basic structure, which should ensure that students are confident to build from this to compound and complex sentences in later courses. Colour coding is used in the tables. This greatly assists all students to match function and form in the pattern, but is, of course, of especial value to the visual learner. The colours used for the parts of speech are:

- Noun = purple
- Verb = red
- Adjective = yellow
- Pronoun = dark blue
- Preposition = green
- Adverb = light blue
- Punctuation / 'other' = grey
- Question word = pink

Metalanguage is also used, so students learn to correctly identify the parts of speech and the parts of a phrase or sentence. The key parts are:

- Subject = S
- Verb = V
- Object = O
- Complement = C
- Adverbial = A

Note that *adverbial* does not mean *adverb*, necessarily. A prepositional phrase such as *on the coast* can be an adverbial.

### *Workbook activities*

The Workbook contains activities which can largely be done by students working on their own, although there are a few pairwork and group work activities. In general, the activities both practise and extend the work in the Course Book. New vocabulary is rarely introduced in these activities, but students are often required to synthesize information from the unit.

## Key vocabulary

anniversary (*n*)

average (*adj/n*)

be born (*v*)

birth (*n*)

birthday (*n*)

birth rate (*n*)

blow out (candles) (*v*)

celebrate (*v*)

ceremony (*n*)

christening (*n*)

costume (*n*)

custom (*n*)

death (*n*)

death rate (*n*)

die (*v*)

event (*n*)

falling population (*n*)

fireworks (*n*)

firework display (*n*)

funeral (*n*)

get married (*v*)

growth (*n*)

guest (*n*)

happen (*v*)

honeymoon (*n*)

life expectancy (*n*)

make a speech (*v*)

marriage (*n*)

occasion (*n*)

parade (*n*)

present (*n*)

rising population (*n*)

speech (*n*)

wedding (*n*)

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- understand new words;
- hear numbers with decimals;
- recognize superlatives.

### Introduction

Before students look at the pictures on the first page, revise vocabulary related to the topic. Ask them to say life periods in order, beginning with *baby*. The important words to revise are *child* (*children*), *teenager* and *adult*. Remind students that the word *teenager* means the period between the ages of 13 and 19, because all the numbers end in *-teen*. Ask when they think a person becomes an adult – 16, 18 or perhaps even 21. Revise the adjectives *young* and *old* and ask students when they think a person is old. You can teach *middle-aged* here if you want to, but avoid introducing any more new vocabulary as there is enough in the lesson.

### Exercise A

Direct students to the pictures and give them time to look and think before eliciting any answers or asking them to talk in pairs.

Look at question 1 together as a class. Elicit the words *birth*, *marriage* and *death* and establish that these life events are connected because they are the three events that occur in everybody's (or almost everybody's) life. Model the correct pronunciation and drill the words. Point out that /3:/ in *birth* is the same sound as in *girl*. Put students into pairs to answer question 2.

### Methodology note

This is a deep-end strategy activity. Students may be able to say a lot with good structure and pronunciation, or they may only be able to say isolated words. Do not correct. Confirm anything that is reasonable. By the end of the lesson, they should be able to do much better.

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As feedback, establish that the event in picture B is a *wedding*, and in picture C a *funeral*. Drill *funeral*, making sure it has only two syllables. You might need to clarify the difference between a *wedding* and *marriage*. Tell students that a wedding is a ceremony (it lasts a day), while marriage is an institution (it should last a long time). Note that *marriage* is generally uncountable. Ask for one or two examples of a custom for each life event. Do not worry too much about accuracy and avoid writing complicated ideas on the board now.

## Exercise B

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The aim now is for students to hear the new key lexis in context and to introduce them to short listening extracts before they hear a complete lecture. The information in the sentences develops the theme of customs and students will learn interesting new information from them. The exercise also introduces the idea of understanding a key word from the context, which is developed later in the lesson.

- 1 Read the instructions through with students. Tell them that they will hear six sentences, two for each picture. Play  1:1 through, pausing briefly between sentences if necessary, and then check answers. You can play  1:1 through again as you check answers, but note students will listen again for Exercise C.
- 2 Make sure students understand the instructions. Most of the words and phrases will have already been introduced, but probably not *grave* in sentence 6. This should be clear from the context. Tell students that they should write the key word or phrase they hear as they listen and not to worry about the spelling of anything new. Play  1:2 through, pausing briefly between sentences to give students time to write.  
As feedback, elicit the words and phrases and write them on the board. Check more in-depth comprehension of each sentence. Ask for a reaction and, when appropriate, compare information with what is true in the students' own country.
- 3 The aim is to quickly revise the core words and to prepare for note-taking during the lecture. Students

should work individually to write the two words into the *ceremony* column of the table. Provide answers orally.

## Answers

- 1 1 B, 2 C, 3 A, 4 B, 5 A, 6 C
- 2 Possible answers:  
marriage: wedding  
death: funeral
- 3 See Exercise B.

## Transcript 1:1

Presenter: Unit 1: Culture and Civilization  
Lesson 1: Listening

Exercise B1. Match each sentence to a life event.

- Voice:
- 1 The average age for a woman to get married in the United States is 27.
  - 2 In some cultures, a funeral is usually no more than 24 hours after a person dies.
  - 3 In South Korea, only 1% of births are at home.
  - 4 In many countries, a traditional white wedding is still the most popular option for a marriage.
  - 5 Twenty-five per cent of babies are born early, 70% are born late and only 5% are born on the date that they are due!
  - 6 More people visit Michael Jackson's grave than any other in the world.

## Transcript 1:2

Presenter: Exercise B2. Listen again. Identify a key word or phrase for each life event.  
[REPEAT OF 1:1]

## Exercise C

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Make sure students understand that they are to write notes about customs related to each event. Much of

what they hear in the lecture reinforces what they have already heard and is not related directly to customs. Direct them to the example in the table and tell them to write in note form.

Play 1:3 through, pausing briefly between each part of the lecture. Students will need time to time to write before listening to the next part. Then play 1:3 again, pausing after each part to check answers. Write the customs on the board. Take the opportunity to model how notes should be written during a lecture. Refer students to Skills Check 1.

### Answers

life event	ceremony	customs
birth	christening	<i>friends/family send a card and buy a present</i> <i>families christen babies within a year or two</i>
marriage	wedding	man puts ring on finger of bride's left hand best man keeps ring
death	funeral	<i>people wear black</i> <i>people bring/send flowers</i> <i>family buys gravestone to mark grave</i> <i>people visit grave regularly</i>

### Transcript 1:3

**Presenter:** Exercise C. Listen to a short lecture about life and culture in the UK. Make notes in the *customs* column of the table.

**Lecturer:** Everyone is born and everyone dies. Most people get married at some time in between. These three life events, birth, marriage and death, are important in almost all cultures. I'm going to give you some information about each of these events in the UK and tell you about some special customs that are typical. Most babies are born in hospital, rather than at home. Mothers feel the environment is safer. Sometimes

women choose to have a second or third baby at home. Most babies are born late and around a third are born early – did you know that only 5% of babies are born on the date they're due? It's usual for friends and family to send a card and buy a present when a baby's born. People often buy baby clothes or a soft toy, like a teddy bear. Most families christen their babies within a year or two of their birth. The ceremony is called a christening.

Most women in the UK get married before they're 30. Men generally get married a little later. A traditional white wedding in a church is still the most popular type of ceremony.

Friends and family celebrate a day that they'll always remember. During the wedding ceremony, the groom – that's the man getting married – puts a ring on the bride's finger. He puts it on the third finger of her left hand. The best man usually keeps the ring until the moment he passes it to the groom in the church.

A funeral is typically three to six days after a person dies, but can sometimes be later. When people go to a funeral, they wear black and often bring or send flowers. The family of the dead person usually buys a gravestone to mark his or her grave. They put the person's name and the date of his or her birth and death on the stone. They often put a sentence about the person too. Close family and friends visit a person's grave regularly.

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## Exercise D

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Set this as pairwork, as stronger students will dominate if conducted as a whole-class activity. If students are talking with a partner who speaks the same language, tell them that they can translate the words. Encourage them to draw *gravestone*, for example, as an alternative. Students have listened twice already and should have picked up these words. Only play 1:3 again if you think it is really necessary.

As feedback, check that students have understood the words, but make sure they understand that the aim is not to learn and remember them.

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## Exercise E

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Conduct as whole-class discussion and treat as closure to this first half of the lesson.

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## Exercise F

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- 1 The aim is to prepare students for the three stages of the lecture and give them a taste of the type of language they will hear. Make sure students appreciate that they are to *guess* which life event each line of information refers to – they're not expected to know the answers. Students should complete the task individually and then check in pairs before you play the recording as feedback.
- 2 Play 1:4.

### Answers

- 2 a. marriage  
b. death  
c. birth

### Transcript 1:4

Presenter: Exercise F2. Listen and check.

- Voice: a. Cuba has a very high marriage rate at 17.7 per 1,000 people.  
b. Africa is the continent with the highest death rate at 14 per 1,000 people.

- c. The birth rate in North America is 14 per 1,000 people, while in South America, it is 21.5.

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## Exercise G

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- 1 Refer students to Table 1. Give them time to look at the table and work out what it shows. Then ask some quick checking questions. Make sure students have some idea where each country in the list is in the world, i.e., the continent. Make sure they can also interpret the idea of *per 000*, e.g., the figure for the marriage rate in Cuba is 17.7, which means there are 17.7 marriages per 1,000 people each year, or 1.77 per hundred, nearly 2%. Elicit the idea that the table is probably in numerical order – because it is not in alphabetical – so Cuba will be the biggest number. Make sure students understand the information. Play 1:5.
- 2 Set for pairwork. Put students in pairs to exchange information. Monitor and assist. As feedback, build up the table on the board.

### Answers

Country	Marriages
Cuba	17.7
Philippines	14.2
Bangladesh	10.7
Egypt	9.2
USA	8.9
Syria	8.6
China	7.7
UK	5.9
France	4.4
Argentina	3.9

### Transcript 1:5

Presenter: Exercise G1. Listen and write numbers in the boxes.

Lecturer: Marriage is a very popular institution all over the world, but there are significant differences in

marriage rates. For example, while Cuba has one of the highest rates at 17.7 per 1,000 people, Argentina has a rate of just 3.9. Three point nine is, in fact, the world's lowest marriage rate.

The Philippines is a country that also has a very high rate. It's close behind Cuba with a rate of 14.2. In many countries in Western Europe, people seem less enthusiastic about getting married. The UK has a marriage rate of 5.9, while France has one of the lowest rates at 4.4. A number of countries have a rate around 10. Bangladesh has 10.7, Egypt has 9.2 and the USA has 8.9. Syria has a slightly lower rate of 8.6. The world's most populated country, China, has a marriage rate of 7.7.

## Exercise H

Refer students to Table 2 and read through the instructions with them. Repeat checking questions, but tell students to ignore the final column of the table. Make sure students understand that *growth* is the noun of *grow* and that it means an increase. Conduct as a whole-class activity, as students will lack the vocabulary needed to discuss ideas in pairs. Elicit ideas, but do not confirm or correct.

### Language and culture note

Students may be quite good at guessing, particularly for their own continent. For example, they may mention Aids and famine or starvation, etc., as a cause of lots of deaths in Africa, and perhaps small families in Europe as a cause of low birth rate in that continent.

## Exercise I

- 1 Repeat the procedure for Exercise G. Play 1:6. Refer students to Skills Check 2 and give them a moment to read it. Model the decimal number in the example – eigh(t) poin(t) three – but do not drill. The aim is to make students aware of this pronunciation feature, not to produce it perfectly.
- 2 Put students in pairs to exchange information. Monitor and assist. As feedback, build up the table on the board.

### Answers

See Exercise J.

### Transcript 1:6

Presenter: Exercise I1. Listen and write numbers in the boxes.

Lecturer: There are significant differences between birth rate and death rate in different continents. Africa has the highest birth rate at 39 births per 1,000 people, but also has the highest death rate – 14 per 1,000 people. Europe has the lowest birth rate at 10.5 per 1,000, but a fairly high death rate, too, at 12. So, why does Europe have a high death rate? Well, it's because Europe has an ageing population. That means a lot of people are old – nearly 20% of people in Europe are over 65 years old.

There are big differences in the birth rate in the Americas. In North America, the birth rate is 14, while in South America, it's 21.5. The death rates are very similar, however. North America has a death rate of 8.5 and South America, 7.5. In Asia, the birth rate is 20.5, so slightly below the rate in South America. In Australasia, the birth rate is a little lower at 18. At 8 per 1,000, Asia and Australasia have the same death rate.

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## Exercise J

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The aim now is for students to conclude the information they have studied. Read through all the questions with them, but make sure they do not start answering any yet.

Establish the importance of the final column of Table 2. Point out that the difference between births and deaths will be the growth rate. So, if 20 people in 1,000 are born each year and 10 die, there will be a growth rate of 10 per 1,000, or 1 per 100, i.e., 1%.

1/2 Read the first two questions again, pointing out the use of the present continuous to describe an ongoing trend. Set for pairwork. Do not feed back.

3 Play 1:7.

4 Make sure students understand that for question 4, they are concentrating on the final column. Put students back into pairs to complete the task. As feedback, add the information to the column and elicit the interpretation.

### Answers

Continent	Births	Deaths	Difference	Interpretation
Africa	39	14	23	rising
Europe	10.5	12	-1.5	falling
North America	14	8.5	0.5	rising
South America	21.5	7.5	1.4	rising
Asia	20.5	8	1.25	rising
Australia	18	8	1.0	rising

### Transcript 1:7

Presenter: Exercise J3. Listen and check.

Lecturer: The world's population is growing simply because the birth rate is higher than the death rate. Overall, the world birth rate is 22 and the death rate is 9. The difference, then, is 22 minus 9, which is 13 per 1,000 people, or 1.3%. There are significant differences, however, between the growth rates in different continents. In Africa, for example, the difference between the birth rate and death rate is 23, whereas in Europe, it's -1.5. We can see, then, that the population of Europe isn't rising at all – it's actually falling.

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## Exercise K

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The aim is to conclude the lesson by personalizing the topic. Students may not know the answer, so conduct this as a quick whole-class discussion. Check the information for your country online before the lesson so that you can either give information or comment on information suggested.

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## Closure

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Use Exercise K.

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## Lesson 2: Speaking

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### Objectives

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In this lesson, students will:

- talk about customs;
- ask questions with the correct form;
- learn and use typical conversational expressions;
- take part in a tutorial.

### Introduction

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Exercise A serves as an introduction, so you can start by looking directly at the pictures. However, you could also start by asking students to list the three life events discussed in Lesson 1 before looking at the pictures.

### Exercise A

---

- 1 Direct students to the pictures and give them time to look and think before eliciting any answers. Note that the images depict various cultures and are not immediately recognizable. Drill the words *birth*, *marriage* and *death* as revision and then conduct the matching task as a whole class.
- 2 Do not expect complex ideas to be expressed at this stage. Depending on how well students are communicating in pairs, decide when to open it up as a class discussion. As feedback, provide answers and take the opportunity to present key words that are needed later.

### Answers

- 1 A something connected with death  
B something connected with marriage  
C something connected with birth
- 2 Possible answers (but it does not matter at this stage whether they are right or wrong):  
A Mexico  
B India or a country in the same part of the world  
C The Middle East

### Exercise B

---

Make sure students understand that the main aim of listening now is to understand the general idea and not to catch every word. Note that they will read the transcript and discuss the meaning of key vocabulary. They will have another chance to hear the tutorial again, when they will almost certainly understand more. Play  1:8 right through.

### Answers

A – the Day of the Dead

### Transcript 1:8

- Presenter: Lesson 2: Speaking  
Exercise B. Listen to part of a tutorial. Which event above are they talking about?
- S1: I researched a festival. It's called the Day of the Dead.
- S2: Is it a funeral?
- S1: No, not really. It's a day to remember dead friends and relatives.
- S2: Does it happen every year?
- S1: Yes, that's right. It's on the first and second of November.
- S2: Where does it happen?
- S1: In Mexico, certainly, but I think it happens in Nicaragua and so on.
- S2: Is it popular?
- S1: Yes, very popular.
- S2: What happens exactly?
- S1: People visit graves and say prayers. They tell stories, they sing and they dance. They go to the graveyards. They often take the favourite food and drink of the dead person. They take toys for dead children.
- S2: So, is it a celebration?
- S1: Yes, exactly. It's a day to be happy. There are parades through the

streets. People wear costumes or carry figures of dead people.

S1: When did the custom start?

S2: I understand that it started hundreds of years ago, at the time of the Aztecs.

## Exercise C

- 1 Refer students to the box. Ask students to try pronouncing the words. Confirm or correct. Elicit a few ideas of the meaning, using L1 if you wish.
- 2 Set for individual work and pairwork checking.
- 3 Play  1:9. Clarify any misunderstandings now and consolidate when new words are high frequency, flexible and likely to be useful.

## Answers

S1: I researched a *festival*. It's called the Day of the Dead.

S2: Is it a funeral?

S1: No, not really. It's a day to remember dead friends and *relatives*.

S2: Does it happen every year?

S1: Yes, that's right. It's on the first and second of November.

S2: Where does it happen?

S1: In Mexico, certainly, but I think it happens in Nicaragua and so on.

S2: Is it *popular*?

S1: Yes, very popular.

S2: What happens exactly?

S1: People visit *graves* and say *prayers*. They tell stories, they sing and they *dance*. They go to the *graveyards*. They often take the favourite food and drink of the dead person. They take toys for dead children.

S2: So, is it a *celebration*?

S1: Yes, exactly. It's a day to be happy. There are *parades* through the streets. People wear *costumes* or carry *figures* of dead people.

S2: When did the custom start?

S1: I understand that it started hundreds of years ago, at the time of the Aztecs.

## Transcript 1:9

Presenter: Exercise C3. Listen to the tutorial again and check your answers.  
[REPEAT OF 1:8]

## Skills Check 1

Refer students to Skills Check 1. Work quickly through it with a strong class; spend more time with weaker students. Note that you have another opportunity to refer to this if students struggle with Exercise D.

## Exercise D

- 1 Work through the example. Point out that there are different kinds of mistakes, e.g., a missing word, the wrong order. Set for pairwork. Elicit, but do not confirm or correct.
- 2 Play  1:10. Drill the questions as a class, then individually.
- 3 Put in pairs again to practise. Monitor and assist.

## Transcript 1:10

Presenter: Exercise D2. Listen and check your ideas.

- Voice:
- a. Is it a funeral?
  - b. Does it happen every year?
  - c. What happens exactly?
  - d. Is it a celebration?
  - e. When did the custom start?
  - f. Is it popular?

## Exercise E

- 1 Make sure students realize these are phrases from the tutorial. Point out they will need them for the last part of this lesson. Work through the example, pointing out that only one word is missing in each case. Set for individual work and pairwork checking.

- 
- 2 Play  1:11.
  - 3 Feed back, drilling each sentence or phrase as you go.

### Transcript 1:11

**Presenter:** Exercise E2. Listen and check your ideas.

- Voice:**
- a. No, not really.
  - b. Yes, that's right.
  - c. In Mexico, certainly.
  - d. Yes, very popular.
  - e. What happens exactly?
  - f. I understand that it was hundreds of years ago.

### Skills Check 2

Refer students to Skills Check 2. Drill the example sentences. Try to use the expression a few times in the next couple of lessons and encourage students to do the same.

### Exercise F

Explain the organization of the activity, especially where to find their research.

- 1 Put students into A/B groups. Ask them to work out how to give each piece of information in the notes. Monitor and assist. Make sure they can explain any new words. Encourage them to check pronunciation in their dictionary, but they can also try it out on you at this stage.
- 2 Put students into pairs of A and B, or larger groups if you wish (e.g., three As and three Bs).
- 3 Students give each other their information. Remind students about the question forms in Exercise D and the sentences/phrases in Exercise E. Monitor and assist.

### Closure

Feed back on general points from Exercise F.

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## Lesson 3: Vocabulary and Pronunciation

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### Objectives

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In this lesson, students will:

- revise and develop vocabulary related to customs and ceremonies;
- practise pronunciation of vowel sounds;
- practise pronunciation of hard and soft *c*.

### Introduction

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Exercise A revises vocabulary learnt so far in the unit, so you do not want to spend too long discussing this beforehand. Simply start by brainstorming new words and phrases from the first two lessons (words and phrases that were not known before starting the unit).

### Exercise A

---

- 1 You can do this as a pairwork or as a high-speed teacher-paced activity, i.e., you say a noun phrase and the students say the number of the photo(s).
- 2 Set for individual work and pairwork checking. Remind students that multi-syllable words have three or more syllables.
- 3 Play  1:12. Feed back, making sure that students can say each word with the correct stress. Note that only *anniversary* has the stress in a different place.

### Transcript & answers

#### Transcript 1:12

Presenter: Lesson 3: Vocabulary and Pronunciation  
Exercise A3. Listen and check your answers.

Voice: a cake  
a christening  
a costume  
a honeymoon  
a parade  
a present

candles  
fireworks  
a speech  
an anniversary

### Exercise B

---

- 1 Set for individual work and pairwork checking.
- 2 Play  1:13. Feed back. Get students to cover the verb column and try to remember a good word for each noun phrase, e.g., you say *a parade* and students say *take part in*.
- 3 Get one or two good students to talk about one of the photographs. Then set for pair or group work. Monitor and assist.

#### Transcript 1:13

Presenter: Exercise B2. Listen and check.

Voice: a. take part in a parade  
b. cut a cake  
c. go to a christening  
d. go on honeymoon  
e. wear a costume  
f. blow out candles  
g. give a present  
h. watch fireworks  
i. make a speech

### Exercise C

---

- 1 Work through the first one as an example. Make sure students realize that they must not change the order of items, only add words to make good questions. Set for pairwork.
- 2 Play  1:14. Drill the questions, then set again for pairwork – see Methodology note.

### Transcript & answers

#### Transcript 1:14

Presenter: Exercise C2. Listen and repeat the questions.

- Voice:
- Do children blow out candles at birthday parties?
  - Do the bride and the groom cut the cake together?
  - Do people have fireworks at New Year?
  - Do most people christen their babies?
  - When do people take part in parades?
  - When do people wear costumes?
  - What presents do people give to the bride and groom?
  - Where do people go on honeymoon?
  - Who gives a speech at a wedding?
  - When do people celebrate an anniversary?

### Methodology note

With a mono-cultural class, focus on the questions rather than the answers, which will presumably be known already. If you come from a different culture, students can ask you each question when they have worked it out.

### Exercise D

Write two words from the unit title – *culture* and *civilization* – on the board and drill them. Underline the *c* in both words and ask if the pronunciation is the same or different. Establish that the *c* in *culture* is a hard *c* and that the *c* in *civilization* is a soft *c*.

- Put students into pairs and encourage them to say the words aloud.
- Play 1:15. Drill the words.
- Choose a student who thinks he or she can give a concise explanation to give some feedback. Refer to the Skills Check now to consolidate.
- Students can continue in the same pair. Monitor to check production. Note that these words are not to

be learnt. They are related to the unit theme, but the aim is to increase awareness of pronunciation, not to learn them.

5 Play 1:16.

### Transcripts & answers

#### Transcript 1:15

Presenter: Exercise D2. Listen and check.

Voice: culture  
civilization  
custom  
called  
costume  
ceremony  
celebrate  
close

#### Transcript 1:16

Presenter: Exercise D5. Listen and check.

Voice: Catholic  
cemetery  
circus  
confetti  
Cupid  
create  
clap

### Exercise E

Write the two example words – *weigh* and *rate* – on the board. Ask a student to say one word and then the other. Model the two words yourself, if necessary. Establish that the pronunciation of the vowel sound is the same and write *S*.

- Refer students to the table and make sure they understand that not all the pairs of words have the same vowel sound. Put students into pairs and encourage them to say the words aloud as they complete the task. As students are working, copy the pairs onto the board ready for feedback.
- As you play 1:17, write *S* or *D* against each pair. Drill any pairs that cause difficulties.

---

## Answers

1	weigh	rate	S
2	death	guest	S
3	bride	dies	S
4	grave	prayer	D
5	born	groom	D
6	birth	church	S

## Transcript 1:17

Presenter: Exercise E2. Listen and check.

- Voice: a. weigh      rate  
b. death      guest  
c. bride      dies  
d. grave      prayer  
e. born      groom  
f. birth      church

## Exercise F

---

Deal with each conversation separately.

- 1 Refer students to the first illustration. Give them time to work out some possible sentences. Then play 1:18.
- 2 Play 1:19 for Conversation 1. Pause the recording to drill the sentences. Make sure students are producing complete sentences or phrases and not simply saying individual words.
- 3 Set for pairwork.

Repeat with the second conversation. Make a note of commonly occurring errors.

## Transcript 1:18

Presenter: Exercise F1. Listen to the conversations.

### Conversation 1

- A: When were you born?  
B: In 1991.  
A: So you're 20?  
B: Actually, I'm 21.  
A: Are you married?  
B: Yes, I am.  
A: When did you get married?

B: In 2010.

A: Do you have any children?

B: Yes. A baby boy.

A: When was he born?

B: In January.

Presenter: Conversation 2

A: What does your father do?

B: He's dead, actually.

A: Oh, I'm sorry.

B: Thanks.

A: When did he die?

B: In 2009.

A: How old was he?

B: He was 63.

A: What happened?

B: He had a heart attack.

## Transcript 1:19

Presenter: Exercise F2. Listen and repeat.  
[REPEAT OF 1:18]

## Closure

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Deal with the commonly occurring errors.

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## Lesson 4: Reading

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### Objectives

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In this lesson, students will:

- use an introduction to understand the general theme of a text;
- read for related information in stages;
- read to complete a table and draw a graph.

### Introduction

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Note that the first reading exercise involves predicting what the text will be about from the introduction, so you do not want an introduction that gives the answer away. Bring some pictures of well-known people to the class and put them on the board. Write under a picture of Frida Kahlo, for example, *b. 1907 – d. 1954*. Elicit and revise *She was born in ...* and *She died in ...* Under a picture of Prince William and Kate Middleton, write *m. 2011*. Elicit and revise *They got married in ...* or *They got married ... ago*.

### Exercise A

---

Read the instructions through with students. Give them time to read all of the heading options before they read the introduction to the text. They should choose the correct option while they are reading. Do not pre-teach *life expectancy*, as this is the key phrase they will need to work out from context in order to choose an option. Ask a few students which option they have chosen before telling them the answer.

Now clarify the meaning of *life expectancy* and drill it together with *average*, which must be produced with two syllables only.

### Answers

b.

### Exercise B

---

Refer students to the table within the text and make sure they understand the concept of *periods in history*.

Point out that the years given in the second column are approximate.

### Language and culture note

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Sometimes it is difficult for students to understand a text in English because they lack background knowledge. It is important that students who study in English know how English-speaking cultures look at the world, in this case, how we divide up history into ages/civilizations.

Read the instructions through with students and tell them that 20 is given as an example at the top of the third column in the table. Ask them why life expectancy was so low in prehistoric times – elicit ideas: *It was dangerous. / There were many dangers*. Put students into pairs and set a time limit. Make sure students know not to start looking at information in the text yet. Tell students that if they write in the table, they should use a pencil so that it can be covered or rubbed out when the real answers go in. Check a few ideas, but do not go through each period laboriously.

### Exercise C

---

Students will read the text in stages and then read the whole text when they refer back to the table.

- 1 Read the instructions and questions through with students so that they know what they are looking for when they read. Tell them not to write answers. They should read and then compare ideas with a partner before you check answers.
- 2/3 Follow the same procedure as for 1.
- 4 Make sure students understand that they are to see if the final paragraph tells them how long they can personally expect to live for. Whether it does or not will depend on the age of the students, but since the text says that by 2050 life expectancy will be 85, the answer is probably *no*. You can have a discussion about what they currently believe their life expectancy is.

## Answers

- wild animals / accidents hunting / fights with other groups of people / no medicine
  - the Ancient Greeks and the Roman Empire
- a wider variety of food
- Victorian Age: fewer babies dying  
1900–1950: cleaner houses, cleaner water, better diet  
1950–2000: medical advances (antibiotics)
- Answers depend on students.

## Exercise D

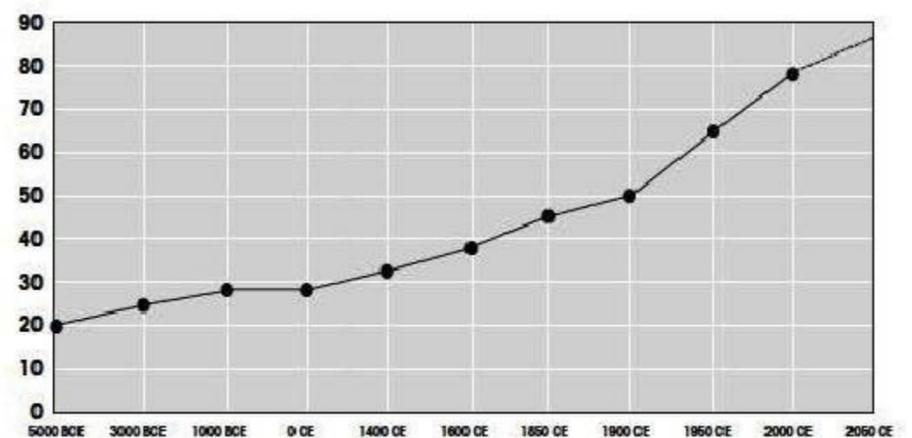
Students should now feel confident about reading the complete text.

- Read the instructions through with them and tell them to write the figures in the table. Students should work individually, then check answers in pairs. As feedback, build up the table on the board.
- Students should enjoy drawing the line graph. Tell them that they will often see information presented in this way during lectures or when reading. Set for individual work and pairwork checking. As feedback, build up the graph on the board or simply show an OHT or other visual medium on the board to compare with.

## Answers

1	Period	Years	Average
	pre-history	5000 BCE	20
	Ancient Egypt	3000 BCE	25
	Ancient Greece	1000 BCE	28
	the Roman Empire	0 CE	28
	the Middle Ages	1400 CE	33
	the Renaissance	1600 CE	37
	the Victorian Age	1850 CE	45
	the start of 20 <sup>th</sup> century	1900 CE	50
	the middle of 20 <sup>th</sup> century	1950 CE	65
	the start of 21 <sup>st</sup> century	2000 CE	79
	the middle of 21 <sup>st</sup> century	2050 CE	85

2



## Exercise E

Refer students to Skills Check 1 and give them a moment to read it. As they read, write the three example sentences on the board without commas. Tell students to close their books and then ask three students in turn to come to the board and put the commas back into the sentences.

Put students into pairs to look at the text, finding examples of each pattern. Monitor as they work, checking at least one example with each pair. Checking this exercise formally on the board will be time-consuming and laborious – it will take longer than the pairwork stage! Answers are not given separately here as they are easily identified in the text.

Refer students to Skills Check 2.

## Exercise F

Point out that tables of figures and graphs tell you *what*, but not *why*. Tell students to always read for reasons or facts. Set for pairwork. Feed back orally.

## Answers

- Answers depend on students.
- Answers depend on students.

## Closure

See how many of the facts from the text students can remember. They do not have to know the statistics, but they should be able to remember the broad sweep.

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## Lesson 5: Writing and Grammar

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### Objectives

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In this lesson, students will:

- use *is / are / was / were born*;
- use present continuous to describe change;
- punctuate sentences with a *when* clause;
- write about life event customs.

### Introduction

---

Select 6–10 words from the unit so far and dictate them as a spelling test.

### Exercise A

---

Refer students to the table. Give them a minute to study it.

- 1 Students work individually to complete the table.
- 2 Students work individually to complete the sentence. They check their answers in pairs. Monitor to check a few students' answers.
- 3 Conduct as a whole-class activity to establish matches. This is a prelude to A4, it doesn't matter if students get the answers wrong. However, they might be able to work out the ones they don't know by a process of elimination.
- 4 Students work individually to write the sentences. Then check in pairs. Monitor to check a few students' answers as they work. As feedback, either you or students write sentences on board. You could take the opportunity to introduce *both* into the last sentence. Ask students where it should go.
- 5 Set a time limit of three minutes. Students' sentences should be true, though some might like inventing information. Monitor and help weaker students. Students should compare their sentences in pairs. As feedback, ask students who they think had the most interesting information and get two or three ideas.

### Answers

1	Most babies	<i>are</i>		at home.
	I / He / She	<i>was</i>	born	in 1984.
	You / We / They	<i>were</i>		in London.

2 *Most babies are born in hospital / at home.*

3	a.	Barack Obama	b.	Christmas Day
	b.	Charles Darwin and Abraham Lincoln	d.	Australia
	c.	Sir Isaac Newton	b.	the same day in 1809
	d.	Nicole Kidman and Russell Crowe	a.	Hawaii

- 4 a. Barack Obama was born in Hawaii.  
b. Charles Darwin and Abraham Lincoln were born on the same day in 1809.  
c. Sir Isaac Newton was born on Christmas Day.  
d. Nicole Kidman and Russell Crowe were (both) born in Australia.
- 5 Answers depend on students.

### Exercise B

---

Read the first line of instruction and then question 1 through with students.

- 1 Conduct as a whole-class revision discussion. Elicit the main forms from the unit – *It is rising. / It is falling.*
- 2 Refer students to the table. Give them a minute to study it. Read the question with them and then give them 30 seconds to decide whether *a* or *b* is the correct option. Ask a few students to tell you what they think before giving the answer.
- 3 Read through the instructions with students. Give students three minutes to read the text about Italy and then tell them to close their books. Ask some quick comprehension questions:  
*What's happening in Italy?*  
*What was the population of Italy 25 years ago?*  
*What is the population now?*  
*Is the birth rate in Italy similar to the rest of Western Europe?*

*What fraction of people in Italy are over 65?*

(nearly a quarter)

Make sure that students use the extract as a model to write their own short description. You may prefer to set this as a homework task if you want students to research information.

- 4 Students work individually to place the adverb in the sentence. Then check in pairs. Write the sentence on the board and ask a student to come and show the class where *still* goes.

### Answers

- 1 Answers depend on students.
- 2 b.
- 3 Answers depend on students.
- 4 The population is still rising in most countries.

### Exercise C

Refer students to the table. Give them a minute to study it.

- 1 Students work individually. Then check in pairs before you give the answer. Emphasize that this is a case of one verb following another verb – students did not focus on this in the unit.
- 2 Note that the sentence combines the structure that students have just looked at and the structure from Exercise B. Students work individually. Then check in pairs before you give the answers. Write the answers on the board as students work to save time.

### Answers

- 1 It is another verb. It is a full infinitive form.
- 2 a. The population of India started to rise 60 years ago, and is still rising.  
b. The child death rate in the UK started to fall in the 1900s, and is still falling.  
c. Internet use started to increase at the end of the last century, and is still increasing.

### Exercise D

Read through the first line of instruction and then question 1 with students.

- 1 Make sure students know what to do. They should work individually, then check in pairs. Monitor and point out the use of a capital letter, comma and a full stop to individuals, if necessary. To check, you or a student can write the answer on the board.
- 2 Refer students to Table 4.
- 3 Students have already read about most of the information in the text here and it will not be challenging. The aim is to work towards writing a similar text about their own country. Set for individual work and pairwork checking. As feedback, build up model notes on the board.
- 4 If students are from one culture, they could work in groups on making the notes. Clearly, you cannot know what the students are going to want to say. Move around the classroom, helping build necessary vocabulary.
- 5 Set for individual work. Monitor and assist. A realistic time limit for this will probably be around 15–20 minutes. If you cannot allow that much time during the lesson, it would be best to set the actual writing task for homework.

### Answers

- 1 When someone has a birthday, people give them presents.

	UK
Birth	<i>presents</i>
	<i>child = toy/money</i>
	<i>party</i>
	<i>song 'Happy Birthday to you'</i>
Marriage	<i>man = ring to woman</i>
	<i>sometimes woman = ring to man</i>
	<i>3rd finger, left hand</i>
Death	<i>stone = name, DOB, date of death</i>
	<i>sentence about the person</i>

- 4 Answers depend on students.
- 5 Answers depend on students.

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## Closure

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Feed back, eliciting information from different people, ideally from different cultures.

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## Lesson 6: Writing and Grammar

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### Objectives

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In this lesson, students will:

- practise past question forms;
- practise questions with *happen*;
- use patterns with two objects.

### Introduction

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Use Exercise A.

### Exercise A

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- 1 Students should work individually, then check answers in pairs.
- 2 Refer students to the table.
- 3/4 Students should work individually, then check answers in pairs. As feedback, either you or students write sentences on board.
- 5 Read through the instructions with students and make sure they look at the example. Tell them to use different question words for each of their questions. Set a time limit of three minutes – one minute for each question. Put students into pairs to ask and answer the questions. Monitor and check accuracy of questions and naturalness of interaction. As feedback, choose a couple of students to ask one of their questions to somebody on the other side of the classroom.

### Answers

- 1/2 a. When  
b. Where  
c. What  
d. How  
e. Why
- 3 a. Where did Sally buy her wedding dress?  
b. How did the Romans celebrate the New Year?  
c. When did Martin arrive at the party?
- 4 a. Why did life expectancy start to rise in the Middle Ages?

- b. What did the Egyptians do when a child was born?

5 Answers depend on students.

### Exercise B

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- 1 Give students time to look at the options carefully before making a choice. Students should work individually, then check answers in pairs. Check answers orally, but make sure the answers are clear.
- 2 Put students into pairs to answer the questions. The aim is to practise the questions, so if they don't know the answers, it's not important. As feedback, select students to ask another student across the classroom each of the questions.
- 3 Students work individually to write questions. Monitor and help weaker students with ideas. Students might write questions that they will know answers to, but not other students. That does not matter as long as the questions are accurate. Put students into pairs to ask and answer their questions in turn. As feedback, select a few students to ask you their questions. Take the opportunity to model accurate, well-pronounced answers.

### Answers

- 1 a. i) What happens at a christening?  
b. iii) What happened in 1939?
- 2 a. The Second World War started.  
b. The first man walked on the moon.  
c. Planes crashed into the World Trade Centre in New York.
- 3 Answers depend on students.

### Exercise C

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Refer students to the tables and give them time to study them carefully.

Students should work individually, having covered the tables. They can then check answers in pairs before you give feedback. To practise the form, give

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something (a sweet, if you have one) to one of the students and ask: *What did I do?* Elicit the two answers *You gave ... a sweet.* and *You gave a sweet to ...*

### Answers

1/3

## Exercise D

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The task practises more informal writing than students have practised up to now. As students' English develops, they are bound to want to send e-mails.

- 1 Give students three minutes to read and then tell them to close their books. Ask some quick comprehension questions:  
*Why is Carmen writing to Daisy?*  
*Why is next month a good time to visit?*  
*What will happen during the festival?*
- 2 Make sure that students use the e-mail as a model to write their own e-mail. Set a time limit of about six minutes, or set the task as homework if you want students to plan more carefully.

## Exercise E

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The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

### Answers

1	The population of Europe	<i>is falling</i>	because the death rate is higher than the birth rate.
2	Life expectancy started	<i>to rise</i>	thousands of years ago.
3	The average age of death	<i>is still</i>	rising.
4	How	<i>did you come</i>	to the party?
5	What	<i>happened</i>	last night?
6	The man is giving	<i>the baby</i>	a present.
7	When	<i>a person dies</i>	people buy flowers.

## Closure

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Use your feedback on the e-mails from Exercise D as the closure.

## Key vocabulary

accident (n)	death (n)	motorist (n)
aeroplane (n)	economical (adj)	passenger (n)
airport (n)	expensive (adj)	pedestrian (n)
bicycle (n)	fast (adj)	safe (adj)
bus (n)	fly (v)	safety (n)
comfortable (adj)	inconvenient (adj)	slow (adj)
convenient (adj)	involve (v)	statement (n)
car (n)	journey (n)	traffic (n)
crash (n/v)	measure (v)	train (n)
cyclist (n)	method of transport (n)	uncomfortable (adj)
dangerous (adj)	motorbike (n)	witness (n)

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- predict the structure of a talk;
- listen to take notes;
- hear and record large numbers.

### Introduction

Write *methods of transport* on the board. Drill *method*, which is a particularly flexible, high frequency word in academic English. Then brainstorm methods of transport, writing useful suggestions on the board. Make sure that all the methods from Table 1 are covered, including *pedestrian*. Point out that:

- *aeroplane* is almost always abbreviated to *plane*.
- a *ship* is bigger than a *boat*, but that *boat* can be used for any vessel, whereas *ship* cannot.
- in spoken English, bicycles are generally called *bikes*.
- a *pedestrian* is not just someone walking, but someone walking near traffic.

### Exercise A

Direct students to the pictures and read through the question together as a class. Give them time to look and think before eliciting any answers or asking them to talk in pairs. Students will probably not be able to express accurately in full sentences what the pictures have in common – the aim is to orientate them towards the theme of the lesson.

Put students into pairs and give them two minutes to talk. As feedback, ask for ideas and make sure that key words *accident* and *crash* are dealt with at this point. Teach *sink – the boat is sinking*. Students might naturally want to use the present perfect – *The plane has crashed*. If they can do so, fine, but avoid presenting it here as the focus of the unit is not on that form.

### Exercise B

Read through the instructions with students and then look at the example together. Drill *dangerous* and elicit the opposite – *safe*. Once again, the real aim is to orientate and motivate students for the lecture rather than to produce accurate sentences, though revising comparatives at this point will be beneficial.

Put students into pairs and give them two minutes to talk. Monitor to check for accuracy. As feedback, ask two or three students for ideas.

## Exercise C

Refer students to the table on the next page. Give them time to absorb what it shows, but tell them not to worry about the column headings for now.

- 1 Read through the instructions with students. Remind students that they should always predict content before they listen. This will help them to understand when they hear something, even if their prediction is wrong. Students should use pencil if they make their predictions in the *Order* column of the table so that they can rub them out or cover them when they hear the actual statistics. Students should work individually, then compare ideas with a partner. As feedback, get a very general idea of what most students think are the most dangerous and safest methods. Take the opportunity now to teach *measure*. Ask students how they measured what was dangerous and what was safe. Avoid a lengthy discussion about each method now.
- 2 Read through the instructions with students. Make sure they understand that they will complete two tasks simultaneously, but that they will do one at a time. Make sure they understand which columns of the table they are concentrating on now. Play  1:20 up to the first pause and elicit ideas. Then play the true information. Reassure students that it does not matter if they were wrong – the important thing is that they know what the speaker is going to talk about. Then play up to the first number and check that students are filling the table correctly. Continue with the rest of the items. Ideally, you should use an OHT or other visual medium to check answers on the board. This will facilitate feedback with all the table-filling exercises in this lesson.
- 3 Give students a moment to compare the actual order with their own predictions.

## Answers

Method	Accidents p.a.	Order
bicycle	58,000	3
boat/ship	8,000	6
bus	17,000	5
car	2,378,000	1
motorbike	54,000	4
pedestrians	77,000	2
plane	1,700	8
train	3,000	7

## Transcript 1:20

- Presenter:** Unit 2: They Made Our World  
Lesson 1: Listening  
Exercise C2. Listen. Predict the next word. Then complete the *Accidents p.a.* and *Order* columns.
- Lecturer:** What is the safest method of transport? Actually, we can't answer that question before we answer another one. How can we measure safety? One way is to look at the number of accidents for each method. In America in 2002, the largest number of accidents involved [PAUSE] cars. There were 2,378,000 car accidents. In second place, we have accidents involving [PAUSE] pedestrians, that is, people walking near roads or crossing roads. There were 77,000 accidents involving pedestrians. Then, at number three, we have accidents involving [PAUSE] bicycles. There were 58,000 accidents involving cyclists. That's slightly more than accidents involving [PAUSE] motorbikes – the figure there was 54,000. Buses were much safer in this way of measuring. There were only 17,000 bus accidents, but that's still more than twice the number of [PAUSE] boat or ship accidents – 8,000. Finally, we have very small numbers for

[PAUSE] trains and planes. Only 3,000 accidents involved trains, and 1,700 involved planes.

## Exercise D

- 1 Make sure students read the question before they listen so they know what they are listening for. Set for individual work and pairwork checking. Play  1:21. As feedback, get the two questions on the board.
- 2 Write the key sentence on the board: *One way is to look at the number of accidents for each method.* Underline *One way*, if students are struggling. Hopefully, they will suggest something like *The lecturer will talk about other ways*, but do not confirm or correct. Refer them to the Skills Check.

### Answers

- 1 What is the safest method of transport?  
How can we measure safety?

### Transcript 1:21

- Presenter:** Exercise D. Listen to part of the talk again.
- Lecturer:** What is the safest method of transport? Actually, we can't answer that question before we answer another one. How can we measure safety? One way is to look at the number of accidents for each method.

## Exercise E

Read the main line of instruction and revise the meaning of *measure*. Elicit some suggestions, but be aware that students might find it difficult to express ideas even if they have them.

- 1 Refer students back to the table and put them into pairs to talk. If students are from the same country, you may feel they should be allowed to translate some of the ideas. The aim is to prepare them for the

fairly challenging concepts in the lecture, rather than to form perfect sentences. Note that they will have the chance to formulate ideas more accurately in 2.

- 2 Students should work individually, then check answers in pairs. Monitor to gauge how well they have understood. Wait until students have listened to the next part of the lecture before going over answers.
- 3 Play  1:23 right through and ask students if they are happy their answers were right. Play  1:22 again, pausing after each way of measuring to build up the answers to 2 on the board. Don't worry if you have to do a lot of this yourself – it will facilitate the main listening exercise later. Take the opportunity to teach *fatal* and *passenger*; *per passenger kilometre* means per kilometre travelled by each person. Make sure students understand the concept of *chance* in the final way of measuring. Use the chances of winning the lottery as an explanation.

### Answers

Accidents p.a.	the number of accidents each year involving each method of transport
Deaths p. a.	the number of deaths each year for each method of transport
Deaths p. billion km	the number of deaths for every billion kilometres that people travel
Chance of dying on method of transport	the chances of dying when travelling by each method in your lifetime

### Transcript 1:22

- Presenter:** Exercise E3. Listen and check your ideas.
- Lecturer:** How can we measure transport safety? One way is to look at the number of accidents for each method. Another way is to look at the number of deaths by each method. Do more people die each year in car accidents or plane crashes, for example? We could look at the distance that people

travel by each method each year. For example, people travel much longer distances by car than by bicycle, so we could measure the deaths per passenger kilometre. Finally, we could consider the chance of having a fatal accident – the chance of dying when travelling by each method. There aren't many plane crashes, but when a plane crashes, most passengers die. On the other hand, there are millions of car accidents every year, but in most cases, nobody dies.

## Exercise F

Prepare students by revising some large numbers. You will know how confident your students will be hearing and recording large numbers and how much practice to give. Say some numbers, gradually getting larger, that students have to write down. Then write them on the board to check answers and get students to read them out.

- 1 Organize students into groups of eight. If you have a small class, students could work in groups of four, taking two methods of transport each. Read through the instructions with them, making sure they know exactly what to do. Emphasize that they are listening especially for their transport method and to record those figures, but that they should pay attention at other times so that they can check the information that other members of their group give them later.
- 2 Play  1:23 right through.
- 3 In their groups, students share the answers for their chosen methods of transport. To give feedback and check answers, play  1:23 again as you fill in the table on an OHT or other visual medium.

## Answers

Table 1: *Transport safety in the US*

Method	Accidents p.a.	Deaths p.a.	Deaths p. billion km	Chance of dying on method of transport (1 in ...)
pedestrians	77,000	5,307	49	612
car	2,378,000	40,000	2.8	869
motorbike	54,000	2,106	112	1,159
bicycle	58,000	813	41	4,857
boat/ship	8,000	819	0.04	9,019
plane	1,700	635	0.02	20,015
bus	17,000	17	0.06	86,628
train	3,000	1,096	0.9	133,035

## Transcript 1:23

- Presenter:** Exercise F2. Listen for information about your method. Complete the remaining three columns in Table 1.
- Lecturer:** So, there are four main ways to measure transport safety. We know about accidents. What about the figures for the other ways? Firstly, let's look at deaths per annum. Again, cars are the most dangerous method of transport. There were 40,000 deaths in 2002 in car accidents. In second place were pedestrians. There were 5,307 deaths of pedestrians. Motorcyclists were in third place, but a long way behind. Two thousand, one hundred and six people died in accidents involving motorcyclists. Less than half that number died in train accidents. The actual figure was 1,096. Cyclists and ship passengers had very similar results – 813 people died in cycling accidents, and 819 in boating or shipping accidents. Fewer plane passengers died – 635. Finally, what about bus passengers? Only 17 people died on buses in the US in 2002.

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Another way to measure transport safety is to look at deaths per kilometre. We measure deaths per billion passenger kilometres. When we measure transport safety in this way, we have a new number one. It is motorcyclists. There were 112 deaths per billion passenger kilometres by motorcyclists in the US in 2002. Pedestrians were in second place – 49 deaths, and cyclists third at 41 deaths. Car accidents are in fourth place by this measure – only 2.8 deaths per billion passenger kilometres. Trains caused 0.9 deaths per billion kilometres. Then we have some very small numbers – ships 0.04, buses 0.06 and planes 0.02.

Finally, what is the actual chance of dying during your lifetime in a particular kind of transport accident? When we measure this way, a low figure is bad. I mean, if you have a 1 in 2 chance, that's very bad. If you have a 1 in 2,000 chance, the method's much safer. So, the figures – you have the biggest chance of dying as a pedestrian – 1 in 612. Next, we have car accidents – 1 in 869. Motorbikes are in third place – 1 in 1,159. Cyclists are in less danger – they have 1 chance in 4,857 of dying. For ship accidents, the figure's 1 in 9,019. For plane accidents, it's 1 in 20,015, and for bus accidents, 1 in 86,628. The safest way to travel, according to this measure, is by train. The chance of dying in a train accident is just 1 in 133,035. So, the next time you travel, stop for a moment and think about how safe you are.

## Closure

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Conclude the lesson by establishing which transport methods seem to be the safest and most dangerous. Clearly there is no right answer to the final question, but it does seem that planes, buses and trains are very safe compared with cars, bicycles, motorbikes and walking near roads.

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## Lesson 2: Speaking

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### Objectives

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In this lesson, students will:

- describe an accident;
- contrast past forms in narrative.

### Introduction

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Brainstorm the methods of transport from the previous lesson and briefly discuss once more which were the safest and most dangerous. Establish once more that cars are dangerous, whichever method of measuring safety is adopted.

### Exercise A

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Direct students to the picture and give them time to look and think before eliciting any answers. Read through the questions with them, checking key words as you go.

- 1 Read the question and elicit and drill *accident*. Avoid going into more detail now as students can talk in pairs in a moment.
- 2 Check the meaning of *involved*, which is a verb that occurs frequently in the unit. The people involved in an accident are the people in it, the people affected by it. Check the meaning of *witness* – somebody that sees an accident (or crime) and usually talks to the police.  
Put students into pairs and give them a few minutes to answer the questions. Check ideas together. During feedback, teach *statement* – people involved in an accident make a *statement*.

### Answers

Possible answers:

- 1 There is an accident/a car crash/police are talking to a driver.
- 2 drivers – they stop/exchange information  
police – they ask questions/take notes  
witnesses – they tell the police what they saw/they make a statement

### Exercise B

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Before students listen, refer to the two illustrations and give them a moment to think. They do not have to talk or answer any questions about the drawings, but they will understand more of the conversations if they have mentally made predictions. Read through both questions with them so that they know what they are listening for.

- 1 Play  1:24. Students match Conversations 1 and 2 with illustrations A and B.
- 2 Put students into pairs. Give them a couple of minutes to compare answers and then explain what happened in their own words. Each student can talk about one drawing, or they can help each other with both situations. Avoid a feedback phase now as students will look at the conversations more closely in Exercise C. Note now that the aim is to prepare students to learn the past continuous, though they are not expected to start using it yet.

### Answers

- 1 1 B, 2 A
- 2 Answers depend on students.

### Transcript 1:24

- Presenter: Lesson 2: Speaking  
Exercise B. Listen to two conversations.  
Conversation 1
- Policeman: So, what happened?  
Cyclist: I was riding my bike along this road. The door of a car suddenly opened and I hit it. I fell off my bike.
- Policeman: Are you all right?  
Cyclist: I hurt my arm, but I don't think it's broken.
- Driver: I'm so sorry. I was thinking about my appointment. I was late, you see.
- Policeman: Late?  
Driver: Yes, I was late to see the doctor. I didn't look in the mirror before I opened the door.

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### Conversation 2

- Policeman: So, what happened?  
Driver 1: I stopped at the red light. The car behind didn't stop. He went into the back of my car.  
Driver 2: I'm sorry. I was ...  
Policeman: Were you talking on your cellphone?  
Driver 2: No, I was ...  
Driver 1: Yes, he was. He was talking on his phone and he didn't see the red light.  
Policeman: Is that true?  
Driver 2: Well, yes. I was talking on my phone, but I was looking at the road too.  
Policeman: So, why did you hit the car in front then?

### Exercise C

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Read the instructions through with students. Tell them they will hear the conversation again and that the idea for now is to remember the verbs lexically, not to worry about tenses for the time being. If students can remember tenses, however, that is fine.

Put students into pairs and give them a couple of minutes to compare ideas. Monitor and gauge both how well students understood the recording, and how well they can logically piece together a conversation. Again, avoid a feedback phase, as students will listen to check answers and analyze the verb forms in a moment.

### Exercise D

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The aim now is to present students with the past continuous and to contrast it with the past simple that they have already learnt. Note that at this point in the unit, students will see the two forms contrasted, though in separate sentences within the same context. They will learn how to use the two forms in the same sentence later in the lesson.

- 1 Read through the instructions just for this first stage. Tell students that you will pause the recording, but only to give them time to write. You do not want

them to call out answers after each space and you do not want the task to become a dictation.

Play  1:25 through, pausing just long enough between sentences for students to write answers. If they fail to catch a verb form, go on. Do not rewind and play a line again.

Check the answers before discussing the verb forms. Ideally, show an OHT or other visual medium of the conversation on the board and write in the answers as you go. Do not discuss the different usage of the two forms yet.

- 2 Students should work individually, then check answers in pairs.
- 3 Refer students to Skills Check 1 to check ideas. Give students time to read and absorb the information and look at the examples. Contrast what you know they already know – the present continuous with the new form. Say and write on the board: *Now we are sitting in class. We are learning English. Yesterday at this time, we were sitting in class. We were learning English.* Point out that only the auxiliary verb changes. Use a timeline on the board. Draw a continuous line and write *I was riding my bike*. Draw a first cross on the line and write *The door of a car suddenly opened*. Draw another cross immediately after the first and write *I hit it and fell off my bike*. Make sure that it is clear the continuous action finished. Avoid over-explanation, though, as Exercise E that follows will assess whether the point has been absorbed.

### Answers

#### Conversation 1

- Policeman: So, what happened?  
Cyclist: I *was riding* my bike along this road. The door of a car suddenly *opened* and I hit it. I *fell* off my bike.  
Policeman: Are you all right?  
Cyclist: I hurt my arm, but I don't think it's broken.  
Driver: I'm so sorry. I *was thinking* about my appointment. I was late, you see.  
Policeman: Late?

Driver: Yes, I was late to see the doctor. I *didn't look* in the mirror before I opened the door.

### Transcript 1:25

Presenter: Exercise D. Listen to Conversation 1 again.  
[REPEAT OF 1:24, Conversation 1]

## Exercise E

Refer students back to the second conversation.

- 1 Students should work individually, then check answers in pairs.
- 2 Play 1:26, pausing after each space to write the correct answer on the board. Ideally, complete an OHT or other visual medium of the gapped conversation.

### Answers

#### Conversation 2

Policeman: So, what happened?

Driver 1: I *stopped* at the red light. The car behind *didn't stop*. He went into the back of my car.

Driver 2: I'm sorry. I was ...

Policeman: *Were you talking* on your cellphone?

Driver 2: No, I was ...

Driver 1: Yes, he was. He *was talking* on his phone and he *didn't see* the red light.

Policeman: Is that true?

Driver 2: Well, yes. I was talking on my phone, but I *was looking* at the road too.

Policeman: So, why did you hit the car in front then?

### Transcript 1:26

Presenter: Exercise E2. Listen and check.  
[REPEAT OF 1:24, Conversation 2]

## Exercise F

- 1 The aim of listening again now is to consolidate the use of the past forms and to absorb the stress and

intonation patterns. Play 1:27 right through.

- 2 Allow sufficient time. Monitor to check performance. How naturally students are using the forms now will tell you more about whether they really understand them. See if stronger pairs can practise with books closed.
- 3 Allow a realistic amount of time. Monitor and help students with key pronunciation. Check they are using the past forms correctly. Make corrections as they write their conversations, rather than when they read them for the class.
- 4 Ideally, all groups should read their conversations for the class. However, this may be time-consuming and repetitive if you have a big class. An alternative would be to put students into new groups of six – each group consisting of two of the original groups of three. You could record the conversations for students to check their own performance.

### Transcript 1:27

Presenter: Exercise F1. Listen to both conversations again.  
[REPEAT OF 1:24]

## Exercise G

Preparation is essential here, as students will not have the confidence to conduct this spontaneously. You should allow at least as much time to prepare as to conduct the actual information exchange. Monitor closely as students prepare and help weaker students especially. However, remember this is the production stage of the lesson and you should not do the task for them. Read the first line of instruction and then work through the task parts methodically.

- 1 Read through the steps and provide sufficient time, within reason, to prepare. As you monitor, help students with specific key vocabulary and suggest questions that a partner might ask.
- 2 As students relate their accounts, monitor, but do not stop them to correct. Make a note of a pair that performs particularly well so that you can ask them to role-play again for the class later – not to show off, but to provide a clear model of what is achievable.

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## Closure

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Work through Skills Check 2, then put students into pairs to identify their own problem areas and follow the advice.

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## Lesson 3: Vocabulary and Pronunciation

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### Objectives

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In this lesson, students will:

- revise and develop vocabulary related to transport;
- organize and record vocabulary;
- practise pronunciation – word stress patterns;
- start a conversation.

### Introduction

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The aim of the first half of the lesson is to encourage students to think about how they organize and record vocabulary. Start the lesson by getting students to show a partner their notebook and to explain how they go about organizing it. Monitor and, without being critical, make observations. It is quite likely that some students have listed vocabulary in alphabetical order or simply recorded randomly under a main topic heading. Start suggesting ways that they could approach the process more logically.

### Exercise A

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The primary aim is to show students that listing words with their opposite is one way of recording vocabulary, though the adjectives here are useful and should be revised or learnt.

- 1 Students should work individually, then check answers in pairs. Check pronunciation as you go over answers. Point out the common use of prefixes *un~* and *in~* to form opposite adjectives.
- 2 Read through the instructions and the example. Point out that *economical* means it saves you money, whereas *cheap* simply means it doesn't cost much. Put students into pairs and give them a couple of minutes to talk. Get a few ideas as feedback.

### Answers

- 1 fast / slow  
convenient / inconvenient  
comfortable / uncomfortable

safe / dangerous

economical / expensive

- 2 Answers depend on students.

### Exercise B

---

Once again, the primary aim is to show students how vocabulary can be organized, rather than to present these particular words and phrases.

Students should work individually, then check answers in pairs. As they work, check that they understand the items in the fourth row relate to parts of a motorway and in the final row to airports. Check pronunciation as you go over the answers. You may need to explain the items in the final row of the table if students have not flown before.

### Answers

1	take off	fly	land
2	get in	drive	stop/get out
3	get on	ride	get off
4	slow lane	middle lane	fast lane
5	check-in	departure lounge	boarding gate

### Exercise C

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Copy the notebook table onto the board in preparation. Read through the instructions with students and then add the examples to the table on the board, checking the column headings as you go. Ask students to choose another transport method and write that into the first column on the board. Then add the person in the second column.

Once students know what to do, give them time to complete the task individually and to then check answers in pairs. As feedback, you or students can write words into the appropriate place on the board.

## Answers

Transport	Person	Place	Related verbs
bus	driver	bus station	drive
bicycle	cyclist	cycle lane	ride
train	driver	railway station	drive
plane	pilot / captain	airport	fly
ship	captain	port / harbour	sail

## Exercise D

Give students time to read through and absorb Skills Check 1. Make sure students appreciate that the advice relates to each of the exercises they have completed. Monitor and assist as they choose words and continue to assist as they apply the advice given and decide how best to record them.

## Exercise E

Look at the example with students and make sure they understand why the tick is in the column it is in. Drill *accident* if necessary. Work through one or two of the words as examples, if you think necessary. Otherwise, allow students to continue. Students can work individually, saying the words to themselves, and then compare with a partner, or work directly in pairs, saying the words aloud as they go. Copy the table onto the board electronically so that you can provide feedback effectively. Drill words that students are unsure about as you go through answers.

## Answers

		Oo	oO	Ooo	oOo
1	accident			✓	
2	airport	✓			
3	appointment				✓
4	arrive		✓		
5	bicycle			✓	
6	comfortable			✓	
7	dangerous			✓	
8	depart		✓		
9	departure				✓
10	expensive				✓
11	involve		✓		
12	passenger			✓	
13	pilot	✓			
14	police		✓		
15	station	✓			
16	traffic	✓			

## Skills Check 2

Give students time to read through and absorb Skills Check 2. Encourage them to look back at the table in Exercise E as they do so.

## Exercise F

Read the first line of instruction through with students. Note that *journey* has not yet been presented and students may not know it. Explain that a journey takes you from A to B – a journey from home to university, or from Paris to New York. Ask them for some examples of how a conversation might start. If they offer nothing, suggest some questions starters – *How was ...? How did you ...? Did you come / get here ...?* and so on.

- 1 Read through the instructions and both questions with students before they listen so that they know what they are listening for. Make sure students understand the second question and what *like* means here. *What was the journey like? = How was the journey? / Was the journey good or bad?* Play 1:28 right through. Check answers orally.
- 2 Refer students to the gapped conversations and give them a moment to read through them before playing the recording. Students have listened once already and should be able to write answers into the spaces without you pausing. Play 1:29 one conversation at a time, checking answers in between. Ideally, check answers on an OHT or other visual medium.
- 3 Drill lines from each conversation and then give students time to practise them in pairs. Monitor to check performance. Select a pair that performs well to read one of the conversations aloud to the class.
- 4 Put students into pairs and read through all the instructions with them. Set a time limit of three minutes for preparation. Monitor to help weaker students. Monitor students as they have their conversations, but do not make corrections. Select two or three pairs to role-play their conversation aloud to the class.

### Answers

- 1 a. 1 by car, 2 by train  
b. 1 not good, terrible, 2 good, fine
- 2 Conversation 1  
A: Did you *drive* here?  
B: Yes, I did.  
A: What was the *traffic* like?  
B: It was *terrible*!  
A: Oh dear!

#### Conversation 2

- A: How did you *get* here?  
B: I came by *train*.  
A: How was the *journey*?  
B: *Fine*.  
A: Oh, good.

### Transcript 1:28

Presenter: Lesson 3: Vocabulary and Pronunciation  
Exercise F1. Listen to two conversations. Answer the questions.  
Conversation 1

- A: Did you drive here?  
B: Yes, I did.  
A: What was the traffic like?  
B: It was terrible!  
A: Oh dear!

#### Conversation 2

- A: How did you get here?  
B: I came by train.  
A: How was the journey?  
B: Fine.  
A: Oh, good.

### Transcript 1:29

Presenter: Exercise F2. Listen again and complete the conversations.  
[REPEAT OF 1:28]

### Closure

Tell students you have just arrived in the country/town. Get them to start conversations with you. Remind them about starting conversations by talking about the weather (Level 2a, Unit 4, Lesson 3).

## Lesson 4: Reading

### Objectives

In this lesson, students will:

- predict the order of information in a text;
- understand new words in context;
- understand past verb forms in context.

### Introduction

Revise key vocabulary related to accidents: a car or plane *crashes*, a boat *sinks*. A car can *crash into* another car, a rider can *fall off* his or her bicycle. Revise the adjectives *safe* and *dangerous*.

### Exercise A

Refer students to the table at the bottom of the page.

- 1 Point out that this is a general knowledge test. Students have not studied this in the course. Set for pairwork. Feed back, but do not confirm or correct.
- 2 Repeat the procedure.

### Exercise B

Read through all the instructions with students so that they know what they are reading for before they start scanning. Then conduct each task separately.

- 1 Set for individual work and pairwork checking. Remind students that names are often defined or explained just before or just after the word itself, e.g., *William Huskisson, a member of the British Government*.
- 2 Set for individual work and pairwork checking. This time, students need to use their knowledge of numbers to work out what each item is, e.g., date, speed, distance.

Monitor as students work. Ask questions and make suggestions. Feeding back or checking answers to each and every name and number will be immensely time-consuming and not very beneficial. As feedback, you could choose a couple of names and a couple of numbers to check.

### Methodology note

Enforce the time limit strictly. There is no point in allowing students time to read the whole text at this stage. The idea is simply to force them to use capital letters to find proper nouns, then check the referent, and repeat with numbers.

### Answers

1/2 There are, in fact, 10 names.

	Name	Definition in text	Text
1	William Huskisson	a member of the British Government	Trains
2	<i>Rocket</i>	a (railway) engine	Trains
3	Mary Ward	a scientist	Pedestrians
4	Bridget Driscoll	a middle-aged woman	Pedestrians
5	Arthur Edsall	a man	Pedestrians
6	Edwin Sewell	an engineer	Cars
7	Richer	a soldier	Cars
8	Orville Wright	a maker of bicycles	Planes
9	<i>Flyer 1</i>	a plane	Planes
10	Thomas Selfridge	an American soldier	Planes

3/4 There are, in fact, 11 numbers.

	Number	Type	Text
1	15 <sup>th</sup> September, 1830	date	Trains
2	40	kilometres per hour = speed	Trains
3	31 <sup>st</sup> August, 1869	date	Pedestrians
4	1896	year	Pedestrians
5	6	kilometres per hour = speed	Pedestrians
6	25 <sup>th</sup> February, 1899	date	Cars
7	three	days later = time period	Cars
8	17 <sup>th</sup> December, 1903	date	Planes
9	37	metres = distance	Planes
10	five	years later = time period	Planes
11	25	metres = distance (actually height)	Planes

## Exercise C

Get students to cover the text on page 29 completely. Elicit all the ways that you should prepare to read a text:

- Look at illustrations to get a very general idea of content.
- Look at tables to get a more specific idea of content.
- Read the heading to find out what the text is about in general.
- Read subheadings and/or the first paragraph to find out specific topics and order of topics.
- Answer questions which the writer asks.

Allow students to uncover the text for one minute to do each activity, but make sure they cover it again while they discuss or feed back. Alternatively, use an OHT or other visual medium to gradually reveal the text/target items. Set each task for individual work and pairwork checking. Give feedback before moving on to the next task. Note that students might find it difficult to suggest answers to question 1, having not read the text. Do not feed them possible answers – go back to the questions later to check comprehension.

### Answers

- 1 Answers depend on students.
- 2 It is about accidents – more specifically, the first accidents for each type of transport where people died.
- 3 It will probably be in the same order as in the first sentence, i.e., trains, pedestrians, cars, planes.
- 4 This shows that the order is as predicted.

## Exercise D

Put students into groups of four.

Method	Date	Location	Person	Car/Plane, etc.	Driver/Pilot, etc.
planes	1908	USA	Thomas Selfridge	Flyer 1	Orville Wright
pedestrians	31/08/1869	Ireland	Mary Ward	steam car	no information
	1896	London	Bridget Driscoll	petrol car	Arthur Edsall
cars	25/02/1899	London	Edwin Sewell, Richer	petrol car	Edwin Sewell, Richer
trains	15/09/1830	Liverpool	William Huskisson	Rocket	no information

- 1 Get students to choose one topic each. Make sure they understand that they only have to read that paragraph and fill in information about that topic. Point out that the *Person* column is for the person who died. Monitor, but do not assist on this occasion. Point out that there may not be information for all of the columns.
- 2 Set for groupwork. Monitor and assist. Students should not look at the table of the others in the group, so all information, including spelling of names, must be conveyed orally. If a student has not found information that was in their text, allow them to look briefly at the paragraph again. Allow students to double check the information they heard by looking at the other texts, but do not give a long time for this. They should be scanning for names and numbers only. When groups have completed the task, provide an OHT or other visual medium of the table below for them to check against. Do not elicit or check each answer in the table orally, as this would be time-consuming and not very beneficial.

### Answers

See table below.

## Exercise E

Work through the Skills Check, pointing out that you have got different kinds of words here, i.e.,

- *steam* = noun modifying a noun = a kind of N
- *steep* = adjective
- *flight* and *competition* = nouns

This information alone helps with guessing. Point out that the information in the same phrase, sentence or paragraph gives a lot more help. Elicit probable meanings of the target words here.

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*steam* = boiling water, so a steam car = one that uses boiling water  
*steep* = a word describing a hill; probably difficult to go up  
*flight* = the noun of *fly*, a journey by plane  
*competition* = a kind of race between two or more moving things

## **Exercise F**

---

Each student has at least one word to explain. Allow students to look back at their own text to check, but not to use a dictionary. Monitor and assist as students explain in their group.

## **Exercise G**

---

The aim is to revise the form that students learnt in the previous lesson and to prepare them to develop the grammar in the next lesson. Students should work individually, then check their examples in pairs. As feedback, get a couple of examples of each form on the board, but do not write up every example. Answers are not provided here, as examples of the forms are evident in the text.

## **Closure**

---

See how many facts from the text students can remember.

## Lesson 5: Writing and Grammar

### Objectives

In this lesson, students will:

- use past continuous;
- link past tenses with *when*;
- write a report of an accident.

### Introduction

Ask students to tell you words from this unit with the following letter combinations. Write the combinations on the board and elicit the full words, perhaps by getting students to come up to add the extra words.

ai	airport railway train
cc	accident
ff	traffic
oa	boat road
rr	arrive
ss	passenger

### Exercise A

- 1 Students should work individually, then check answers in pairs.
- 2 Read through the instructions with students and do one match as an example. Students should work individually, then check answers in pairs. As feedback, choose students to read out the full two-part sentences. Make sure answers are clear. Show students the meaning of *slipped*.
- 3 Refer students back to the relevant paragraph. They should discuss the questions directly in pairs. Elicit answers orally to check.

### Answers

1	I / He / She / It	<i>was</i>	riding.
	You / We / They	<i>were</i>	

2	a.	Jim was riding his horse	d.	He didn't see his station and went past it.
	b.	Tina and Liz were driving home	c.	She slipped and fell in the river.
	c.	Sally was getting on the boat.	e.	A friend saw them and took them home in his car.
	d.	Stan was reading a book.	b.	A dog ran in the road and they hit it.
	e.	Tom and Grace were waiting for a taxi.	a.	He fell off and broke his arm.

- 3 a. They were flying at about 25 metres.  
b. The propeller broke.  
c. The plane crashed (and Selfridge died).

### Exercise B

The aim now is to present students with the concept of linking the two past forms they have studied within a sentence. Although this is quite common in spoken language, it will be easier for students at this level to use in their written language, when they have more time to formulate complex structures.

- 1/2 Read through the instructions with students and make sure they understand what they are to do. Students should work individually, then check their sentence in pairs. As feedback, either you or a student should write the sentence on the board.
- 3 Refer students to the Skills Check and give them time to absorb the information and further examples. Point out now that in narrative, the two forms used together create drama. Read the example sentences, pausing appropriately before delivering the result of the interruption.

### Answers

- 1 Sally was getting on the boat when she slipped and fell in the river.
- 2 When Jim fell off his horse, he broke his arm.

---

## Exercise C

---

Note that Table 2 simply presents the forms from the Skills Check in a way that students are familiar with. They can use the Skills Check to complete the task if they prefer. Students should work individually, then check answers in pairs. As feedback, either you or a student should write the formula on the board.

### Answers

- past continuous + *when* + past simple
- *When* + past simple, + past simple (note the comma)

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## Exercise D

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Put students in pairs. Make sure students understand *disaster* and drill it.

- 1 Give out copies of the texts below. Give students five minutes to read the text and compare the information with the notes. Then ask students to turn over the text.
- 2 Give each student a copy of the note form. Set for pairwork. Ask Student A to cover B's notes. Student B should close the book and make notes. Encourage B to ask questions to check facts, spelling, etc. Monitor and assist. Repeat with swapped roles.

### Student texts:

**A** The worst air disaster in history happened in Tenerife, near the west coast of Africa, on March 27th, 1977. A 747 plane was taking off when it hit another 747 on the ground. Five hundred and eighty-three people died.

**B** The worst sea disaster in history happened on January 30th, 1945, in the Baltic Sea, near the coast of Germany. A passenger ship called the *Wilhelm Gustloff* was sailing from Danzig to Kiel. A torpedo hit the ship and it went down. Over seven thousand people died.

### Note form:

Date	
Place	
Names	
Action	
Interruption	
Result	

---

## Exercise E

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Read through the first line of instruction with students and revise the meaning of *witness*. Remind students that somebody involved in a traffic accident, or a witness who sees an accident, must give a *statement* to the police.

- 1 The aim is to consolidate and check use of the past simple and past continuous and to prepare for the writing task. Students should work individually, then check answers in pairs. Ideally, you should show an OHT or other visual medium of the statement and fill in the answers one by one. Otherwise, write each verb form on the board. Do not rely on orally given answers.
- 2 Make sure that students use the statement as a model to write their own. Set a time limit of about

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ten minutes, or set the task as homework if you want students to plan more carefully.

### Answers

- 1 I *was standing* at the bus stop in Blatchington Road when I *saw* the accident. Some cars *were waiting* at the traffic lights about 35 metres from me. The lights were red, but one car *didn't stop*. The driver *went* into the back of the car in front. I think he *was talking* on his cellphone and *wasn't looking* at the road. When he *hit* the car in front, there was a terrible bang.
- 2 Answers depend on students.

### Closure

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Feed back on the reports students wrote in Exercise E2.

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## Lesson 6: Writing and Grammar

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### Objectives

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In this lesson, students will:

- write about an historic transport accident;
- conduct and write about a survey.

### Introduction

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Use Exercise A.

### Exercise A

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Refer students to the picture of the *Hindenburg*. Teach the word *airship*. Get students to tell you that it is filled with gas – hydrogen in this case – which is inflammable. Refer students to the notes. Set for individual work and pairwork checking. Feed back, building up model notes on the board. During the feedback, point out the tense selection, especially the use of the past continuous for interrupted actions, i.e., *It was going to New Jersey* (It did not actually make it.) and *It was landing* (It did not land.).

#### Answers

	<b>Hindenburg</b>
From	<i>Frankfurt</i>
To	<i>New Jersey</i>
Pass./Crew	<i>36/61</i>
Action	<i>landing</i> <i>(03/05/1937)</i>
Interruption	<i>caught fire</i>
Result	<i>fell/ground</i>
Pass./Crew dead	<i>13/22</i>

### Exercise B

---

Refer students to the picture of the *Titanic*. Teach the word *iceberg*. Elicit what happened (students will probably have seen the film). Refer students to the notes. Set for individual work. Monitor and assist. Note that to plan, organize and write the account

successfully, students will need around 15–20 minutes. If it is not possible to dedicate this much class time to a writing task, it would be better set for homework.

#### Answers

##### Model text:

The most famous sea accident in history involved the *Titanic*. The *Titanic* was the largest passenger ship in history. It sailed from the port of Southampton. It was going to New York. There were 1,316 passengers and 913 crew. On April 14<sup>th</sup>, 1912, it was sailing in the North Atlantic when it hit an iceberg and sank. Eight hundred and eighteen passengers died, and 698 crew.

### Exercise C

---

Students should work individually, then compare sentences in pairs. Encourage peer correction. Monitor to check accurate use of forms. As feedback, get a few ideas from selected students. Do not go through all sentences that all have invented.

#### Answers

Answers depend on students.

### Exercise D

---

Refer students to the bar graph and discuss as a class what it shows.

- 1 Make sure students understand the task and set for individual completion. The task should be easy – the aim is to prepare for the writing task that follows. As feedback, choose a stronger student to read the report with the answers in place.
- 2 Read through all the instructions with students so they understand the whole process. Then manage each phase separately. Set a time limit for students to mingle, collecting the information. Monitor and make sure students are working at a similar pace. Students should work individually to draw the bar graph from the information collected. Again, monitor to make sure students are working

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efficiently. Put them into groups to compare their bar graphs before they write the report. In theory, their bar graphs should all be the same.

Either set a time limit of ten minutes to write the report or set for homework. Make sure that students use the report presented as a model.

### Answers

- 1 There are 32 students in my class and they come to university by six different methods. Nearly *half* the students come by bus. *Five* students live very close and always walk. *Six* students usually ride their bikes, though two of them sometimes walk. *Two* students live outside the city and come by train. They walk from the station. *Three* students come to university on their mopeds (small motorbikes) and *one* drives.
- 2 Answers depend on students.

### Exercise E

---

The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

### Answers

1 <i>One way</i>	to measure safety	is to look at accidents for each method of travel.
2 There are two roads.	Shall we take this one or	<i>the other one?</i>
3 Alternatively,	<i>we could</i>	go by train.
4 <i>What</i>	was the traffic like	on the way here?
5 The car	<i>was travelling</i>	at 80 kph ...
6 ... when it	<i>hit</i>	the wall.
7 When the plane	<i>crashed,</i>	the pilot died.

### Closure

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Ask students to try to remember the main facts of the two disasters.

## Key vocabulary

action film (n)

actor (n)

actress (n)

adventure (n)

author (n)

autobiography (n)

cartoon (n)

character (n)

comedy (n)

crime (n)

crime film (n)

direct (a film) (v)

director (n)

drama (n)

favourite (adj)

historical film (n)

horror film (n)

love story (n)

novel (n)

play (a part/role) (v)

role (n)

scene (n)

science fiction (sci-fi) film (n)

set (be set in) (v)

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- listen to a research report;
- listen to hear statistics;
- listen to complete tables and charts;
- listen for examples and lists.

### Introduction

The colourful posters on the first page are an appealing way to the start lesson and a long introduction is not necessary. Ask students if they go to the cinema much. Ask if they prefer to rent DVDs. Ask what films are on at the cinema at the moment. Gauge how interested they are in the topic and see if they can translate film titles into English. Note that students may use *movie* rather than *film* and that many native speakers use it in spoken language, especially in American English.

### Exercise A

Give students a minute to look at the posters before they start matching. Point out that these are all old posters from the 1930s and '40s and they will probably not know the films.

- 1 Read the instructions with students, pointing out that *genre* can also be used to talk about types of

film. This is a word students will meet later in the unit. Pronounce each of the film genres for students. Students match in pairs and then compare with a partner.

As feedback, check answers, clarifying how the words and phrases are used. We talk about *a comedy*, *a cartoon*, *a love story* or *an adventure*, but *a science fiction film*, *a horror film*, *a crime film* and *a historical film*. Note that we often talk about *a historical drama*. Point out that *science fiction* is commonly abbreviated to *sci-fi*.

- 2 Explain that students are going to hear a definition of each type of story. They should make a prediction about the type of story as soon as possible, but not shout out. Encourage them to write a number in the tick box on the relevant picture in pencil, and then change it as they get more information, if necessary. Play  1:30 right through and then again, pausing after each description to check answers.
- 3 Set this as pairwork, as stronger students will understand and dominate if conducted as a whole-class activity. If students are talking with a partner who speaks the same language, tell them that they can translate the words. Encourage them to show physically what some items mean – *laugh* and *make you jump*, for example. Students have listened twice already and should have picked up these words. Only play  1:30 again if you think it is really necessary. As

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feedback, check that students have understood the words, but make sure they understand that the aim is not to learn and remember them.

### Answers

- 1/2 A5 cartoon  
B4 historical  
C7 science fiction  
D6 love story  
E2 crime  
F3 horror  
G8 comedy  
H1 adventure
- 3 Answers depend on students.

### Transcript 1:30

Presenter: Unit 3: Music and Literature  
Lesson 1: Listening  
Exercise A2. Listen and match each extract with one of the posters.

- Voice: 1 In this kind of film, people often go on a journey. They must find something or someone. There are many dangers along the way. Sometimes, they are in a difficult situation and they are in danger of dying.
- 2 In this kind of story, there is a mystery. Someone is dead and the question is *Who did it?* The main character is a policeman or a private detective.
- 3 This kind of film makes you frightened. People do frightening things, or suddenly appear and make you jump.
- 4 This kind of film is set in the past. There are often kings or queens and famous events from history.
- 5 This kind of story has drawings. The drawings move. Nowadays, the drawings are usually made by computer.
- 6 This kind of story is often very simple. One person loves another

person, but for some reason, they cannot be together. The idea is very simple, but very popular.

- 7 This kind of story is set in the future. There are often spaceships and people from other planets. Sometimes, people from the Earth go to another planet, sometimes people from another planet come to the Earth.
- 8 This kind of story makes you laugh. People do funny things or say funny things.

### Exercise B

---

Refer students to the Table 1 and Figure 1. Explain that they should show the same information. Explain *bestseller* and *paperback* – ideally show one. Run through the types of book in the table quickly, making sure that students understand what type each book cover represents. Clarify the difference between a *biography* and an *autobiography* and drill the two words.

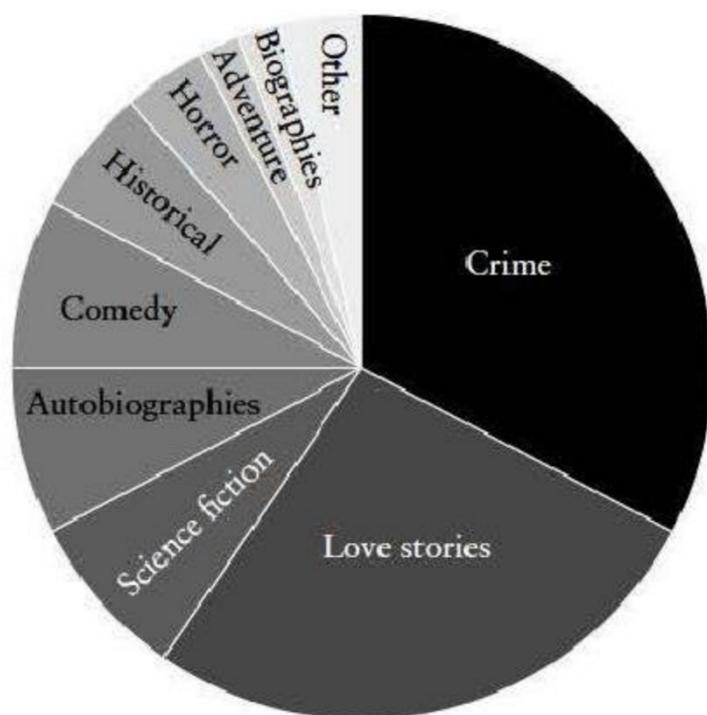
- 1 Refer students to the pie chart. Ask what they expect to hear. They should be able to see that two parts occupy well over half of the area, with the other eight parts occupying the rest.
- 2 Set for individual work and pairwork checking. Play  1:31, stopping at each pause for students to suggest the next word, then complete the relevant entry in the table. Note that sometimes the next word is obvious, but sometimes you are simply looking for students to be thinking about possible content, even if their actual prediction is wrong. As feedback, build up the table on the board.
- 3 Put students in pairs to identify the colours for each type of book. They do not have to write anything, they can join the genre to the pie chart segment. Give feedback, ideally using an OHT or other visual medium of the pie chart. Clearly, the items which are the same size can be any of the correct answers.

### Answers

- 1 Answers depend on students.

2/3

Book type	Total
Adventure	1
Biography	1
Autobiography	4
Comedy	4
Crime	17
Historical	3
Horror	2
Love story	14
Science fiction	4
other	2



Source of raw material: Guardian Unlimited

### Transcript 1:31

**Presenter:** Exercise B2. Listen to a research report. Predict the next word when the recording stops. Then complete Table 1.

**Researcher:** I'm doing research into reading habits in English. I wanted to find out the most popular types of books in the English [PAUSE] language. I looked for information in libraries and on the [PAUSE] Internet. On the website of *The Guardian*

newspaper, I found a list of best-selling paperback books for the year [PAUSE] 2002. I looked at the top 50 books in the list and I put them into separate categories – *crime*, *adventure*, [PAUSE] *horror*, etc. Most of the categories are novels, but there are also [PAUSE] *biographies*, or life stories, and *autobiographies* – life stories written by the people themselves. There is also the category *other*, which means [PAUSE] true stories, cookery books, etc. If you look at Table 1, you will see my [PAUSE] results. I found that two types of novel were far more [PAUSE] popular than the rest. In fact, these two types appear 31 times in *The Guardian* list of the first [PAUSE] 50 bestsellers. In other words, they account for over 60 [PAUSE] % of the total. In first place, with 17 out of 50 titles, that's 34%, is [PAUSE] crime novels. Second, with only three fewer titles, we have [PAUSE] love stories. In equal third place, with four titles each, are [PAUSE] science fiction, autobiography and comedy novels. Just behind those three types we have [PAUSE] historical novels with three titles, then [PAUSE] horror and other with two, and finally [PAUSE] adventure and biography with one each.

### Exercise C

Refer students to the tables. Ask the class: *What are you going to hear about?* Elicit some ideas, but do not confirm or correct.

- 1 Set for individual work and pairwork checking. Play  1:32. As feedback, build up the notes on the board.

- Refer students to the tables again and ask: *Which word is new in these tables?* Once again, do not confirm or correct. Set for individual work and pairwork checking. Play 1:33. Give feedback. Work through the Skills Check.
- Set for pairwork. Feed back, but do not confirm or correct.

### Answers

1

Date	Name and country	Number	Age	Tasks 1 and 2
1996	Dr Stuart Fischhoff – USA	560 (M = 264, F = 296)	15–83	put types of film in order (1 = fav.) name fav. film of all time

- Possible answer:  
Drama – a type of film; people have a problem and try to solve it.
- favourite types of films

### Transcript 1:32

**Presenter:** Exercise C1. Listen. Make notes in your notebook under the following headings: *Date, Name and country, Number, Age, Tasks 1 and 2.*

**Voice:** I am going to talk about some research into types of films. In 1996, an American psychologist, Dr Stuart Fischhoff – that's Stuart – S-T-U-A-R-T – Fischhoff – F-I-S-C-H-O-F-F – did some research into films. He talked to 560 people in the USA. There were 264 men and 296 women. They were between 15 and 83 years old. He asked them to put different types of film in order – with 1 as their favourite. He also asked them to name their favourite film of all time. We can see some of the results of the research in the tables on the screen.

### Transcript 1:33

**Voice:** Exercise C2. Listen. Which word in the tables below does the speaker explain? What is the explanation?  
I must explain one word in these tables. The word is *drama*. Dr Fischhoff used traditional categories for film types: love story, science fiction, crime, etc., but he also made a special category called drama. A drama is usually a story at the theatre, but Dr Fischhoff used this name for a particular type of film. In drama films, people have a problem and they try to solve it. Sometimes there's a crime in a drama story, but it isn't the main point of the story. Sometimes love is part of a drama film, but it isn't the main part. In most cases, the problem is actually with the people. Dramas teach us about life. Dr Fischhoff found that a lot of popular films were dramas, not just crime stories, love stories, and so on.

### Exercise D

- Set for individual work and pairwork checking. Play 1:34. As feedback, build up the table on the board.
- Make sure students realize that they only have to listen for information for one of the tables. Play 1:35. Do not give feedback at this point.
- Put students into pairs – one who has completed Table 2, and one who has completed Table 3. Monitor and assist. As feedback, build up the tables on the board.

### Methodology note

Clearly, if you have a mixed gender group, it is probably best to get the women to listen for Table 2 information and men to listen for Table 3.

To round up, ask students to react to the information in the survey. Ask: *Which result do you think is the most surprising? Do you think the results would be the same for people in your country?, etc.*

### Answers

Table 1: *Film types by order of preference*

Type	Order
Adventure	2
Cartoon	6
Comedy	5
Crime	8
Drama	1
Horror	7
Love story	4
Science fiction	3

Table 2: *Favourite types of film – females*

Type	%
Adventure	15
Cartoon	4
Comedy	0
Crime	0
Drama	23
Horror	0
Love story	31
Science fiction	16
other	11

Table 3: *Favourite types of film – males*

Type	%
Adventure	28
Cartoon	4
Comedy	0
Crime	0
Drama	32
Horror	0
Love story	4
Science fiction	28
other	4

### Transcript 1:34

Presenter: Exercise D1. Listen and complete Table 1.

Voice: Dr Fischhoff asked the first question to all 560 people: *Can you put these types of film in order of preference, for example, if you like love stories the most, put 1.* The results are in Table 1. He found that drama films were the most popular. In second place were adventure films and in third, sci-fi. Love stories were next and then comedy films in fifth place. In sixth place were cartoons, followed by horror films. Surprisingly, crime stories were in eighth and last place.

### Transcript 1:35

Presenter: Exercise D2. Listen and complete Table 2 or Table 3.

Voice: Dr Fischhoff then asked the second question: *Can you name your favourite film of all time?* The results for women are in Table 2, and for men in Table 3. Not surprisingly, love stories came top for women. Thirty-one per cent of women named love stories as their favourite type of film compared with only 4% of men. In second place for women were drama films. Twenty-three per cent chose this type. For men, drama films were top, with 32% saying it was their favourite film type. Science fiction and adventure films were in equal second place for men, with 28% choosing both types. Women put science fiction third – 16% chose this type of film – and adventure fourth – 15% chose this type. Cartoons were next for both men and women, but with only 4% saying it was their favourite film type. Horror, comedy and crime

---

stories got no result at all for either sex. None of the men or women chose these types of films as their favourite.

## **Exercise E**

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Students will practise talking about their favourite films in the lessons that follow, but it seems logical for them to express their own opinion at this point. Either put them into pairs or conduct as a whole-class discussion.

## **Closure**

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Feed back on some of the opinions expressed in Exercise E.

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## Lesson 2: Speaking

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### Objectives

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In this lesson, students will:

- talk about favourite films;
- distinguish between fact and possibility;
- conduct a survey.

### Introduction

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Reintroduce the word *genre* and brainstorm the film types from the previous lesson. Develop the vocabulary by pointing out that we often combine film genres to be more specific. We talk about *action films* and *action adventures*. We talk about *animation*, rather than cartoons, when images are generated by computer. Point that a historical film may be *biographical*, like a book, i.e., about the life of a famous person.

### Exercise A

---

Refer students to the posters and give them time to look and think before they talk. Read through the questions with them, and make sure they read the examples. Note that some of the films are not immediately definable as a single genre. Put them into pairs and tell them to answer questions 1 and 2 at the same time. As feedback, establish what type of film each is and get one idea about it. Avoid a long discussion about each film unless students really are using new language beneficially. Point out that *Romeo and Juliet* is a film from a *play*.

#### Answers

- 1/2 A – *Gladiator* – action adventure (possibly historical, but not a true story)  
B – *Ace Ventura* (series of films) – comedy  
C – *Avatar* – science-fiction / animation (computer graphics) / action adventure (possibly)  
D – *Romeo and Juliet* – love story (film from play)  
E – *Frida* – historical / biography  
F – *The Descent* – horror film

### Exercise B

---

Make sure students understand that they will hear two people talking about one of the films from Exercise A. Tell them that they will not hear the title, but there are a lot of clues. Play  1:36. Check the answer.

#### Answer

*Gladiator*

#### Transcript 1:36

- Presenter: Lesson 2: Speaking  
Exercise B. Listen to a conversation.  
Which film are they talking about?
- Voice 1: So, what's your favourite film of all time?
- Voice 2: Mm, I think it's probably [BEEP].
- Voice 1: What type of film is it?
- Voice 2: Well, it's a historical drama, but I guess it's an action film too.
- Voice 1: What happens?
- Voice 2: It's set in Roman times. A soldier becomes a slave. Then he becomes a [BEEP]. He becomes the greatest [BEEP] because he's so brave.
- Voice 1: Who's in it?
- Voice 2: The main character's Russell Crowe.
- Voice 1: Oh, really. I like him. How does the film end?
- Voice 2: I'm not going to tell you. Watch it!
- Voice 1: Perhaps I will.

### Exercise C

---

Read the instructions through with students. Tell them they will hear the conversation again and that the idea for now is to work out the question forms.

- 1 Put students directly into pairs and give them five minutes. Monitor and gauge both how well students understood the recording and how well they can logically work out question forms in context. Feedback is unnecessary as students will listen again to check.

- 
- 2 Tell students that you will pause 1:37, but only to give them time to write. You do not want them to call out answers after each space and you do not want the task to become a dictation.

Play 1:37 through, pausing just long enough for students to write the questions. If they fail to catch a verb form, go on. Do not go back and play a question again.

As feedback, write the questions on the board or reveal questions one by one, using an OHT or other visual medium of the conversation. Use the version of the conversation with the film title now. Answers are provided in the transcript below. Draw attention to how the present simple is used to summarize the plot of a film or book. We talk about the story in present terms as it still exists – not as a story which has finished. Students should be comfortable using the present simple, and this only needs to be pointed out. Lessons 5 and 6 focus on this in more depth.

- 3 Tell students that the aim of listening again is to concentrate on the pronunciation and natural rhythm of the interaction. Pause 1:38 after questions and answers that you want to drill. Give students time to practise the conversation. Monitor to check performance.

## Transcripts & answers

### Transcript 1:37

- Presenter: Exercise C2. Listen again and check. Write the questions into the spaces.
- Voice 1: So, what's your favourite film of all time?
- Voice 2: Mm, I think it's probably *Gladiator*.
- Voice 1: What type of film is it?
- Voice 2: Well, it's a historical drama, but I guess it's an action film too.
- Voice 1: What happens?
- Voice 2: It's set in Roman times. A soldier becomes a slave. Then he becomes a gladiator. He becomes the greatest gladiator because he's so brave.

- Voice 1: Who's in it?
- Voice 2: The main character's Russell Crowe.
- Voice 1: Oh, really. I like him. How does the film end?
- Voice 2: I'm not going to tell you. Watch it!
- Voice 1: Perhaps I will.

### Transcript 1:38

- Presenter: Exercise C3. Listen again. Then practise the conversation in pairs.  
[REPEAT OF 1:37]

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## Exercise D

Read the instructions with students and give them two minutes to answer the question in pairs. Refer them directly to the Skills Check to check. Point out that *I guess* is used commonly in spoken language. They will see *probably* and *perhaps* used in texts later in the unit.

---

## Exercise E

Preparation is essential here, as students will not have the confidence to conduct the conversations totally spontaneously.

- 1 Monitor closely as students prepare and help weaker students especially. However, remember this is the production stage of the lesson and you should not do the task for them.
- 2 As students have their conversations, monitor, but do not stop them to correct. Make a note of a pair that performs particularly well so that you can ask them to role-play again for the class later – to provide a clear model of what is achievable.

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## Exercise F

Remind students what a *survey* is – refer back to previous lessons.

- 1 Give students sufficient time to read the survey instructions properly. Monitor and give assistance where necessary. Make sure students understand

that you will not ask them to start conducting the survey until they know exactly what to do. Put them into pairs when you are satisfied that most students have understood the instructions. Reassure students who are still unclear that discussing the process now will help them understand it better.

- Put students into pairs to discuss the process.

Monitor to check that they have got the idea and the survey itself will go smoothly.

If it is clear that students need further help with understanding the instructions for the survey, you could show the completed Table 1, as well as Table 2 and Figure 1.

Students may need further help with understanding the instructions for the survey. If so, you could show the following completed Table 1, plus results table and figure.

Table 1: *Story type preference – results*

Story type	S1	S2	S3	S4	S5	Total	Rank	% = 1	Notes
Crime	1	6	1	2	1	11	1	60%	3 out of 5
Love story	2	5	3	4	7	21	4		
Science fiction	3	4	7	3	6	23	= 5		
Comedy	4	7	2	5	5	23	= 5		
Historical	5	1	4	6	4	20	3	20%	1 out of 5
Horror	6	2	6	7	3	24	7		
Adventure	7	3	5	1	2	18	2	20%	1 out of 5

Table 2: *Favourite types of story*

Story type	Order
Crime	1
Love story	4
Science fiction	= 5
Comedy	= 5
Historical	3
Horror	7
Adventure	2

Figure 1: *Favourite types of story*



## Exercise G

Put students into groups (ideally of ten) in order to make the mathematics easy later. If you have a mixed gender group, put the students into groups of male and female so that you can compare the results by gender at the end. Check the sentences in the list together as a class. Drill some of the sentences.

Monitor closely during the activity. Assist with practical difficulties, but do not correct language at this point. Note that students will work at different paces and you may need to end the activity before everyone has finished.

## Methodology note

Clearly, as it says in number 6 on the handout, the information in Table 1 should be the same. Make sure students note this point and correct any errors. They might like to label the columns in Table 1 with the initials of the respondent, so they can double-check that students were giving the same answer each time.

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## Closure

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Feed back, getting groups to give their results. Make a composite table and pie chart with the total results for the whole class and display it.

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## Lesson 3: Vocabulary and Pronunciation

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### Objectives

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In this lesson, students will:

- revise and develop vocabulary related to films and books;
- learn homophones;
- learn about group words.

### Introduction

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The aim of the first half of the lesson is to revise and develop vocabulary related to the overall unit theme. The second half encourages students once more to think about how they organize and record vocabulary.

### Exercise A

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The aim is for students to expand on vocabulary already learnt in the unit in a motivating way. Put students into teams. Teams can be pairs or groups of up to five students, depending on the size of the class. Work through the stages one at a time.

- 1 Tell students to focus on the vocabulary and not start answering questions yet. Of course, they should read the questions in order to understand any unknown words in context, but not yet compare answers. They should discuss the words in their team. Rather than go through each item, ask if there are any words that need clarification before the quiz begins. Make sure you do not give answers away when explaining words.
- 2 Make sure students understand the points system and that the team with the most correct answers wins. Set a time limit of ten minutes to answer all the questions. Make sure students cannot check answers on any electronic devices they may have with them.
- 3 Go over answers and see which team has most points.

### Answers

- 2 1 Steven Spielberg
- 2 Alfred Hitchcock
- 3 Don Quixote
- 4 Isabel Allende
- 5 Russia
- 6 Penelope Cruz
- 7 Mohammed Ali
- 8 Colin Firth

### Exercise B

---

The primary aim is to make students aware that homophones are common in English and to demonstrate that they raise issues of both pronunciation and spelling.

- 1 The examples that introduce the notion of homophones are related to the unit topic. In the practice exercise, students will work with a range of words they will be familiar with. Allow them to study the sentence pairs individually for a moment before playing  1:39. Then give them another moment to compare thoughts with a partner. Get some oral feedback from the class before referring them to Skills Check 1.
- 2 Refer students to Skills Check 1. Pronounce *homophones* for students, but do not drill it. Model and drill each of the example pairs in the table – transcribe them phonetically on the board, if possible.
- 3 Students should work in pairs so that they can say examples aloud to each other as they look for a second example. Monitor: point out if suggestions are not correct, but do not offer the correct answers. When a few pairs have the table complete, go over answers. Either you or students can write answers into a copy of the table on the board.

## Answers

3	meat	<i>meet</i>	where	<i>wear</i>
	write	<i>right</i>	made	<i>maid</i>
	sun	<i>son</i>	by	<i>buy/bye</i>
	no	<i>know</i>	sail	<i>sale</i>

## Transcript 1:39

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise B1. Listen. What do the underlined words have in common?

Voice 1: a. It's a fantastic film. Go and see it.

Voice 2: I went swimming in the sea last week.

Voice 1: b. Kim Basinger played the role of Eminem's mother in *8 mile*.

Voice 2: I had a cheese roll for lunch.

## Exercise C

The aim is to introduce another effective way of recording vocabulary. Refer students to the table and point out the example. Ask why *film* is connected to *comedy* in this way, but do not confirm or correct yet.

- 1 Set directly as pairwork so that students can discuss the task as they go.
- 2 Check answers before referring students to Skills Check 2. Build up the table on the board. Refer to the example again and establish that a *comedy* is a type of film and that there are many other types, as students have seen. Ask for the match with *season*, draw the line and establish that *autumn* is one of four seasons – the number of words within the group is limited. As you go through answers, elicit one or two further examples of words in each group.
- 3 Refer students to Skills Check 2 and give them a moment to read it for consolidation.

## Answers

1

film	comedy (action, love story)
meat	chicken (beef, pork, lamb)
colour	yellow (see Skills Check 2)
sport	football (tennis, golf, athletics)
job	lawyer (teacher, secretary, bus driver)
season	autumn (see Skills Check 2)
planet	Mars (any of the other planets)
shop	bakers (bookshop, supermarket, butchers)
month	June (any of the other months)
drink	juice (milk, Coke, beer)

## Exercise D

The primary aim is once again to encourage logical, organized recording of vocabulary – not to learn a new list of words.

- 1 Put students into groups and make sure they each choose a word group. Encourage students to write both words they already know and to add a couple of new ones, checking in a dictionary. Monitor to check the logic of items and the spelling.
- 2 Give students a few minutes to compare their lists and to write any new words from the other groups onto the lines provided in their books. Monitor and check the process is going smoothly, as a formal feedback phase is not appropriate.

## Closure

Round up by asking students if recent vocabulary work has encouraged them to reorganize their vocabulary notebooks in any way.

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## Lesson 4: Reading

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### Objectives

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In this lesson, students will:

- understand specific information;
- recognize names and titles in a text;
- understand summaries of stories.

### Methodology note

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Prepare the texts for Exercise C, D and E before the start of the lesson. You might prefer to do the main parts of this lesson as a jigsaw reading. In that case, copy the five texts on page 43 of the Course Book and cut them up to hand out to individual students.

### Introduction

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Get students to cover the texts completely.

- 1 Hand out flashcards. Say a word and the student with the correct word should hold it up.
- 2 Elicit all the ways that you should prepare to read a text:
  - 1 Look at illustrations to get a very general idea of content.
  - 2 Look at tables to get a more specific idea of content.
  - 3 Read the heading to find out what the texts are about in general.
  - 4 Read subheadings and/or the first paragraph to find out specific topics and order of topics.
  - 5 Answer questions which the writer asks.

### Exercise A

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- 1 Either write the question at the top of the text on the board, or reveal it as you work down through stages of an OHT or other visual medium of the text. Elicit some names from the class, prompting them with some of the best-known titles. You could also reintroduce the word *character*, and elicit some of the best-known characters from English literature.

- 2 If you are using an OHT or other visual medium to gradually reveal the texts, allow students to see the introduction. Allow students time to read, and then establish that they will read about the most famous novels of different literary genres.
- 3 Answer the question as a class and establish that it is likely to be in the same order as listed in the introduction, i.e., love, horror, crime, sci-fi, adventure. Note, however, that if you have cut up the text for individuals, this will not matter until they check the complete text later.

### Answers

- 1 Answers depend on students.
- 2 Answers depend on students.
- 3 Possible answers:
  - 1 love story
  - 2 crime story
  - 3 horror story
  - 4 sci-fi story
  - 5 adventure story

### Exercise B

---

Identifying names and titles in a text is an important reading skill. You will often hear students ask what does XXXX mean, only to realize that they have not appreciated that it is a real noun. The aim is not just to identify the real nouns here, but also to learn how to identify them in the future (see the Skills Check).

Read through the instructions for 1, 2 and 3 with students. Find one example of each to start students off. They should work individually, then check answers in pairs.

As students work, write a few examples on the board and as feedback, establish whether each is an author, a book title or a character. Check a few more examples from students, but do not identify every real noun on the page.

---

## Exercise C

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Put students into groups of five. Note that the fifth text is slightly more challenging and you may want to organize it so that the best student in each group gets this one.

- 1 Students choose one type of novel each. Make sure they understand that they only have to read that paragraph and fill in information about that type of novel. Monitor, but do not assist on this occasion. Point out that there may not be information for all of the columns.
- 2 Set for groupwork. Monitor and assist. Students should not look at the table of the others in their group; so all information, including spelling of names, must be conveyed orally. If a student has not found information that was in their text, allow them to look briefly at the paragraph again. Allow students to double check the information they heard by looking at the other texts, but do not give a long time for this. They should be scanning for names and numbers only.

## Answers

Type	Writer	Born	Died	Novel title	Date	Main person
Love story	<i>Jane Austen</i>	1775	1817	<i>Pride and Prejudice</i>	1813	<i>Elizabeth Bennett</i>
Crime	<i>Conan Doyle</i>	1859	1930	?	1887–1927	<i>Sherlock Holmes</i>
Horror	<i>Mary Shelley</i>	1797	1851	<i>Frankenstein</i>	1818	<i>Dr Frankenstein</i>
Sci-fi	<i>H. G. Wells</i>	1866	1946	<i>The Time Machine</i>	1895	<i>The Time Traveller</i>
Adventure	<i>Mark Twain</i>	1835	1910	<i>Tom Sawyer</i>	1874–75	<i>Tom Sawyer</i>

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## Exercise D

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Refer students to their own text again – the one they read in Exercise C. Give them about five minutes to try to learn their summary and find out the meaning of new words and phrases. In each text, there is at least one word or phrase that students will probably want to check (see opposite). If they are close cognates in the students' L1, make sure they check pronunciation. Draw attention once more to the use of the present simple to give a summary.

- 1 at first / falls in love with
- 2 strange / private detective / solve a crime
- 3 monster / brings it to life
- 4 machine / destroyed
- 5 poor / treasure

When the information exchange starts, monitor and assist with the learning process and the pronunciation of new words and phrases.

---

## Exercise E

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Students can continue to talk in their group of five, or talk in pairs so that there's greater interaction. Give them three minutes and then get some feedback. Round up by getting a consensus as to which story most students would like to read.

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## Closure

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See how many of the facts from the text students can remember.

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## Lesson 5: Writing and Grammar

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### Objectives

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In this lesson, students will:

- use present simple to summarize a story;
- write about a genre of film;
- use direct speech.

### Introduction

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Exercise A.

### Exercise A

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You have already pointed out the use of the present simple to give a summary and students will be familiar with the form. The aim now is to focus on this in more depth and provide some writing practice using the form.

- 1 Students should work individually, then check answers in pairs. Make an OHT or other visual medium of the summaries so that the verbs can quickly be highlighted or underlined as feedback. Note that students may highlight and ask about verbs in the passive form here – *is set, called*. Do not give explanation about passive verbs now, but make it clear that these are present forms and not past forms. If you know the structure is the same in the students' first language, you may want to simply translate.
- 2 Establish that the present simple tense is used.
- 3 Refer students to the Skills Check and give them two minutes to read and absorb.
- 4 Setting a time limit here is essential. Make sure students understand that they need only to write a short summary – two or three lines – and give them five minutes. Tell them to spend a minute deciding which story to summarize and which verbs they want to use. Monitor to check progress, but do not offer too much assistance at this point. Students should spend three minutes comparing summaries with two or three classmates, giving you time to check some of the work. Do not get all the

students to read out their summaries, as this will be very time-consuming and not beneficial.

### Answers

1

A scientist called Dr Frankenstein makes a man from parts of dead people. He brings it to life with electricity. The monster is unhappy and does terrible things.

The novel is set in Victorian England. A scientist, called *The Time Traveller*, makes a machine. It can move a person to any time in the past or the future. The main character has many adventures before he destroys the machine.

4 Answers depend on students.

### Exercise B

---

The aim now is to consolidate the use of adverbs that express possibility and to provide further writing practice.

Students should know enough about the author and the story to at least have an idea of the answers. They have already mentioned the story in the first lesson. Students should read and think individually, then check their answers in pairs. Write the answers on the board to check spelling.

### Answers

Perhaps the most famous play in English literature is *Romeo and Juliet* by *William Shakespeare*. He was born in central England in 1564 and died in London in 1616, aged 52. He probably wrote the play in 1597, but nobody is sure. It is a love story set in the 16<sup>th</sup> century in Italy. *Romeo and Juliet* are in love, but they cannot be together because their families hate each other. At the end of the play, they both die.

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## Exercise C

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- 1 Set for individual work and pairwork checking. As feedback, get the correct order on the board, but do not allow students to write anything. Show that there are two possible patterns. Note also the punctuation, including title case and quotation marks.
- 2 Set for pairwork. As feedback, add *probably* to the sentences on the board.
- 3 Set for pairwork. As feedback, add *perhaps* to the sentences on the board.
- 4 Erase everything from the board and allow students to write.

### Answers

- 1 The most famous love story in history is *Romeo and Juliet*. / *Romeo and Juliet* is the most famous love story in history.
- 2 The most famous love story in history is probably *Romeo and Juliet*. / *Romeo and Juliet* is probably the most famous love story in history.
- 3 Perhaps the most famous love story in history is *Romeo and Juliet*. / *Romeo and Juliet* is perhaps the most famous love story in history.

---

## Exercise D

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To complete the task properly, students will need between 15 and 20 minutes. If this is unrealistic in class time, it would be better to set the task as homework. Make sure students understand that they should use the extract in Exercise B as a model and that they should try to express both fact and opinion.

---

## Exercise E

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Refer students to the photograph which accompanies the pink text. Elicit who this is, if possible. Set for individual work and pairwork checking. Monitor and assist. Feed back, getting the model notes on the board.

### Answers

#### Model notes:

Name	<i>Charlie Chaplin</i>
Born	<i>1889, Lon., Eng.</i>
Died	<i>1977, Switz.</i>
Age	<i>88</i>
First film	<i>'Making a Living'</i>
Date	<i>1914</i>
Number	<i>&gt;75</i>
Info about films	<i>most films = person with funny walk, hat, stick; has trouble, gets girl</i>

---

## Exercise F

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Refer students to the photograph at the top of the page. Elicit *Mickey Mouse* and perhaps (*Walt*) *Disney*. Refer students to the notes. Set for individual work. Monitor and assist.

### Answers

#### Model text:

#### Cartoon films

The most famous cartoon films in history are probably the ones by Walt Disney. Disney was born in Chicago, USA, in 1901. He made his first cartoon film, called *Tommy Tucker's Tooth*, in 1922. He made more than 600 cartoon films. He died in Florida, USA, in 1966, aged 65. In many of his films, there is a mouse called Mickey Mouse. He has several friends, including Minnie, another mouse; Pluto, a dog; and Donald, a duck.

---

## Exercise G

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There is a crossover of vocabulary and grammar here – the aim is to check the meaning of the various verbs and to practise their use.

Read the first line of the instructions with students and then tell them to spend two minutes looking at sentences a–e before they start answering the questions. Then work through the questions one at a time.

- 
- 1 Students should spend a minute thinking individually, then check ideas in pairs. As feedback, use an OHT or other visual medium of the sentences to point out features on the board.
  - 2 Follow the same procedure as for 1. For students, seeing examples is more likely to make meaning clear than long explanations.
  - 3 Follow the same procedure as for 1.

### Answers

- 1 c, d, e. The direct speech is within inverted commas.
- 2 *Speak and talk* are very similar – they could be swapped in the first two sentences. *Talk* implies more of a conversation. Two people are involved (see sentence d in Exercise H).  
*Say* simply means that words came out: *He said, 'hello'*. – NOT *He told, 'hello'*.  
*Ask* is used with questions.  
*Tell* suggests that information is given – one person gives information to another.
- 3 *Say* has only a direct object – you say something.  
*Tell* has a direct and indirect object – you tell somebody something.

### Exercise H

---

Actually using the verbs will almost certainly clarify in a way that talking about them may not. Do not worry if students appear to still be unclear – doing the exercise is what they now need. Make an OHT or other visual medium of the sentences so that feedback can be clear.

- 1 Students should work individually, then check ideas in pairs. As feedback, write the verbs into the sentences on the board.
- 2 Some students may prefer to work directly in pairs here, while others might want time to think individually. Give them at least five minutes to work on the task and then get selected students to come and punctuate the sentences on the board.

### Answers

- 1/2 a. 'I love her with all my heart,' Simon *told* his friend.
- b. 'Will you marry me?' Liam *asked* Elizabeth.
- c. 'Goodbye, Jim,' Sandra *said* and they never *spoke* (talked) again.
- d. 'Graham is the man for me,' Sally *told* Barbara. 'He *talks* about things I understand.'

### Closure

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Ask students to try to remember the main facts of the two types of films.

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## Lesson 6: Writing and Grammar

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### Objectives

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In this lesson, students will:

- use past continuous to set the scene;
- learn and practise reflexive pronouns;
- revise past tenses and direct speech;
- write the start of a story.

### Introduction

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Use Exercise A.

### Exercise A

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Students have seen how the past simple and past continuous are used in narrative, but have not yet focused on how the past continuous is used to set the scene at the beginning of a story or part of a story. The aim is to develop writing skills, rather than refocus on the grammatical form.

- 1 Tell students to read through the first time simply to identify the genre. Check answers directly. Note that students have not met the word *fairytale*.
- 2 Students should work individually, then check answers in pairs. Make an OHT or other visual medium of the extracts that can be shown on the board so that feedback can be clear. Point out that when two continuous actions occur in the same sentence, it is not necessary to repeat the subject and auxiliary verb. Ignore examples of the verb *be*, but clarify that there is no need to use the verb in a continuous form to set a scene like this.
- 3 Answer the question directly as a class. Students will have been thinking about this as they worked through 2. Do not confirm or correct suggestions, as students will read Skills Check 1 to consolidate.
- 4 Refer students to Skills Check 1 and give them two minutes to read it.

### Answers

- 1 A fairytale  
B adventure  
C horror

D love story

E science fiction

- 2 A Cinderella was doing (1) the housework. She was washing (1) the kitchen floor and cooking (1) lunch at the same time. She was singing (1) to herself. Suddenly, somebody tapped (2) at the door and a letter dropped (2) onto the mat.  
  
B The sun was shining (1), but there was a large black cloud coming towards the two men. They were climbing (1) fast, but the hill was very steep. Suddenly, the rain started (2).  
  
C She was running (1) fast, but the creature was getting (1) closer. Her heart was beating (1) faster than ever before. She looked (2) left and right. The walls were high. Suddenly, she saw (2) a door in the wall on the right.  
  
D Jenny was lying (1) on her bed. She was holding (1) her phone in her hand, but it wasn't ringing (1). She was hoping (1) with all her heart that Paul wasn't angry with her. Suddenly, there was a knock at the door.  
  
E People were having (1) fun in the park. Some were playing (1) ball games and others were flying (1) kites. A few people were rowing (1) boats on the lake. Suddenly, a large shape appeared (2) in the sky. People stopped (2) and looked up (2).

### Exercise B

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Make sure students understand that the aim is to write an extract very similar to those in Exercise A. Emphasize that they should simply set the scene and then describe one or two events at most. Read through the steps with them and then give them ten minutes to write. Monitor and check tense usage – better to correct now than once students exchange stories. Students should mingle, exchanging stories. Tell them to exchange their story with at least three classmates. You could collect the stories to mark and hand back at the end.

## Exercise C

The aim here is to consolidate the various features of narrative that have been studied – past tenses and direct speech. Students should work individually, then check answers in pairs. Clarify any answers on the board, if necessary.

### Answers

They *were flying* at about 50 metres. The pilot *checked* the height, then *started* the landing engines. She *spoke* to the crew. ‘We *are landing*,’ she *said*. ‘Prepare yourselves.’ The spaceship *landed* softly on the surface of the Moon. The pilot *stopped* the engines. ‘I *am opening* the doors now,’ she *told* the crew.

## Exercise D

Students have been exposed to reflexive pronouns during the unit, but have not yet focused on them. Refer students to the sentences and give them a minute to read and think.

- 1 Students should work individually, then check answers in pairs.
- 2 Refer them to the Skills Check before you check answers with them. Tell them to spend another minute checking their answers now they have read the Skills Check. Go over answers on the board.
- 3 Make sure students cover the Skills Check to complete the table. Monitor to check as they work individually, as they will simply look again at the Skills Check to check answers.
- 4 Make sure students now cover both the Skills Check and the table. They can work directly in pairs to consolidate.

### Answers

- 1 I looked at *myself* in the mirror.  
A: ‘Did anyone help Jim?’  
B: ‘No, he did all the work *himself*.’  
‘I really do love him,’ Emma said to *herself*.

Subject pronoun	Verb	Reflective pronoun	
I	saw	<i>myself</i>	in the mirror
You		<i>yourself</i>	
He		<i>himself</i>	
She		<i>herself</i>	
We		<i>ourselves</i>	
You (plural)		<i>yourselves</i>	
They		<i>themselves</i>	

- 3
  - a. Do you ever talk to *yourself*?
  - b. We painted the house *ourselves*.
  - c. I hurt *myself* playing football.
  - d. Sometimes students ask *themselves*, ‘How can I do better in this subject?’

## Exercise E

The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

### Answers

1	<i>It was probably</i>	her best	novel.
2	<i>Perhaps I'll</i>	read it	later.
3	Sarah	<i>said,</i>	‘I like it here.’
4	‘I don't care,’	Martin	<i>told Mary.</i>
5	Who	are you	<i>speaking to?</i>
6	Lucy	<i>told</i>	Mark her phone number.
7	I taught	<i>myself</i>	English by reading.
8	Tom and Lucy asked	<i>themselves,</i>	‘Is this really what we want?’

## Closure

Do remedial work with groups or individuals on problematic areas.

## Key vocabulary

activity (n)  
amateur (n/adj)  
birdwatching (n)  
collect (v)  
collection (n)  
collecting (v)  
collector (n)  
creative (adj)  
do-it-yourself (DIY) (n)

enjoy (v)  
equipment (n)  
fishing (n)  
free time (n)  
gardening (n)  
hobby (n)  
hobbyist (n)  
interests (n)  
leisure time (n)

model-making (n)  
photography (n)  
pleasure (n)  
popular (adj)  
professional (n/adj)  
stamp collecting (n)  
star-gazing (n)

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- understand the structure of a talk;
- listen to take notes;
- listen for a change of subject.

### Introduction

Start by clarifying the meaning of the words in the unit title and near synonyms that occur in the unit. Practise the pronunciation of *leisure* and establish that *leisure time* and *free time* are synonymous. Elicit a few common leisure activities, introducing *activities* as you do so. Somebody may introduce the word *hobby*. If they do, deal with it, but if not, wait until it is introduced in Exercise A.

### Exercise A

Refer students to the pictures.

- 1 Answer the first question together as a class, establishing that all of the pictures show leisure or free-time activities.
- 2 Students should work directly in pairs so that they can communicate and compare knowledge as they go. Encourage use of dictionaries and monitor to

help with spelling and pronunciation, when necessary. Write answers on the board for clarification. Point out that *TV* is a very common abbreviation of *television* and that *DIY* means *do-it-yourself*.

- 3 Read through the questions with students, dealing with unknown vocabulary. However, tell them that they should look up *hobby* in a dictionary and answer question 1 themselves. They will hear *hobby* defined in Exercise C as well. Point out that *creative* is the adjective from *create*, and drill it. Give students time to answer the questions in pairs. Monitor to make a note of points that could be used in feedback. Going through each question again will be repetitive and not very beneficial. As feedback, focus on questions a and g. Suggest that photography is a hobby, while reading probably isn't. See if students can explain why. Get a class consensus as to which of the activities are most popular among them.

### Answers

- 2 A cooking  
B model-making  
C watching TV  
D stamp collecting  
E playing a musical instrument / playing guitar  
F gardening  
G photography

- H DIY – do-it-yourself
  - I fishing
  - J skateboarding
  - K reading
  - L playing computer games
- 3 Answers depend on students.

## Exercise B

Read through the questions with students, making sure they understand that they will not hear a speaker for each picture. Play  1:40 right through and then again, pausing after each speaker to check answers.

### Answers

- Speaker 1 = C
- Speaker 2 = B
- Speaker 3 = A
- Speaker 4 = F
- Speaker 5 = I
- Speaker 6 = G
- Speaker 7 = D
- Speaker 8 = E

### Transcript 1:40

Presenter: Unit 4: Sports and Leisure  
Lesson 1: Listening

Exercise B. Listen and match each speaker with one of the pictures.

- Speaker 1: I don't think you can really call this a hobby. I mean, everyone does it or nearly everyone, anyway. Some people spend four or five hours every day doing it, even when there's nothing they really want to watch.
- Speaker 2: This hobby is probably most popular with young boys and men. They like making aeroplanes or ships. I don't think many women enjoy doing this.
- Speaker 3: In the past, I think this was more of a woman's hobby. Perhaps, it wasn't really a hobby at all – more like housework. Now, people – men and

women – think of it as a hobby and there are lots of TV shows telling you how to make something delicious.

Speaker 4: I guess this is a popular hobby, but mainly for older people. My mum and dad spend hours outside planting something or watering something. Personally, I think it's a bit boring.

Speaker 5: This is a very popular outdoor hobby in lots of countries. I don't think it's really a sport – I mean, you can't win or lose. I think men enjoy this more than women. Fathers like to do it with their sons. I think a lot of men do it to get out of the house and escape from the family.

Speaker 6: I think this is still a popular hobby, even if, nowadays, everything is digital and made easy. Lots of people still like to have a conventional camera and be creative with the pictures they take.

Speaker 7: People collect all sorts of things. Stamps and coins are very common, but people collect unusual things like teddy bears. I heard a story about a man collecting car number plates.

Speaker 8: This is a very creative hobby and it's popular with boys and girls equally. At school, children start learning the piano or violin and then as teenagers, the guitar or perhaps drums.

## Exercise C

Tell students that they will listen to a talk. By now, they will be accustomed to listening to the introduction to a talk first.

- 1 Give them time to read through the questions so they know what they are listening for. They will know the answer to question 1, but should listen to what the lecturer defines it as. Contrast *leisure* and *pleasure*. The pronunciation, apart from the initial

sound, is the same. *Pleasure* is similar to enjoyment.

Play 1:41 through and then give students a moment to compare answers. Go over answers together orally. Point out that perhaps simple pleasures like reading and watching TV are not really hobbies – everyone does them.

- 2 Conduct as a whole-class discussion. Establish that the lecturer will probably go onto talk about various popular creative hobbies.

### Answers

- 1 a. time not working  
b. rich people  
c. reading, listening to music, watching television  
d. a free-time activity that's creative – that involves making something

### Transcript 1:41

**Presenter:** Exercise C. Listen to the introduction to a talk about hobbies.

**Lecturer:** In the modern age, people have a lot of free time or leisure time – that's time not working. Certainly, more people have more free time than they did a hundred years ago. Then, only rich people had leisure time, while ordinary people worked very long hours. So, how do people fill this leisure time? Well, there are hundreds of different ways. Many people like simple pleasures like reading or listening to music, and a lot of people watch television. Some people have a more specific hobby and this is what I'm going to talk about. I see a hobby as a free-time activity that's creative. I mean, a hobby is a free-time activity that involves making something, or at least seeing some kind of end result.

### Exercise D

Divide the listening task into two stages to be more manageable. Refer students to the notes and then read through the instructions to 1 and 2 with them. Explain that they will complete the notes for the first two hobbies and then make their own notes for the remaining three hobbies.

- 1 Give students time to read the notes and remind them of the importance of making predictions. Point out that they may not always hear the lines of notes exactly as they are written. Play 1:42 right through to the end of the part about photography. If you pause for students to write each answer, it will become too much of a dictation.

Give students time to compare answers in pairs and then play 1:42 again as you check answers. Write the answers on the board for clarification. Make an OHT or other visual medium of the notes for convenience. Ask students what developing a photograph means from the context of what they have heard.

- 2 Emphasize that students are to make notes – not write full sentences. Play 1:42 through to the end. You can decide if you should pause after each hobby or between lines. Avoid allowing it to become a dictation though. Give students time to compare their notes and then, as feedback, build up notes on the board.

### Answers

- 1 Model-making  
Making the *model* is the creative process. Most people like *making* the model, not *looking* at it or *playing* with it.

#### Photography

Photographers create a photograph, but also a *collection of photographs*. They put them in an album or keep them on a *computer*.

---

2 Possible answers:

Do-it-yourself

sometimes a clear result / people make s/th (table or cupboard)

most is repairing something (broken door/electrical work) or painting

make something work or look nicer

Gardening

similar to DIY / make space look more beautiful

creative – look after s/th – help it grow

Collecting

make a collection / put stamps or coins in album / organize in alphabetical order

**Transcript**  **1:42**

**Presenter:** Exercise D. Listen to the rest of the lecture.

**Lecturer:** Sometimes it's easy to see the result of a hobby. For example, in model-making, there's a model at the end of the process – perhaps a plane or a ship. Model-makers probably get more pleasure from making the model than they get from looking at the model or playing with it. That's why they soon start making another model.

Photography is another very creative hobby. In photography, there's a photograph, of course, but there's also a collection of favourite photographs. These are perhaps in an album or, nowadays, stored on a computer. Technology – digital photography especially – is making photography seem easy, but many people still enjoy using a conventional camera and getting the best possible image.

Now, DIY – do-it-yourself – is another popular hobby. Sometimes with DIY there's a clear result. Perhaps people make a table or a

cupboard. Most DIY, however, is simply repairing something – repairing a broken door, doing some electrical work or painting a room, for example. You're still making something, though. You're making the lights work, or you're making the room look nicer. Gardening is similar to do-it-yourself, in some ways. You make a space look more beautiful. It's also creative because you look after something and help it to grow. But what about collecting? Can we say that collecting is really a hobby? What are you making? Stamp collectors don't make stamps, coin collectors don't make coins. But they do create something. They make a collection. They put their stamps or coins in an album and they organize it, in alphabetical order by country.

---

**Exercise E**

- 1 The aim is to draw attention to the fact that noticeable changes of subject occur in a lecture. Students have heard the recording so will already have a good idea of where the changes occur. Play  1:43 from the beginning again, pausing when a significant number of students have put up their hands. Review what the speaker has just said.
- 2 Refer students to the Skills Check and give them time to read and absorb. Go over any points that students appear not to understand. You may consider playing the recording and pausing to illustrate each of the points, but bear in mind students have listened twice already.

**Transcript**  **1:43**

**Presenter:** Exercise E. Listen again.  
[REPEAT OF 1:42]

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## **Exercise F**

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Put students into pairs and set a time limit of two minutes. Monitor to check ideas and get some feedback to round up.

## **Closure**

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Get students to identify key words from this lesson from the stressed syllable.

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## Lesson 2: Speaking

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### Objectives

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In this lesson, students will:

- talk about a personal hobby;
- find and use specialist vocabulary.

### Introduction

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Use Exercise A.

### Exercise A

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The aim is to provide some free speaking practice to begin the lesson, to revise concepts and language from the previous lesson and to introduce the grammatical structure that is the focus of Exercise B.

Refer students back to the pictures and talk about one or two together as a class to get the ball rolling.

Without specifically focusing attention on form, introduce *-ing* adjectives, *make* + adjective and *make* + object + verb. If you talk about the first picture, for example, say: *Cooking is relaxing, it makes people happy and it makes people think more about they eat.*

Put them into pairs and set a time limit of five minutes. Tell weaker students to choose the pictures they want to talk about. Monitor to check production and to make a note of what will be of interest during feedback. As feedback, choose two or three students to talk about an activity each.

### Exercise B

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- 1 Refer students to the sentences first and give them time to read and absorb. Then look at question 1 together as class. Establish that all the sentences contain the verb *make*. Emphasize that the meaning of *make* may be new to some students here – it is not the same as the basic meaning of *create*, i.e., *make a cake*.
- 2 Read through question 2 with them, making sure they do not look at the Skills Check yet. Students should work individually and then check answers in pairs.

- 3 Refer them to Skills Check 1 and give them time to check answers. Go over any remaining uncertainties. Clarify that sentences a and b relate to the first half of the Skills Check and that sentences c and d relate to the second half. Write on the board *It makes her to feel sad*. Point out that this is a typical student error and then cross out *to*. Tell students that they will look at this language point in more depth in Lesson 5.

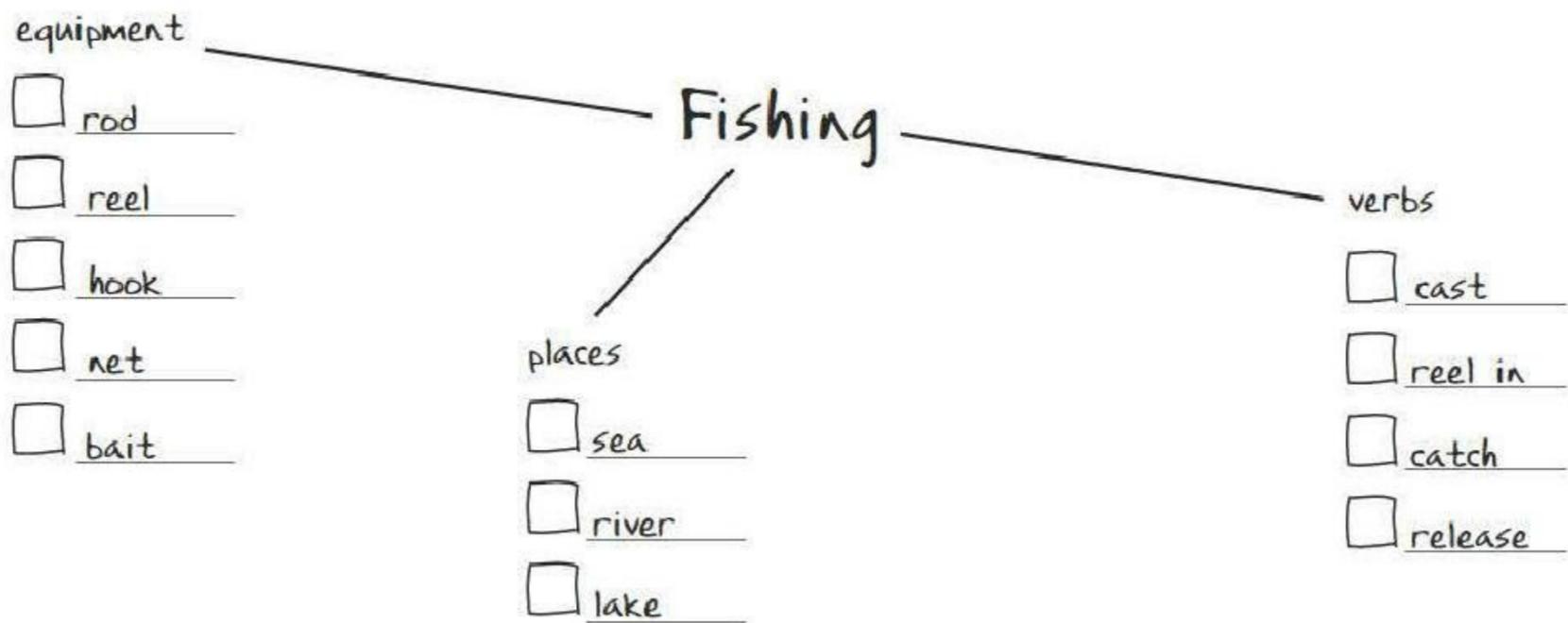
### Exercise C

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It is important to appreciate that the aim of Exercises C and D is to prepare students to talk about a hobby of their own later in the lesson and not to learn vocabulary specifically related to fishing. The talk serves as a model for the talk they will give and shows them how they must learn to become independent when finding words and phrases that relate to personal areas of interest.

- 1 Refer students to the picture and give them two minutes to answer the questions in pairs. Do not worry that some students might not know anything about the hobby – they should simply say so. As feedback, elicit and write on the board any key vocabulary that students know, but avoid feeding it yourself. Students will probably know *fishing*, *catch* and perhaps *net*. If they say something like a *fishing stick*, you can tell them that the correct word is *rod*.
- 2 Refer students to the word map and point out that this is a good way of recording vocabulary related to a topic. Tell them that they will create their own word map like this later. Check that they understand *equipment* as one of the headings, but do not go through the meaning of the other words either on the map or in the box – encourage them to use dictionaries. The aim is not to learn to these, but to demonstrate how specialist vocabulary can be organized in preparation for a talk. Monitor as students work to check progress. As feedback, you should ideally make an OHT or other visual medium of the map and complete it with students. At this point, clarify the meaning of the words, showing physically or drawing pictures.

## Answers



## Exercise D

The talk provides listening practice, but also aims to prepare students for the talk they will give later. Do not worry about playing 1:44 more than once.

- 1 Tell students to look at the word map as they listen and to tick the words as they hear them. They should naturally take in more information as they do this. Do not look through questions a–f yet, as this will overload students. Play 1:44. As feedback, simply check that students have ticked all the words. Going through the correct order with them is time wasted.
- 2 Students should try to answer the questions from what they remember. Put them into pairs and give them sufficient time. Monitor to check what they have understood. If it is clear they need to listen again, stop them talking and play 1:44 again. Make sure they read the questions carefully beforehand. Go over answers with students as feedback. Note that the pictures (for question f) will help them to answer question d also.
- 3 The aim of listening as they read the transcript is to help them prepare for their own talk. Pause 1:45 occasionally. Point out that the student:
  - starts by saying how often he enjoys the hobby and when he started doing it.

- then says what he likes about it.
- refers to his word map, to the picture and to objects he has brought in.
- spells words that he knows will be difficult for his classmates.
- uses introductory phrases learnt in the Listening lesson – *in river fishing / with river angling*, etc.
- summarizes by repeating what he especially likes about the hobby

Emphasize that the talk is simple once you understand the key vocabulary. Students should aim to give a talk adopting a similar style, though they should not expect to achieve quite this level of fluency. Refer students to the Skills Check and give them a moment to read and absorb.

## Answers

- 2 a. another word for *fishing* / fishing as a leisure activity  
b. his rods are too big  
c. tuna / shark (big sea fish)  
d. maggots / insects / bread / small fish / metal flies  
e. releases them / eats them / takes big fish to a local restaurant  
f. A a hook (for catching the fish)  
B a net (to keep the fish in)  
C maggots (bait/to attract fish)  
D a reel (to turn and pull or reel in a fish)  
E a fly (to attract fish)

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**Transcript**  **1:44**

**Presenter:** Lesson 2: Speaking

Exercise D. Listen to the man talking about his hobby.

**Voice:** OK, I'm going to give my talk about fishing. Fishing is my favourite activity. It's my hobby. I go fishing every week. In summer, I go two or three times a week. I started when I was six years old with my father. Err ... I say *fishing* because that's a word you all know, but really it's called *angling*. Fishing is catching fish, any kind of fish. That can be large commercial fishing with very big nets, for example. Angling is fishing as a *leisure* activity or as a hobby. You spell that A-N-G-L-I-N-G. OK, so why do I like angling? It makes me happy and it makes me feel good. It makes me relax. Fishing in a lake or a river is very relaxing. Fishing in the sea is more exciting. I really enjoy all types.

Angling isn't a very expensive hobby, but you need various equipment. Of course, you need a rod – perhaps, two or three rods. At the moment, I have seven rods – I buy a new rod every year. In the picture, you can see my rod for river fishing. I didn't bring a rod to show you because they're too big to take on the bus! OK, on the rod, is the reel. I have a reel here for you to see. It's like a wheel. You turn it to make the line go out or to pull the line back in. I can put different reels on different rods. I have five different reels now – this is just one of them. Of course, next, you must have hooks if you want to catch a fish. I have a few hooks here to

show you. You can see they're different shapes and different sizes. This big hook is for sea fishing – perhaps to catch a tuna, or even a shark. Finally, you need bait. I have to buy bait every month. I have some bait to show you in this tin. Let me just open it. These are maggots – that's M-A-G-G-O-T-S. They're like little worms. Some people don't like them! There are other things we use as bait, for instance small insects and sometimes, just bread. With sea fishing, it's common to use a small fish as bait. Sometimes we throw fish into the sea to make the bigger fish come to the boat.

Now, in river fishing, I often use a fly. That's not a real fly. It's a fly made of metal. It has bright colours, and river fish like these colours. Here are some flies. You can pass them around. With river angling, you also need a net. When you catch a fish, you take it off the hook and put it in a net in the river. At the end of the day, you release the fish back into the water.

Sometimes, with sea fishing, I keep the fish to eat. I take a very big fish to a local restaurant.

So, to summarize – I enjoy angling because I find it very relaxing and exciting. I love casting the line and waiting. Then, when I feel a fish, it's very exciting. For me, I'm happiest when I'm reeling in a big fish.

**Transcript**  **1:45**

**Presenter:** Exercise D3. Listen again as you read the tapescript.

[REPEAT OF 1:44]

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## **Exercise E**

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To prepare properly for the talk and to gather any objects to show the class, the talk will ideally be given in the next lesson. Alternatively, students can plan PowerPoint presentations with pictures instead of real objects. Note, however, that to give talks of any real substance, students will need sufficient time (20–30 minutes) to prepare.

Read through Skill Check 2 and Skills Check 3 with students and give them time to prepare accordingly. Tell students that they should aim to talk for about two minutes.

## **Exercise F**

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The Course Book instructions say to work in groups of four, but you may prefer each student to give his/her talk to the class. A whole lesson would probably have to be devoted to the talks if this option is chosen.

If students work in groups, monitor so that you can catch a part of each talk and give feedback. Whichever option is chosen, encourage students listening to the talks to ask questions and show interest in the information given.

## **Closure**

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Use the feedback from the talks in Exercise F.

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## Lesson 3: Vocabulary and Pronunciation

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### Objectives

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In this lesson, students will:

- learn how words can have more than one meaning;
- learn adjectives with an *-ing* or *-ed* ending;
- pronounce words with a missing syllable.

### Introduction

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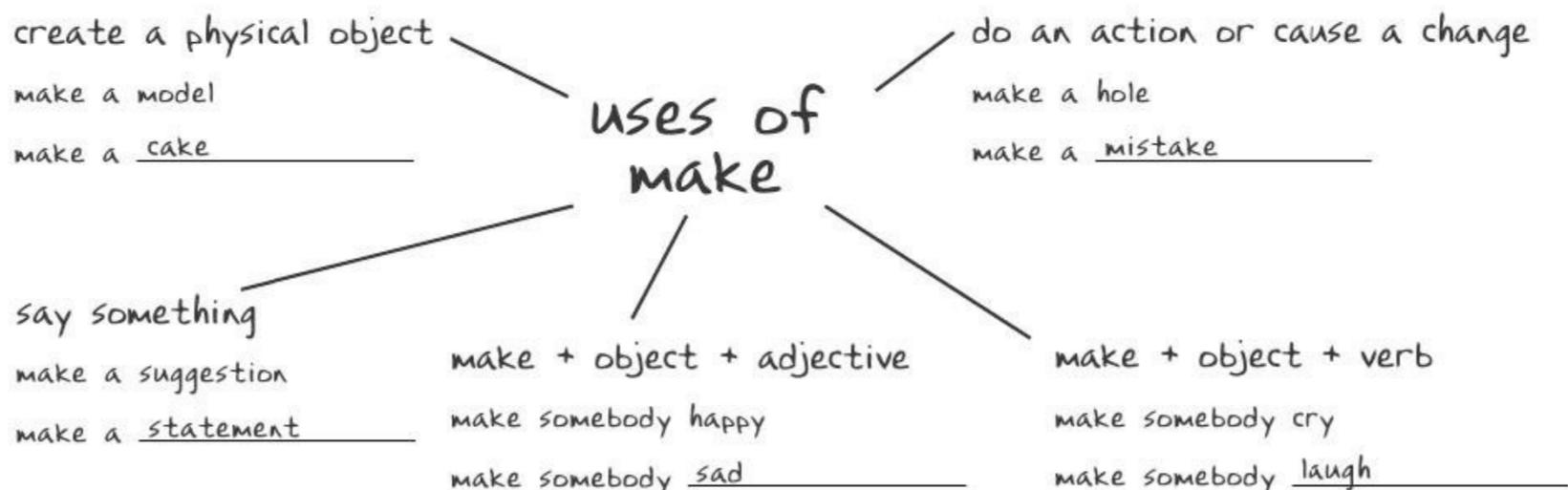
The overall aim of the lesson is to develop awareness of areas of related vocabulary and pronunciation patterns, rather than to present new vocabulary. Students particularly focus on the flexibility of vocabulary in English and learn how common words have multiple meanings.

### Exercise A

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Students will have been exposed to the various uses of *make* without having stopped to think about the similarities and differences between those uses.

- 1 Refer students to the sentences in the box and give them time to read and absorb them. Put them into pairs and give them time to answer the questions. Note that the final question is not easy to answer – the aim is more to make students think about the various uses. As feedback, run through the answers together. Refer them to the word map, rather than running through all the meanings as an answer to c.



- 2 Students have now seen various word maps. Remind them that they are a very helpful way of recording related vocabulary and that if they record common verbs in this way, they can add examples to categories as they learn them. Students should work individually and then check answers in pairs. Monitor to check progress – it is better to point out mistakes as they work, than to wait until they have finished. As feedback, use an OHT or other visual medium of the map. You or students can add the examples to the appropriate category.
- 3 Students should work directly in pairs so that they can communicate and compare knowledge as they go. Monitor to check suggestions. Add some of the more commonly suggested examples to the map on the board as feedback.
- 4 The aim here is to show students that *make* cannot be used with any noun and that there are other verbs that are as flexible as *make*. Students should work directly in pairs so that they can communicate and compare knowledge as they go. Check answers and point out that *take* and *do*, like *make*, have multiple uses – *take your time / take an opportunity / do the housework / do your best*.

### Answers

- 1 a) They all contain the verb *make*.  
b) *Make* has a different meaning in each sentence.  
c) See the categories on the word map.
- 2 See word map below.

- 3 Possible answers:  
 create a physical object = a meal  
 do an action or cause a change = mess / effort  
 say something = speech / promise  
*make* + object + adjective = cross / nervous  
*make* + object + verb = smile / go red
- 4 make a photo → take a photo  
 make your homework → do your homework

## Exercise B

Follow the same procedure as for Exercise A1. Once again, the answer to question 3 is not easy and you will probably need to assist. *Find a job* and *find work* are common collocations – the meaning is not quite the same as finding something that has been lost. The pattern *find* + object + adjective is common – *I find him rather boring* / *We found it expensive*, etc.

### Answers

- 1 They all contain the word *find*.
- 2 *Find* has a different meaning in each sentence.
- 3 a. This refers to finding something that had been lost.
- b. This means graduates are struggling to get a job.
- c. To have a particular feeling or opinion about something.

## Exercise C

The aim now is to present students with a number of words that have more than one meaning. Once again, the aim is more to increase awareness of this feature of English, rather than to learn the specific pairs of words that occur.

- 1 Read through the instructions with students and make sure they know what to do. Use an OHT or other visual medium to display the two boxes and fill in the first word in box B as an example if necessary. Students should work individually and then check answers in pairs. Write the answers on the board without going into detail about meaning. Students will discuss the words in 2.

- 2 Put students into pairs and give them time to answer the questions. Use the boxes on the board to go through pairs of words systematically as feedback. Don't spend too much time going over the meanings.

### Answers

- 1 kill a *fly*  
*I left* early  
*talk* about the weather  
*book* a table at a restaurant  
 see a *play* at the theatre
- 2 a. *book* is a noun  
*fly* is a verb  
*play* is a verb  
*left* is an adverb  
*talk* is a noun
- b. No – *book* is a verb  
*fly* is a noun  
*play* is a noun  
*left* is a verb  
*talk* is a verb
- c. Students should know the meanings of these words.

## Exercise D

The aim is to consolidate what has been learnt in Exercise C. Refer students to Skills Check 1.

- 1 Read through the instructions with students. Tell them to look carefully at the whole Skills Check before they attempt to write in the two missing words. You can tell them that one of the words is a word they have already studied and the other is not. Students should work individually and then check answers in pairs. Monitor to see how many students have the correct two words.
- 2 Read through all the instructions with students. Make sure they know what they are doing for each step. They should work individually and then check answers in pairs. Give them the time they need to think and look up words, if necessary. Monitor to offer assistance and to check when most students have finished. Discuss the two meanings of each word briefly together as feedback.

## Answers

- left / train
- Possible answers:  
orange = colour (n/adj) / orange = fruit (n)  
lie = opposite of stand (lie on the bed) (v) / lie = something not true (n)  
land = country (n) / land = ground that is owned (n) / land = come down to the ground (plane) (v)  
right = not wrong (adj) / right = not left (adj/adv)  
last = opposite of first (adj) / last = go on for a long time (v)  
water = liquid (n) / water = give water to flowers, etc. (v)

## Exercise E

There is a crossover of vocabulary and grammar when it comes to studying *-ing* and *-ed* adjectives. They can be learnt as new words with different meanings or compared together more in terms of their form. If students have corresponding forms of participle adjectives like these in their first language, it will help to point it out. Some students seem to get the idea very quickly and have few problems, while others find it a difficult point to grasp.

- Give students time to look at the two sentences and to think. Tell them to discuss the difference in pairs before they read Skills Check 2. Monitor to check which students can see the difference and explain it.
- Refer them to Skills Check 2 as feedback, rather than explaining the difference yourself. Point out that the examples will probably help most.
- As with most grammatical distinctions like this, doing a task and seeing examples will probably help more than explanations. Students should work individually and then check answers in pairs. Go over answers together, dealing with any remaining uncertainties.

## Answers

- a. surprised  
b. frightening  
c. exciting  
d. satisfied  
e. amazing

## Exercise F

The aim is now to concentrate on pronunciation and focus on words that look as though they have more syllables than they actually do. Most of these words are notoriously produced wrongly by many students at this level.

Write *favourite* on the board and ask a number of students to say it. Check the meaning of *syllable* and establish that the word has two syllables (not three). Model the correct pronunciation (/ˈfeɪvərɪt/) and drill.

- Allow students a couple of minutes saying the words in pairs before they listen. Monitor, but do not confirm or correct. Play 1:46 and refer students to question 2.
- Give students a minute to discuss the question in pairs and then establish that that the words all have one fewer syllable than appears to be the case and are all frequently mispronounced.
- Refer students to the table as consolidation. Play 1:47. Display an OHT or other visual medium of the table so that you can check answers efficiently while drilling the words again.
- Read through the question with students and then give them a couple of minutes to say the words and count the syllables. Point out that, once again, it is a common mistake to pronounce *-ed* adjectives with an additional unnecessary syllable (as with many regular past verb forms).
- Play 1:48 and drill.

## Answers

		Oo	Ooo
1	favourite	✓	
2	gardening	✓	
3	comfortable		✓
4	vegetable		✓
5	chocolate	✓	
6	different	✓	

- bored (1) / frightened (2) / surprised (2) / amazed (2)

---

**Transcript  1:46**

**Presenter:** Lesson 3: Vocabulary and Pronunciation  
Exercise F1. Listen and count the syllables.

**Voice:** favourite  
gardening  
comfortable  
vegetable  
chocolate  
different

**Transcript  1:47**

**Presenter:** Exercise F3. Listen again and tick the stress pattern for each word in the table. Then practise saying them.  
[REPEAT OF 1:46]

**Transcript  1:48**

**Presenter:** Exercise F5. Listen and check. Then practise saying these adjectives.

**Voice:** bored  
frightened  
surprised  
amazed

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**Closure**

Conclude the lesson by telling students to close books and recount which features of vocabulary and pronunciation they have focused on.

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## Lesson 4: Reading

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### Objectives

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In this lesson, students will:

- predict content from a heading;
- skim to check predictions;
- read to make notes and exchange information;
- recognize reasons and concessions.

### Introduction

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As an alternative to going straight into Exercise A, you could start the lesson by writing the main heading on the board and seeing if students can gradually guess the word for each letter. Give them *television* to start with. Point out that the heading is a question. To prompt a question word for the first letter, tell them that the last word is a word they've been focusing on in the unit so far, and so on.

### Exercise A

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Read through the instructions with students so they know that, as usual, they will prepare to read the text. Give students time (about two minutes) to read the heading and the line that explains it underneath and to look at the pictures.

### Exercise B

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Make sure students cover the text page; put them into pairs.

- 1 Tell them that you will reveal the line under the heading on the board when at least one pair has remembered all the words correctly. Monitor to check progress and give prompts if pairs are having real difficulties. Display an OHT or other visual medium of the text, revealing one part at a time. Reveal the heading and the line under it to provide the answer.
- 2 Students should work individually and then compare their answer in pairs. Get students to raise their hands for each option. Do not confirm or

correct the answer, as students will read the introduction to check in a moment.

- 3 Make sure students know which part of the text they are reading and give them one minute to read. Confirm that 'popular hobbies' is the correct answer to 2.
- 4 The aim is to pre-teach two key words from the text which are not necessarily easily understood in context. Model the pronunciation of the two words and drill. Give students a minute to discuss the meaning in pairs. Check answers.

### Answers

- 4 A *professional* does something as a job – he/she is paid to do it.  
An *amateur* does something for enjoyment – he/she is not paid.

### Exercise C

---

Now that students know what the text is about, the aim is to orientate them towards it and to get them thinking about how the content relates to them before they read. Read through the questions with them and make sure they understand each one. For question 2, you can also teach *channel hopping*, and tell them to say whether they do this. Point out the use of *instead of* in question 3. Set a time limit of three minutes – avoid a discussion about what sort of programmes they watch. Get some very quick feedback before moving onto the reading tasks.

### Exercise D

---

Refer students back to the text and ask them to look at the pictures. Revise the four hobbies, checking pronunciation of key words.

- 1 Put students into groups of four. Tell them to choose one hobby each. Ideally, it should be a hobby they are actually interested in.
- 2 Refer students to the headings of the notes. Set for individual work. Monitor and assist weaker students – check that they will have information to compare when it comes to the communicative stage.

## Methodology note

Point out that students are encouraged to be more independent with their note-taking here. They must decide what information is key in the *History* section.

- 3 Refer students the Skills Check and give them time to read and absorb. Make sure students look at the examples and then write on the board:

*People do it because they have no option.*

*People have no option, so they do it.*

*I do it myself, but I don't like it.*

*I do it myself. I don't like it though. I make lots of mistakes.'*

Work through slowly and methodically, pointing out that the link words carry the same meanings, but are used in a different way.

- 4 Give students another two minutes to read their section again, noting examples of the target language. Monitor, but do not assist.

## Exercise E

Bring together all the students from each hobby topic to compare notes. Try to ensure that students are

Hobby	DIY	Gardening	Stamp collecting	Photography
History	<i>people did things themselves, then paid people, then did not have enough money</i>	<i>started soon after agriculture – in Egypt, Greece, Rome, etc.</i>	<i>1st stamp = 1840</i>	<i>Niepce = first photograph – June 1827</i>
First magazine	<i>1955 TV programme = 1960s</i>	<i>1820</i>	<i>1852</i>	<i>1884</i>
Hobbyists worldwide		<i>one of the most popular hobbies</i>	<i>200 million</i>	<i>most people have a camera</i>
Why do they do it?	<i>necessity satisfying feel good</i>	<i>relaxing</i>	<i>beautiful learn about the world</i>	<i>fascinating remind you of places</i>

making short notes, not copying whole sentences. Check the students in each group are confident about explaining any new words. Possible words that need explanation are below.

DIY: *earn* = make money from work; *can't afford* = don't have enough money; *satisfying* = enjoyable

Gardening: *crops* = plants to eat; *keen* = enthusiastic

Stamp collecting: *penny* = coin (UK); *spread* = became popular in many places; *rare* = not common

Photography: *took* + period of time; *fascinating* = very interesting

## Exercise F

Make sure students return to the groups in Exercise D.

They must ask about the other hobbies and make notes, but they must not show each other the notes they have made/are making. Monitor to check performance.

At the end, allow students to compare notes. If possible, make an OHT or other visual medium of the possible notes to show on the board. Students can compare their notes with these. Avoid building up all the notes together as feedback, as this will be time-consuming. Conclude by asking students which of the hobbies they can imagine becoming interested in soon or later in life.

## Answers

Possible notes:

## Closure

Feed back on Exercise F.

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## Lesson 5: Writing and Grammar

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### Objectives

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In this lesson, students will:

- learn how to use *too* and *also*;
- write an e-mail about hobbies and interests.

### Introduction

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Use Exercise A.

### Exercise A

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The aim is to revise and consolidate the uses of *make* learnt in the unit. Students should think for a moment individually and then discuss in pairs.

#### Answers

- a. *make* + object + adjective
- b. *make* + object + verb

### Exercise B

---

Read through the questions with students and then give them two minutes to think and plan what to say before they start talking. Put them into pairs and give them another two minutes to compare ideas. Monitor to check accuracy, rather than conduct a lengthy class feedback session. As a change, for feedback, ask students to ask you three or four questions and provide natural answers.

### Exercise C

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The aim here is to provide another opportunity to practise more informal writing. Students will practise another formal piece in Lesson 6. The text also provides the opportunity to focus on *too* and *very*, which arose earlier in the unit.

Make sure students read the e-mail right through before attempting to fill any gaps. Students should

work individually and then check answers in pairs. Tell them to write in answers they are sure of to narrow the number of options when it comes to gaps they are less certain of. Remind them to use capital letters when necessary. You can make an OHT of the e-mail or simply give feedback orally.

#### Answers

Hi again Craig,

In your last e-mail, you asked me about my hobbies and interests. *Well*, I play football and basketball, but I *also* really enjoy a traditional Spanish sport called pelota. *I guess* it's a bit like squash.

I go to the cinema every two or three weeks and I like renting DVDs to watch at home *too*. I don't watch TV or play computer games very often.

My favourite hobby is rock climbing, *though*. I go every week in summer. It's exciting and sometimes quite dangerous. It makes me feel free. I forget about everything else.

Tell me about your hobbies and interests.

Best wishes,

Bruno

### Exercise D

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Refer students to the two sentences and give them time to read and think.

- 1/2 Students should work directly in pairs to discuss. Monitor to check understanding. There is no need to give feedback as students are referred to the Skills Check.
- 3 Refer students to the Skills Check and give them time to read and absorb. Point out that Bruno uses *too* as this is an informal piece of writing. In a more formal text, writers tend to use *also*. Point out that we often use *also* when we have planned what we want to say, while *too* is often used when we spontaneously decide to add information – for this reason, it is more common in spoken language.
- 4 The aim is to practise written language so the focus here is on *also*. Students work individually, then check their sentences in pairs. Choose two

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stronger students to come up and write the answers on the board.

- 5 Students will need time to plan, prepare and then write the e-mail. If it is not realistic to dedicate 20 minutes or so to this in class time, it may be better set for homework. Students can exchange and compare e-mails before you collect them to assess.

### **Answers**

- 4 a. Justin plays the guitar, the piano and the saxophone. He's also a very good singer.  
b. We visited Japan and South Korea. We also spent a night in Singapore.

### **Closure**

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Feed back on the e-mails students wrote.

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## Lesson 6: Writing and Grammar

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### Objectives

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In this lesson, students will:

- learn how to use *too* + adjective;
- learn how to use *not* + adjective + *enough*;
- write about the history of a hobby.

### Introduction

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Use Exercise A1.

### Exercise A

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The language point has occurred in the unit, but has not yet been a focus.

If possible, use an OHT or other visual to display the pictures so that students are not distracted by language on the page.

- 1 Read the question to students – note that *problem* is a key word here. Some students may use *very* to describe the pictures, but it is very likely that one or two will use *too*. Drill appropriate sentences as they are suggested. Do not confirm that certain sentences go with each picture as students will match as consolidation in 2. Note that students may suggest *not* + adjective + *enough* (*She isn't tall enough*). If they do, tell them they are perfectly correct and that that will be the focus of another exercise later.
- 2 Reveal the sentences and match them together as a class on the board to consolidate.
- 3 Put students directly into pairs to discuss the difference and then refer them to the Skills Check.
- 4 Give students a minute or two to look at and absorb the Skills Check and the table. The table does not add information here, but students will be accustomed to seeing structures organized in this way now.
- 5 Make sure students understand that they are to write two words in each space. They should work individually, then check answers in pairs. Write just the missing words as answers on the board to check. Point out that *too* + adjective + *for* + pronoun is a very common pattern.

### Answers

- 2 It's too hot. = C  
It's too loud. = D  
It's too big. = B  
It's too high. = A
- 5 a. too old  
b. too young  
c. too expensive  
d. too difficult / hard

### Exercise B

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The target structure has occurred in the unit, but has not yet been a focus. Students should recognize it from the text in Lesson 4 (*I'm not rich enough*). It would be a good idea to write the two sentences on the board and tell students to close their books – they will not be tempted to look ahead at the table.

- 1 Read the instructions through with students and make sure they understand. Put them directly into pairs so that they can communicate and compare knowledge as they go. Check what students have decided before referring them to the table on this occasion.
- 2 Refer students to Table 2 and give them a moment to read and absorb. Refer students back to the first picture in Exercise A and elicit *She isn't tall enough*. You may like to refer also to the second picture and point out that we can say *The door isn't wide enough*, but not *The sofa isn't small enough*. You will probably have to rely on students' innate sense of logic to appreciate why.
- 3 Look at the example with students and then put them directly into pairs to write answers to the remaining questions. Elicit answers to write on the board.

### Answer

- 1 Sally wants to learn to drive, but she isn't *old enough*.
- 3 b. They're not fast enough.  
c. He wasn't clever enough.  
d. It isn't strong enough.

---

## Exercise C

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Refer students to the photograph. Elicit the name of the activity if possible, otherwise, teach *birdwatching*. Ask students if they think this hobby is interesting.

Students should complete the notes individually, then check in pairs. Monitor and assist. As feedback, build up the model notes on the board using an OHT or other visual medium of the notes table.

### Answers

Model notes:

	Bird watching (Ornithology)
History	<i>started with civilization</i> <i>Anc. India (1500 BCE) studied birds</i> <i>Aristotle (Gr. C 4th BCE) = 170 types</i> <i>(10,000 types!)</i> <i>Gr. 'ornitha' = chicken</i> <i>'logos' = science</i>
1 <sup>st</sup> magazine	<i>'Ibis' (1859)</i>
Why do they do it?	<i>relaxing</i> <i>birds = interesting</i>

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## Exercise D

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Refer students to the second photograph again and then to the notes. Set for individual work. Monitor and assist, but do not do the task for them. Students can exchange and compare their descriptions before you collect them. You might like to show students the model description below on the board.

### Answers

Model texts:

Astronomy

Astronomy started with civilization. People in Ancient India studied the stars and the planets in 1500 BCE. The Greek philosopher Aristotle said the planets went round the Earth. Nowadays, we know that the planets go round the Sun. The name comes from two Greek words. The word *astron* means 'law', and the word *nomos* means 'stars'. The first magazine for amateur

astronomers appeared in 1929. It was called *Amateur Astronomer*. People study the planets and the stars because they are beautiful. Amateur astronomers also find new stars and planets sometimes.

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## Exercise E

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Set for homework. Make sure students use the descriptions here as a model.

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## Exercise F

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The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

### Answers

1	The film	made me	<i>laugh.</i>
2	The sad ending	made Laura	<i>cry.</i>
3	I was	<i>bored</i>	during the film.
4	I had a	<i>relaxing</i>	bath.
5	Mmm, this cake	is	<i>very good.</i>
6	First class travel is	<i>too expensive</i>	for most people.
7	Our hotel room	wasn't	<i>big enough.</i>

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## Closure

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Dictate words from the texts on birdwatching and stargazing.

## Key vocabulary

bag (n)	hard cheese (n)	significant (adj)
bottle (n)	gradual (adj)	slice (n)
box (n)	healthy (adj)	smoke (v)
calories (n)	increase (v/n)	smoking (n)
case (n)	jar (n)	soap (n)
cause (v/n)	notice (v)	soft cheese (n)
decrease (v/n)	piece (n)	stand out (v)
dramatic (adj)	raw (adj)	take exercise (v)
exercise (v/n)	red meat (n)	tip (n)
fall (v/n)	refrigerator (n)	toothbrush (n)
food poisoning (n)	restaurant (n)	unhealthy (adj)
fresh (adj)	rise (v/n)	wrap (v)
fridge (n)	sharp (adj)	wrapping (n)

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- improve prediction skills;
- listen for statistics;
- learn to use *too much*.

### Introduction

Start by clarifying the meaning of the words in the unit title and near synonyms that occur in the unit. Practise the pronunciation of *nutrition*. Explain that if food is *nutritious*, it is good for you. Point out that health is a wide-ranging topic that typically takes in diet, lifestyle and physical exercise. Teach the adjectives *healthy* and *unhealthy* and check the pronunciation.

### Exercise A

Exercise A serves as an introduction into the topic and as revision. The aim is to revise and consolidate, rather than learn a lot of new food vocabulary.

Students should be free to add words of their choice to the columns, but avoid long gluts of words that will be new to most students. You can either set a time limit of about ten minutes or suggest a limit of five words for each category.

Students should work in pairs so that they can communicate and compare knowledge as they go. Monitor to check spelling and assist if necessary. As feedback, make a copy of the table on the board and add words together as a class. Point out that beef, steak and lamb are referred to as *red meat* and that it is this meat that people shouldn't eat too much of.

### Answers

Answers depend on students.

### Exercise B

The aim is to lead into the listening practice with some short extracts. Read through the instructions with students and then play  1:49 right through. Play it again as you go over answers.

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## Answers

- 1 rice
- 2 sugar
- 3 sandwich
- 4 chips
- 5 tomatoes

## Transcript 1:49

Presenter: Unit 5: Nutrition and Health  
Lesson 1: Listening  
Exercise B. Listen. Write each food the speaker describes in your notebook.

- Voices:
- 1 People eat this all over the world, but especially in China, Japan and India. People usually eat it with some kind of meat or vegetables.
  - 2 You put this in tea or coffee to make it taste sweet. Some people put it on cereal.
  - 3 This is two pieces of bread with something in the middle, perhaps meat or cheese.
  - 4 These are small pieces of potato fried in oil. People eat them with fish or burgers. Some people eat them every day, but they're not very healthy.
  - 5 Some people say they're fruit. Some people say they're vegetables. They're soft and round and bright red. People eat them in a salad.

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## Exercise C

Refer students to Table 1. By now, they will be accustomed to filling in tables of information like this as they listen and they will expect some preparation work first.

Tell them to work individually to read through the questions and answer them. Note that the questions

focus on food items and words in the table that are likely to be new. Students can compare answers before you give some feedback. Check the pronunciation of *vegetables*, making sure it is produced with only three syllables.

## Answers

- 1 Answers depend on students.
- 2 *Soft cheese* is usually in a plastic container. You might spread it on bread. You usually cut *hard cheese* into pieces or slices. Students will probably know *parmesan*.
- 3 Raw is uncooked, *fresh* is natural – not in a packet, for example. Explain that fresh fish is straight out of the sea – you might buy it in a market. In Japan, people like raw fish – fish that is not cooked.
- 4 If you *wrap* food, you put plastic or silver foil around it.

---

## Exercise D

Tell students that they will listen to a lecture that relates to the table in a moment. Now they are going to talk about some of the food items they have learnt.

Look at question 1 before moving on.

- 1 Check again the meaning and pronunciation of *healthy* and *unhealthy*. Point out again that in spoken language, we frequently say *good for you* or *not very good for you*. Give students time to think and complete the task individually.
- 2 Read the examples with students, though don't focus on the form of each one yet. Make sure they give a reason for each of their answers in 1. Monitor and make a note of points that could be used as feedback. Note that students might want to use new key vocabulary – *it has lot of vitamins*, for example. Help them if necessary. Get an answer and one good reason for each item as feedback.
- 3/4 Read through the questions with students and then give them time to discuss the answers in pairs. You can either check answers orally before referring them to the Skills Check or refer them directly to the Skills Check to check answers.
- 5 Students read the Skills Check.

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## Exercise E

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Read through the rubric with students and revise the meaning of *safety*. Point out that *safety* is the noun from the adjective *safe*. Ask students what they think *food safety* means.

- 1 Answer the question together as a class. Give students a moment to look at the pictures and think, then elicit ideas. Tell them to look at the table again if they don't remember the names of the items in the pictures. Clarify that *wrapping* is a noun and is from the verb *wrap*. Point out that most people say *fridge*, rather than *refrigerator*, as they will hear on the recording. Note that students may want to say that a fridge *makes food cold*. This is not really accurate, since the food is usually already cold. Take the opportunity to teach *keeps food cold or fresh*.
- 2 Give students a minute or two to answer this question in pairs. Monitor and make a note of who can give a good answer as feedback. However, do not confirm or correct the answer as that is given in the first part of the lecture.
- 3 Students will now be accustomed to guessing the next word or phrase when the recording is paused. Play 1:50, pausing appropriately. In each case, get one or two suggestions. Then play the next part to confirm. Play the complete recording right through again at the end.

### Transcript 1:50

Presenter: Exercise E3. Listen and check.

When the lecturer pauses, say the next word.

Lecturer: At one time, people only ate fresh food and cooked food very quickly. They couldn't keep it for more than [PAUSE] one or two days. But, today, we have two things in our homes to help us keep [PAUSE] fresh food and cooked food. Firstly, we have the [PAUSE] refrigerator – of course, most people just call it a fridge nowadays. In 1856, an Australian called James Harrison

produced the first refrigerator – a box with a constant temperature of around [PAUSE] four degrees centigrade. Secondly, we have [PAUSE] plastic wrapping for food. In 1933, an American called Ralph Wiley discovered PVC. After the Second World War, people began to use it to wrap [PAUSE] fresh food and cooked food. Fridges and plastic wrapping mean we can keep fresh food and cooked food for quite a long [PAUSE] time.

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## Exercise F

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Refer students back to Table 1.

- 1/2 Read through questions 1 and 2 with students. Make sure students appreciate the colour coding and explain *no limit*. Tell them to take a minute or two to think individually, before comparing ideas in pairs. Check ideas together as a class before listening, but do not confirm or correct.
- 3 Play 1:51 and give students a minute to compare answers. Use an OHT or other visual medium to display the table so that feedback can be quick and concise. Mark the appropriate columns on the board.
- 4 Play 1:52. Feed back, building up the table on the board. If students are confident about their answers, build up the table quickly, simply confirming answers. If students have struggled with answers, go more slowly and perhaps play parts of 1:52 again.

### Answers

Food	Days (max)
bread	7
butter	7
hard cheese	90
soft cheese	7
coffee	<i>no limit</i>

eggs	21
cooked fish	1
jam	180
cooked meat	1
raw (fresh) meat	3-4
raw (fresh) fish	2
milk	5
potatoes	180
cooked rice	4-5
salt	no limit
tea	<i>no limit</i>
vegetables	3-4

in a refrigerator for quite a long time, three weeks, or 21 days. Finally, jam and potatoes keep for six months or 180 days.

## Closure

Ask students questions about Table 1.

### Transcript 1:51

**Presenter:** Exercise F3. Listen to the next part of the talk and check.

**Lecturer:** So, how long can we keep fresh food and cooked food for? Well, for some things, there is really no limit, if we keep them in a cool, dry place. Salt, for example, and coffee and tea. At the other end of the scale, we can only keep cooked meat and fish for one day in a refrigerator and we must wrap it.

### Transcript 1:52

**Presenter:** Exercise F4. Listen to the final part and complete the table.

**Lecturer:** We can keep fresh meat and fish for longer, two days for fish, three to four days for meat. Vegetables also keep for three to four days, cooked rice keeps a little longer, four to five days. Milk keeps for five days, while bread, butter and soft cheese keep for about a week, seven days. Hard cheese, by the way, is different. It keeps for up to three months, that is, 90 days. Eggs keep

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## Lesson 2: Speaking

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### Objectives

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In this lesson, students will:

- talk about graphs and charts;
- talk about trends.

**General note:** It is important to appreciate that the aim is to give a students a taste of talking about graphs and charts and not to expect that they will become experts over the course of this one lesson. Academic students often find that the difficulty is looking at and absorbing information at the same time that they are formulating language. Make sure that, at all times, students understand information and data shown before they try to describe it.

### Introduction

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Use Exercise A.

### Exercise A

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Refer students to the cartoon and elicit ideas. Ask what sort of creature this is and why it is at the food table. Establish that it is a germ or a bacterium and that the image illustrates the danger of *food poisoning*. Write *poison (n)* on the board and elicit its meaning. Point out that the verb is the same as the noun.

### Exercise B

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Note that the lead-in questions aim to prepare students for information that they will see in the figures. Read through the questions with them, dealing with any key words and making sure they understand. Students might know *cause* as a verb, rather than as a noun and will need to practise the pronunciation.

Put students into pairs and give them time to answer the questions. Monitor to check ideas and make a note of points that could be used in feedback. Go over

answers, but do not confirm or correct anything that relates to information in the figures (questions 2 and 4).

### Answers

1 Possible answers:

- eating food that is bad / not fresh / old
- not washing food or not washing hands before preparing food
- not cooking food properly
- leaving food in a warm place for too long and then eating it
- specific bacteria in certain food types – eggs / seafood, etc.

2 See Exercise C.

3 Possible answers:  
salmonella, E. coli

4 See Exercise C.

### Exercise C

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Revise what each figure is called. Figure 1 is a *line graph*, Figure 2 is a *pie chart* and Figure 3 can be called either a *bar graph* or a *bar chart*. Reassure students that you will make sure they understand exactly what each figure shows before they start talking about them, but that you are going to leave it to them first. Put them into pairs and give them the time they need to discuss. Monitor and check whether students understand the figures and can articulate what they show. Give feedback orally, but make sure all is clear. Ask concept questions to assess comprehension: *How many people out of 100,000 got food poisoning in New York in 1996?, Where do most people get food poisoning?, etc.*

### Answers

Figure 1: the number of cases of food poisoning per 100,000 people in New York City between 1996 and 2008

Figure 2: the percentage of people that get food poisoning in various locations

Figure 3: the number of cases of two types of food poisoning in a place called Rowbridge over a five-year period

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## Exercise D

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- 1 Play  1:53 as students match. Check answers.
- 2/3 The aim is to assess what students have understood and picked up. They should use their own words and not be expected to replicate language used on the recording. Read through questions with them and give them a few minutes to talk in pairs. Do not go through a feedback phase as students will work with the extracts in more depth in a moment.

### Answers

Extract A = 2

Extract B = 1

Extract C = 3

### Transcript 1:53

Presenter: Lesson 2: Speaking  
Exercise D. Listen to some students.  
Extract A

- S1: So, what information stands out when you look at this figure?
- S2: Well, over half of all cases of food poisoning are in restaurants.
- S1: Yes, I noticed that, too. I was quite surprised. Fewer people get food poisoning at home. I guess people at home are more hygienic than people working in restaurants.

#### Extract B

- S2: So, what about this figure? Did you notice anything in particular?
- S1: Well, cases of food poisoning decreased over the complete period. However, they increased again at the end of the period.
- S2: Yes, that's true. Why was there a dramatic rise in 2001? Why was there a sharp fall the next year?
- S1: I have no idea. Perhaps, there was a specific problem, you know, like E. coli a few years ago.

#### Extract C

- S1: It's obvious. The number of cases of E. coli decreased over the period, while the number of cases of salmonella increased.
- S2: Yes, the increase was gradual from 2006 to 2009. Then there was a sharp rise in 2010.

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## Exercise E

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Tell students to read the extracts before they look at the questions. They should check to compare what they understood when listening, with what they now understand when reading.

- 1 It is important that students understand that this is not a memory test. The aim is, to an extent, to assess what they understood when they listened, but more to see what they can piece together logically. If they don't know a word to fill a space, they will certainly have an idea of the type of word it will be, and this will help prepare them for when they listen again and try to learn some of the typical patterns. Students should work directly in pairs so that they can communicate and compare ideas as they go. Monitor and check progress. Bring the task to an end when about half the class have worked out or made a guess at all the words. Do not give any feedback.
- 2 Play  1:54, pausing at the end of each extract. Avoid pausing after each space as this will make it too much of a dictation. Clarify any misunderstandings now and consolidate when new words are high frequency, flexible and likely to be useful. Use an OHT or other visual medium to display the extracts. Play  1:54 again and pause to write each answer in. Elicit the spelling of each from students. Clarify any misunderstandings now.
  - Point out that *stand out* is a phrasal verb and that if something *stands out*, it attracts attention. It is a very common way of referring to data shown in a figure.

- Emphasize the use of *fewer* rather than *less*. Elicit from students why *fewer* is used. Point out that comparative forms are commonly used to talk about pie charts.
- Clarify that *increase* and *decrease*, which students will probably know, mean the same as *rise* and *fall*, which may be new in this context. Make clear that both *rise* and *fall* are irregular verbs and that the past forms are *rose* and *fell*. Then make clear that the nouns are the same as the verbs. Point out the typical structures – subject + verb and *There was* + noun.
- Clarify the difference between *gradual* and *sharp*, illustrating with lines on the board. Go back and point out that *dramatic* is similar to *sharp* – it will probably be the same in students' own language. Draw a line with a very slight rise in it and elicit or teach *slight*.

3 Refer students to the Skills Checks, making sure they understand that they should read all three. Give them time to read and absorb. Tell them to close their books and check retention. Ask which verb has the same meaning as *increase* and what the past form is. Draw rising lines on the board and check all the adjectives – make sure students understand that these adjectives can be used with *fall* too.

## Answers

### Extract A

- S1: So, what information *stands* out when you look at this figure?
- S2: Well, over *half* of all cases of food poisoning are in restaurants.
- S1: Yes, I noticed that, too. I was quite surprised. *Fewer* people get food poisoning at home. I guess people at home are more hygienic than people working in restaurants.

### Extract B

- S2: So, what about this figure? Did you *notice* anything in particular?
- S1: Well, cases of food poisoning *decreased* over the complete period. However, they *increased* again at the end of the period.

S2: Yes, that's true. Why was there a dramatic *rise* in 2001? Why was there a sharp *fall* the next year?

S1: I have no idea. Perhaps, there was a specific problem, you know, like E. coli a few years ago.

### Extract C

S1: It's *obvious*. We can see that the number of cases of E. coli decreased over the period, while the number of cases of salmonella increased.

S2: Yes, the increase was *gradual* from 2006 to 2009. Then there was a *sharp* rise in 2010.

## Transcript 1:54

Presenter: Exercise E2. Listen again and check. Write in the missing words. [REPEAT OF 1:53]

## Exercise F

Read through all the steps methodically with students. Emphasize once more that they are not expected to talk fluently and accurately about the figures. This is probably their first attempt at a challenging task and they should try to use the conventional words and fixed phrases they have learnt as well as some of their own words. Give students the time they need and monitor as they talk. Make a note of any clear observations that could be used as feedback. As feedback, refer to parts of each figure on an OHT or other visual medium: *What about this part of the line graph?*, etc. Avoid going through every feature of each figure.

## Exercise G

You will need to dedicate quite a lot of time to this exercise if it is to be done properly – up to 30 minutes perhaps. If that is not realistic, set it for homework. Students can give their talk at the beginning of the next lesson.

## Closure

Feed back on Exercise F.

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## Lesson 3: Vocabulary and Pronunciation

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### Objectives

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In this lesson, students will:

- revise and extend language related to countable and uncountable nouns;
- learn about words with weak forms;
- write and practise a dialogue.

### Introduction

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The overall aim of the lesson is to develop awareness of language related to countable and uncountable nouns, and involves grammar as well as vocabulary and pronunciation.

Exercise A serves as an introduction as it is very much revision. You could bring some real countable and uncountable items into the class, rather than start immediately with a book task.

### Exercise A

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Students should work individually, then check answers in pairs. Go over the answers together.

#### Answers

cheese	U
egg	C
butter	U
carrot	C
rice	U
milk	U
bottle	C

### Exercise B

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The aim is to make students aware that nouns that are both countable and uncountable exist, rather than to learn a list of specific examples – though the words presented will be useful.

- 1 Refer students to the pictures and give them time to think individually before comparing ideas with a partner. Go over answers orally.
- 2 Give students a time limit of two minutes to think of some more examples. Monitor and correct as they work, rather than pointing out their ideas are wrong when they have finished. Get a couple of suggestions on the board as feedback.

### Answers

- 1 In the first pair, a is uncountable – *lamb* is a type of meat / b is countable – *a lamb* is an animal.  
In the second pair, a is uncountable – *ice cream* / b is countable – *an ice cream/two ice creams*.
- 2 Possible answers:  
chocolate / a chocolate; cake / a cake

### Exercise C

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Refer students to the picture. Ask where the people are and what they might be talking about. Give them time to read the dialogue and then tell them to cover it. Ask what the people are planning to make and introduce *ingredients* – you need various ingredients to make a meal. Ask them how many of the ingredients they remember. As they say them, check whether each is countable or uncountable, but do not confirm or correct.

- 1 Students should be able to work out most of the missing words, but will need to guess some of them. Make sure they see that they are to use one or two words. Students should work individually, then check answers in pairs. Do not give feedback, as students will listen to check.
- 2 Play  1:55. Students should have time to write in any answers they missed or need to change. Play  1:55 again, pausing to check answers. Use an OHT or other visual medium to display the dialogue, into which you can write the answers for clarity.
- 3/4 Students should answer in pairs. Refer them to Skills 1 Check and give them the time they need to read and absorb. Emphasize that *some* and *a lot* are used with both and that it is the verb that

changes when the noun is countable – *is* to *are*. Note that all the information consolidates what has been learnt, apart from the last part, which prepares for the exercise that follows. If you feel a number of students still have uncertainties, you can check answers more methodically on the board.

## Transcript & answers

### Transcript 1:55

**Presenter:** Lesson 3: Vocabulary and Pronunciation

Exercise C2. Listen and check.

**M:** So, what do we need?

**F:** Well, we're making bolognaise and pasta. We certainly need *some* meat.

**M:** OK, how *much*?

**F:** It's for four people, so quite *a lot*. Perhaps about two kilos.

**M:** OK, let's take this pack. It's 2.2 kilos. Do we need to buy pasta?

**F:** I don't think so. There's quite *a lot* at home. I bought *some* a few days ago.

**M:** What about vegetables?

**F:** Yes, we need tomatoes, onions and mushrooms.

**M:** Fresh tomatoes or in a tin?

**F:** Tinned tomatoes are best for bolognaise.

**M:** So, how *many* tins?

**F:** Let's get three.

**M:** OK, where are the fresh vegetables?

**F:** Over here.

**M:** Right, how many onions do we need?

**F:** A *few*, um ... three or four, I guess.

**M:** OK, and mushrooms?

**F:** We need quite *a lot* of mushrooms. This pack looks about right. Oh, we need olive oil, too.

**M:** I think we've got *some* at home.

**F:** No, there's only *a little* in the bottle. We need *some* more.

**M:** OK, where can we find that, then?

**F:** I think it's next to ...

## Exercise D

Students should work individually, then check answers in pairs. As they compare answers, monitor to check they have understood any new words. As feedback, rather than simply checking the answers, tell them to cover the exercise and then see how many of the listed words they can give for each phrase.

### Answers

1 a bottle of	3	jam / marmalade / honey / peanut butter
2 a box of	6	bread / ham / lemon / cheese
3 a jar of	1	water / lemonade / wine / olive oil
4 a bag of	2	chocolates / biscuits / toys / tools
5 a piece of	4	sweets / flour / potatoes / coffee beans
6 a slice of	5	cake / cheese / wood / cloth

## Exercise E

This task focuses on pronunciation. Students will have studied weak forms within words, but may not be aware that whole words are weakened. They may have been told that single-syllable words cannot be weak and that is true, generally speaking. However, a considerable number of short grammatical words – articles, auxiliary verbs, prepositions and conjunctions – are produced weakly in rapid speech.

Give students time to read the extract before they start answering questions.

- 1 Put students into pairs to discuss. Tell them to say the words and some of the whole lines. Point out that it is saying the whole line that shapes how the key word is produced. Monitor and check whether they have the idea. If they have, question 2 will simply be consolidation; if they haven't, you will need to use question 2 to present the point.
- 2 Discuss as a whole class.
- 3 Play  1:56 right through for students to check what they discussed or were told.
- 4 Refer students to Skills Check 2 and give them time to read and absorb. Model each of the words for

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them – best done in short phrases – *Do you like? Is it for me?*, and so on. It would be a good idea to play  1:56 again at this point to really drive home the point that has been made.

- 5 Students should read the dialogue aloud twice, swapping roles. Monitor to check performance.

## Answers

- 2 They are all pronounced as weak forms.

## Transcript 1:56

Presenter: Exercise E3. Listen and check.

M: So, what do we need?

F: Well, we're making bolognaise and pasta. We certainly need some meat.

M: OK, how much?

F: It's for four people, so quite a lot. Perhaps about two kilos.

M: OK, let's take this pack. It's 2.2 kilos. Do we need to buy pasta?

F: I don't think so. There's quite a lot at home.

## Exercise F

---

Read through all the steps methodically with students. Emphasize that their dialogues do not have to be as long as the example in the book. Check the meaning of *ingredients* once more. Set a time limit of just one minute for them to decide what they are going to cook. Time should be spent writing and practising the dialogues. If there is insufficient time for every pair to read their dialogue to the class – the process may also be rather repetitive – put students into groups of four or six. You will then need to monitor quickly to make sure you can give some feedback to each pair.

## Closure

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Give feedback on the talks.

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## Lesson 4: Reading

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### Objectives

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In this lesson, students will:

- predict information about a known subject before reading;
- predict from headings and subheadings;
- read to take notes and exchange information.

**General note:** Students are accustomed to reading just the heading and introductory paragraph of a text now. On this occasion, as there are further prediction tasks and you do not want them to see the text, they will read features of the text on the first page with the actual text covered.

Note that the text contains various examples of conditional structures, which students may well have not previously seen. The form is not analyzed in this lesson, but will be the focus of Lesson 5.

### Introduction

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Write on the board *healthy* and *unhealthy* as the headings for two lists. Elicit words and phrases that students have learnt in the unit so far and then suggest that they start thinking about areas other than food.

### Exercise A

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Make sure students cover the text and also Exercise B on the first page so that the answers to A3 are not revealed.

- 1/2 Read through questions 1 and 2 with them and refer them to the heading and subheading on page 70. Students can read and answer in pairs.
- 3 Students should think individually for three minutes and then compare ideas with other students around them – pairs or groups of three. Monitor to check their ideas, but do not go through a whole-class feedback phase. Refer them directly to Exercise B.

### Answer

- 2 A *tip* is a piece of advice. A *tip* is given by somebody that has knowledge of the subject.

### Exercise B

---

Read through the instructions with students and make sure they know what to do.

- 1 Students can work in the pair or group they are in. Give them two minutes to write a word in each space.
- 2 Tell them to uncover the text to check answers. Ask them if the section headings are the same as the ideas they thought of in A3.
- 3 Conduct as a whole-class discussion so that you can elicit and pre-teach some key vocabulary. For the first section, for example, ask students what part of the body smoking most affects and write *lungs* on the board. Then elicit *cancer*. Do not pre-teach all potentially unknown vocabulary – as students should practise working out meaning from context and dictionary use – just words that can easily and naturally be elicited from the prediction discussion.

### Exercise C

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#### Methodology notes

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- 1 On one level, the text in this lesson will be challenging. However, students should be able to cope because they have a clear task and they are encouraged to look up words and discuss them with classmates. This mimics the situation in the real world when you are doing research.
- 2 Once students realize that they can find the required information, they may think the exercise is too simple – it is mostly close copying. But close copying of factual information is a key research skill. Students must be able to record information such as names of institutions and dates with complete accuracy, or the data will be useless later.

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Put students into groups of five. Ask them to choose one piece of advice each. Ideally, it should be advice that they are actually interested in. Refer students to the headings of the notes. Set for individual work. Monitor and assist.

**Answers** (to give at the end of the lesson)

Note that there is multiple research in three cases. The following layout might be best in these cases:

Topic			
General advice			
Research results	1	2	3
Who said?			
When?			
My opinion			

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**Exercise D**

Work through the Skills Check. Point out that the source of information is sometimes given in brackets, with a date.

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**Exercise E**

Refer students back to their own texts to check. Monitor, but do not assist. Refer students to the table and give them time to read and absorb.

---

**Exercise F**

Bring together all the students from each advice topic to compare notes. Try to ensure that students are making short notes, not copying whole sentences. Try also to ensure that they agree on the value of the advice. They should complete the *My opinion* section.

---

**Exercise G**

Make sure students return to the groups in Exercise C. They must ask about the other advice and make notes, but they must not show each other the notes they have

made/are making. Monitor. At the end, allow students to compare notes. Make sure they explain at least one new word which they have guessed from context or looked up. Feed back by building up a model set of notes on the board.

Suggested notes are provided below. Use an OHT or other visual medium so that students can compare their own notes with them. Alternatively, photocopy the notes, cut them into appropriate sections and hand them out. You may feel that students have made perfectly good notes and do not need to see a model.

Refer students to the table and give them time to read and absorb.

**Answers**

See table on next page.

---

**Closure**

Ask students – those who read or those who heard – to explain some of the advice they heard (not read).

<i>Topic</i>	<i>General advice</i>	<i>Research results</i>	<i>Who said?</i>	<i>When?</i>
<i>Don't smoke</i>	<i>harms you, friends, children; can kill you</i>	<i>harms nearly every part of body</i>	<i>National Cancer Institute, USA</i>	<i>Apr, 2004</i>
		<i>kills 5m people p.a.</i>	<i>WHO</i>	<i>2003</i>
		<i>live with a smoker = 24% rise in chance of lung cancer</i>	<i>British Medical Journal</i>	<i>1997</i>
<i>Don't eat too many sweets</i>	<i>lots of sweets = bad for teeth; make you fat</i>	<i>v. fat = ? serious illness = 30 illnesses = obesity</i>	<i>National Health and Nutrition Examination Survey, USA</i>	<i>1988–1994</i>
		<i>dark chocolate = ? prevent cancer + heart disease</i>	<i>Dutch National Institute of Public Health</i>	<i>1997</i>
<i>Don't lie in the sun</i>	<i>sun = Vitamin D, but too much = dangerous; sun = few minutes = ? skin cancer</i>	<i>skin cancer Norway + 350% m / 440% w: 1957–1984 1960s/70s = sun cream</i>	<i>Norwegian Cancer Institute</i>	
<i>Take exercise every day</i>	<i>walk half an hour a day = body works properly; feel better</i>	<i>makes heart stronger</i>	<i>American Heart Association</i>	
		<i>makes memory better (but = mice!)</i>	<i>Journal of Neuroscience</i>	<i>20th Sept, 2005</i>
<i>Go to bed early once or twice a week</i>	<i>get average = 8 hrs a night = body works properly</i>	<i>tired = 1,500 deaths in road accidents in USA p.a.</i>	<i>National Highway Traffic Safety Administration, USA</i>	<i>1999</i>

? = may

Possible words to guess from context/look up in a dictionary in **bold** above.

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## Lesson 5: Writing and Grammar

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### Objectives

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In this lesson, students will:

- learn *should / shouldn't* + infinitive;
- learn conditionals expressing fact (zero);
- learn conditionals expressing possibility (first);
- write giving hygiene advice.

### Introduction

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Use Exercise A.

### Exercise A

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Examples of *should* and *shouldn't* + infinitive have occurred in the unit, but have not been a focus. It is likely that students will have understood their meaning in context or will have seen them somewhere before. Refer them to the pictures and give them a moment to think.

- 1 Students should discuss the question in pairs before you clarify. Establish that *must/mustn't* is used when there is obligation or something is not permitted. In the picture, smoking is not permitted. *Should/shouldn't* is used to give advice or say that something is a good or bad idea – there is no law to say you cannot smoke around children, but most people think it is a bad thing to do.
- 2 Refer students to the table and point out that *should* as a modal verb is followed by a bare infinitive – an infinitive without *to*. Write *You should to take more exercise* on the board and then cross out *to*, emphasizing that this is a common mistake at this level.

### Exercise B

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Read through the instructions with students. Make sure they understand that there are more words in the box than they need to use. Students should work

individually and then check answers in pairs. As feedback, tell students to cover the exercise and then get five of them to remember the pieces of advice.

### Answers

- 1 You *should stop* smoking.
- 2 You *shouldn't eat* so many burgers.
- 3 You *should take* more exercise.
- 4 You *shouldn't watch* TV all day.
- 5 You *should drink* more water.

### Exercise C

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There is noticeable change of topic here, but this is something students can easily relate to and they do not have to invent advice. If students are from different cities, they can give advice directly to their partner. If they are all from the same city, they can work in pairs to write lines of advice. Get a few ideas from various students as feedback.

### Exercise D

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Students were exposed to conditional sentences in Lesson 4, but did not focus on the usage or form. Note that students start by looking at conditionals that express fact or truisms (often referred to as *zero conditional*) and then go on to conditionals that express possibility (often referred to as *first conditional*).

Do not mention that the sentences here are conditional structures. Simply set the matching task for individual completion. Students can check answers in pairs before you go over them. As students work, write the first half of each sentence onto the board. As feedback, students can come up and write the appropriate ending. You will need the completed sentences on the board in order to properly work through Exercise E.

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## Answers

1 If you live in a hot country,	4	you shouldn't drive.
2 If you live in a cooler country,	3	you can't learn to drive.
3 If you're under 17,	2	you can drink less water.
4 If you're very tired,	5	you increase the chance of heart disease.
5 If you eat a lot of red meat,	1	you need more water.

---

## Exercise E

Put students into pairs and then read through the questions with them. Tell them to answer questions 1–3, but not to look at the tables until you have checked answers. Monitor as students talk and see how much still needs clarification or explanation. Go over answers orally, using the sentences on the board when appropriate. For question 3, write an example on the board and model the pronunciation.

### Answers

- 1 They are all conditional structures. They all have a condition clause and a result or effect clause.
- 2 They all express fact. They state something that people know to be true.
- 3 Yes – and they are frequently expressed the other way round. Note that when sentences are expressed with the result clause first, they are not usually written with a comma. *You can't learn to drive if you're under 17.*

---

## Exercise F

Follow the same procedure as for Exercise D.

## Answers

1 If you smoke near children,	3	you probably won't survive.
2 If you join a gym,	4	it will go bad.
3 If you are in a plane crash,	1	they may copy you.
4 If you keep food too long,	6	you may develop skin cancer.
5 If you eat too much unhealthy food,	5	you will probably get fat.
6 If you lie in the sun for too long,	2	you will feel healthier.

---

## Exercise G

Work through as with Exercise E. It is important that the feedback phase is methodical and thorough.

### Answers

- 1 They are all conditional structures. They all have a condition clause and a result or effect clause.
- 2 They all express possibility – a future result. Sometimes the possibility has the function of giving advice or a warning.
- 3 Yes – they can be expressed the other way round, but it is not so common. The tendency is to express the condition clause and then the result clause, so that it has more impact.
- 4 We use *will* when we are sure of the result or when making a confident prediction. We use *may* when we are less sure or when expressing pure possibility.
- 5 We add *probably* to make a confident prediction slightly less sure. One way to look at this is to say – *may* = 50% sure, *will* = 100% sure and *will probably* = 75% sure, though this is rather simplistic.

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## Exercise H

Students should work individually and then check ideas in pairs. Monitor and check for accuracy and appropriate use of *will* and *may*. Get a couple of ideas for each sentence on the board as feedback.

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## Answers

Possible answers:

- 1 If you drive when you're tired, you'll probably make more mistakes.  
If you drive when you're tired, you may cause an accident.
- 2 If you eat a lot of fruit and salad, you'll stay healthy.
- 3 If Tommy eats only burgers and chips, he'll get fat / get spots.  
If Tommy eats only burgers and chips, he may have a heart attack.
- 4 If Tracy doesn't do any exercise, she'll get fat / be unhealthy.  
If Tracy doesn't do any exercise, she may get ill.

---

## Exercise I

Refer students to the photograph and elicit the action. Emphasize that you *wash* your hands, but *clean* or *brush* your teeth. *Wash your teeth* sounds very strange, though perfectly logical. Explain that they are going to read another health tip. Set for individual work and pairwork checking. Monitor and assist. Feed back, getting the model notes on the board.

## Answers

Model notes:

Topic	<i>Wash your hands with soap.</i>
General advice	<i>many health problems → germs; soap kills germs; so wash hands with soap; If wash hands = kill billions of germs</i>
Research results	<i>regular washing = ? save 1m lives p.a.</i>
Who said?	<i>London School of Hygiene and Tropical Medicine</i>
When?	<i>2003</i>

---

## Exercise J

Refer students to the notes again. Set for individual work. Monitor and assist. Students can compare their texts

before you collect them to assess. Use an OHT or other visual medium to display the model notes below, against which students can compare their work.

To conclude the lesson, ask students which piece of advice from this unit they are going to follow.

## Answers

Model text:

### Brush your teeth after eating and drinking

Many health problems start with germs. However, toothpaste kills germs, so you should brush your teeth after eating or drinking. If you leave food in your teeth, they will go bad.

Research has shown that you should use a soft toothbrush. You should brush for three minutes. Most people only brush for one minute. (*The American Dental Association, 2005*)

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## Closure

Ask students which piece of advice from this unit they are going to follow.

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## Lesson 6: Writing and Grammar

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### Objectives

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In this lesson, students will:

- revise countable and uncountable nouns and related language;
- write a report of information in a graph.

### Introduction

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Ask students to cover Table 1. Refer them to the photos and ask them if *potatoes* and *cheese* are countable or uncountable. Direct them to the table to check their answers.

### Exercise A

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The exercise revises and consolidates language learnt in the unit.

- 1 Students should work individually, then check answers in pairs. Use an OHT or other visual medium to display the table to give quick concise feedback.
- 2 Students should work individually and then check answers in pairs. As feedback, either you or students should write the corrected sentences on the board.

### Answers

1	Countable	Uncountable
Words	potatoes	cheese
is		✓
are	✓	
much		✓
many	✓	
some	✓	✓
How much?		✓
How many?	✓	
a lot	✓	✓
a few	✓	

a little		✓
more	✓	✓
less		✓
fewer	✓	
too much		✓
too many	✓	

- 2 a. How *much homework* does your teacher give you?  
b. ✓  
c. ✓  
d. People in China eat *fewer* potatoes than people in Europe.  
e. You only need to put a *little* salt in the soup.  
f. ✓

### Exercise B

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Students have talked about the graph, but not yet written a report. Report writing is challenging and you can approach the actual writing phase in various ways, depending on how well you feel your students will cope. See notes for 2 below.

- 1 The aim is to lead students into the writing task and present them with the style of report writing. Give them time to read the first part of a report before they start trying to fill any spaces. They should work individually before checking answers in pairs. Note that there are options for some spaces. As feedback, write answers on the board for clarity.
- 2 Students can either attempt to write the second part of the report individually or work in pairs to pool resources. They will need sufficient time to think, plan and write. Monitor and assist quite rigorously. Alternatively, if you feel the task is too demanding, build the report up on the board together as a class. Make sure, though, that stronger students do not completely dominate and that weaker students are following.

A final option would be to set the task for homework, giving individual students the time they need to plan and organize.

Students can compare their reports before you collect them to be assessed.

### Answers

- The graph shows how *many* people per 100,000 people in New York got food poisoning each year between 1996 and 2008. Cases of food poisoning *fell / decreased* over the complete period, but *increased / rose* again from 2005 to 2008. Between 1996 and 1999, there was a *sharp / dramatic* fall in the number of food poisoning cases in the city. Between 1999 and 2000, there was a *slight* rise in the number of cases. Then, between 2000 and 2001, the number of cases fell again.

#### 2 Model report:

Between 2001 and 2002, the number of cases of food poisoning rose very sharply. Then the number fell again. Between 2002 and 2003, the number fell dramatically. Then between 2003 and 2005, it fell more gradually. Between 2005 and 2008, the number of cases rose again gradually to the end of the period.

## Exercise C

The final exercise consolidates the various forms from the unit. Students should work individually, then check answers in pairs. As feedback, select students to read the complete correct sentences, but make sure correct answers are clear.

### Answers

1	Tina eats	<i>too much</i>	chocolate.
2	<i>Fewer</i>	people eat red meat	these days.
3	I like	<i>a lot of</i>	sugar in my tea.
4	Would you like	a piece of	<i>cake?</i>
5	You shouldn't	<i>eat</i>	too many burgers.
6	You can't vote	if	<i>you are not 18.</i>
7	<i>If you smoke,</i>	you may	develop lung cancer.
8	If you develop lung cancer,	<i>you will probably</i>	die.

## Closure

Do remedial work with groups or individuals on problematic areas.

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- revise and develop listening skills practised in the Course Book.

**General note:** There are two distinct halves to the lesson. Students will hear two lectures, one related to leisure activities, the other to nutrition and health. They will practise a range of listening skills and good lecture practice.

### Introduction

Start by revising the topics that were covered in the five Course Book units. Ask students what information they learnt from each unit – something that they did not previously know.

### Exercise A

The exercise serves as revision of the main Course Book themes and as general listening practice. Note that students will need to both understand the sentence they hear, and have taken in the information given. The information is fairly general – not specific facts that students may not have picked up.

Read through the instructions with students and then do the first sentence as an example. Establish that the answer is false, and why – most weddings in India are very big. Play the rest of 2:1. You can pause briefly after each sentence if you feel that is necessary, but do not encourage students to shout out answers until the task is complete. Play 2:1 again, pausing as you check answers. Go over why some answers are false, if not immediately obvious.

### Answers

1 F, 2 F, 3 T, 4 T, 5 F, 6 T, 7 T, 8 F, 9 F, 10 T

### Transcript 2:1

Presenter: Review

Lesson 1: Listening

Exercise A. Listen to some sentences about the topics you learnt about in Units 1–5. Mark them true or false.

- Voice:
- 1 Most weddings in India are quite small. There are only a few guests.
  - 2 It is traditional for the groom to put the ring on the third finger of the bride's right hand.
  - 3 Driving a car or riding a motorbike is more dangerous than travelling by train.
  - 4 There are very few plane crashes, but when there is a plane crash, the chances of surviving are very small.
  - 5 Most people, both men and women, usually say that crime stories are their favourite type of film.
  - 6 Sherlock Holmes was a detective in the short stories by Sir Arthur Conan Doyle.
  - 7 Most people have more leisure time now than they did a hundred years ago.
  - 8 Digital cameras are making photography too easy. People don't enjoy taking photographs any more.
  - 9 Hard cheese keeps in a refrigerator for only a few days.
  - 10 Taking regular exercise is good for your heart.

### Exercise B

Before starting the whole listening task, decide whether the concept of a small independent cinema is one that

your students will readily relate to, or a concept that will be new to them. Students will not be able to talk about the pictures if they do not appreciate a difference between them and you will need to move on so that they learn the difference from listening.

Put students into pairs if you think they will have something to say, otherwise conduct as a whole-class discussion. Try to elicit answers and make suggestions without feeding too much of what is revealed in the introduction to the recording.

### Exercise C

Read through the instructions with students and make sure they appreciate that they are going to hear a radio interview rather than a lecture. Tell them to read the questions so that they know what they are listening for. Point out that the third question is more open and that they may want to take a few notes.

Play 2:2 and then give students a moment to think before they discuss their answers in pairs. Go over answers, establishing the concept of a small independent cinema, if necessary. Note that saying what films the cinema does *not* show is easier than saying what films it *does* show. Students can lift the answer to question 1 from the recording or use their own words.

#### Answers

- 1 less commercial films – films people may not know about (independent films/‘small’ films)
- 2 big Hollywood blockbusters / action movies
- 3 Last month, they showed eight films. / There is only one screen.

#### Transcript 2:2

**Presenter:** Exercise C. Listen to the first part of a radio interview. Answer the questions in pairs.

**Journalist:** Good morning and welcome to *Entertainment Plus*. Today, I’m talking to the manager of a cinema. That’s The Picture House cinema in York. Hello, Steve.

**Manager:** Good morning, George.

**Journalist:** Steve – I’ve got a few questions I’d like to ask about the people who come to your cinema.

**Manager:** No problem. I like talking about our films and the people who come to watch them.

**Journalist:** So, do different people come to see different films?

**Manager:** Yes, certainly. People come here to see all kinds of films.

**Journalist:** What films do you show?

**Manager:** Well, as you know, we’re a small, independent cinema so we don’t show the big Hollywood blockbusters. We never show action movies. People can go to the big cinemas to see them. We show less commercial films – films people may not know about. Last month we showed eight films.

**Journalist:** And you only have one screen?

**Manager:** That’s right. Most big cinemas have three or four screens.

### Exercise D

Refer students to the table and make sure they know which parts they are to fill in. Check the meaning and pronunciation of *audience*. Play 2:3 through and give students time to compare answers in pairs. Use an OHT or other visual medium to display the table to ensure that feedback is quick and concise.

#### Answers

Type of film	Watched by ...?
silent film	students
love story	men and women
thriller	women
crime	older women
science fiction	men
foreign language	students

---

### Transcript 2:3

**Presenter:** Exercise D. Listen to the rest of the interview and complete Table 1.

**Journalist:** So, what kind of films did you show?

**Manager:** Well, we had an old silent film, in black and white, a love story ... erm two thrillers, a crime story ... er a science fiction film and two foreign language films.

**Journalist:** Who came to see them?

**Manager:** The audience for the silent film was mostly students from the Art College in town. They were the biggest group of people for the foreign language films, too. We show foreign language films in the original language, with subtitles in English.

**Journalist:** What films were they?

**Manager:** One was a Korean film called *Old Boy*. The other was *Nicotina*. That's a Mexican film. It's very good.

**Journalist:** Tell me more about the audiences.

**Manager:** We get a lot of couples – men and women – for a love story. Mostly women come to see thrillers. I think women like to be frightened more than men.

**Journalist:** Is it the same for crime films, too? Is it mostly women?

**Manager:** Yes, but older women. We get quite a few men as well, but older. So I'd say older people like crime. Perhaps they like to guess who did it – they like a mystery.

**Journalist:** How about science fiction? Who likes that?

**Manager:** Men, usually. We get a younger audience for a modern science fiction film. Older people come to see the old science fiction films we show. But it's still more men than women.

**Journalist:** What about you? What kind of films do you watch?

**Manager:** Ah! I work in a cinema because I love films. In my free time, I watch films, too! I watch a comedy on DVD with my family. Now that's entertainment!

---

### Exercise E

Students will now be accustomed to discussing the meaning of words learnt in context. Note that you may have discussed the meanings of these items as you went over answers to previous exercises. If that is the case, conduct as a quick whole-class consolidation phase; otherwise, give students a minute to discuss the items in pairs. As you check answers, point out that:

- *Hollywood* is often used in a slightly derogatory way to talk about big-budget films. A *blockbuster* is a big-budget film that is expected to make a lot of money. It usually has big stars in it.
- A cinema has a *screen*, as does a TV and a computer.
- *Subtitles* are at the bottom of the screen. You read the subtitles as you watch the film.

---

### Exercise F

Conduct as a whole-class discussion to conclude the first part of the lesson.

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### Exercise G

Orientate students towards a change of topic. Remind them that nutrition and health was a major topic in the Course Book. Read the rubric and ask students exactly what is meant by *diet*. Is *diet* the same as *food*? Does *diet* simply mean *what you eat*?

- 1 Read the first question with students and make sure they appreciate they will hear only the introduction to a short lecture. Play 2:4. Check the answer directly.
- 2 Refer students to the pictures and remind them of the value of predicting content before listening to a lecture. Talk about the first picture together – *This*

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*will be related to a Japanese diet. He will say that fresh fish is healthy. He may say that in the West, we should eat more fresh fish, etc.* Give students two minutes to compare ideas and then get some feedback. Do not confirm or correct, but revise each of the food items – you may need to teach *beans*.

### Answers

- 1 The Japanese diet with the diet of the Western world.
- 2 Answers depend on students.

### Transcript 2:4

**Presenter:** Exercise G. Listen to the introduction to a lecture about diet.

**Lecturer:** The title of my talk today is 'diet and health'. By that I mean that our diet – the food we eat – plays an important role in how healthy we are and perhaps how long we live. I'm going to compare the diet of the Japanese with the diet of the Western world. I should say that by 'the Western world', I mean Europe and the Americas.

### Exercise H

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Give students time to read through the sentences so they know what they are listening for. Check the meaning and pronunciation of *blood*, *heart* and *heart attack*. Students may feel that they know answers to some of these questions without listening and that is fine, but tell them to listen for confirmation. Play 2:5 and then give students a moment to compare answers. As you check answers, explain why any sentences are false and elicit or provide the correct information.

### Answers

- 1 T
- 2 F (it is better than red meat, but still has more fat than is necessary)
- 3 T

4 T

5 T

6 F (they eat less bread, so hence less butter)

### Transcript 2:5

**Presenter:** Exercise H. Listen to the first part of the lecture. Mark the sentences true or false.

**Lecturer:** So, to start with, a Western diet is high in fat. We eat a lot of meat – a lot more meat than our grandparents did. In the West, we eat a lot of chicken, for example, because it's cheaper than it was. It's lower in fat than red meat, such as beef and lamb, but it still has more fat than we actually need. When we eat more than we need to, we add to our body weight. The fat stays with us and some of it remains in our blood. Our heart needs to work harder to use it.

On the other hand, in Japan, people eat a lot less meat. They get their protein mainly from fish and beans. Both of these foods are low in fat. The Japanese have fewer heart attacks than people in Western countries. This is the reason: in Japan, people don't usually eat bread, so they have no need to eat butter. In fact, in Eastern countries generally, people eat fewer dairy products – milk, cheese, butter and so on. In the west, we eat a lot – probably too much – of these foods. This is another reason for the large amount of fat in our diet. Now, I'm going to go on to talk about some of the changes that are happening ...

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## Exercise I

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Remind students of what they learnt about a lecturer signalling when he or she is going to change topic. Play the last line of 2:5 again and then just the first line of 2:6. Ask students why they think a traditional Japanese diet may be changing.

Refer students to the notes and give them time to read. Encourage them to make predictions. Check the meaning of *convenience*, which appears in the notes. Students have learnt *convenient*, so use this to explain that *convenience food* is food you don't need to cook – it's ready to eat. Play 2:6 and then give students a minute or two to compare answers. They may well want to check the spelling of *microwave* with you. Using an OHT or other visual medium to display the notes will be the most efficient way of giving feedback.

### Answers

#### Changes to diet

mostly economic – people spend *more money* on more food, but people don't eat *better*

#### In Japan

more meat / less fish / more hamburgers and so more *bread*

#### In the West

less fish – reduction in fishing so *higher* prices  
more convenience food (hamburgers, pizzas & food we put in the *microwave*)  
food not healthy – too much fat and *salt*

### Transcript 2:6

**Presenter:** Exercise I. Listen to the second part of the lecture. Complete the notes. Use one or two words in each space.

**Lecturer:** For the last part of my talk, I want to look at the changes that are taking place in the diet of people in both the West and the East. These changes are happening for a number of reasons, mostly economic. As countries become richer, people spend more money on more food.

However, more food doesn't mean that people are eating better. In Japan these days, people are eating more meat. It's now very easy to find fast food, like hamburgers and hotdogs. In some places, it's easier to find fast food than it is to find traditional raw fish.

Unfortunately, as the Japanese eat more hamburgers, they also eat more bread. In many Western countries, doctors want us to eat less meat, or to choose healthier meat with less fat. People in the West are also eating less fish than they did. There is a reduction in fishing and the price of fish in the markets is higher. To replace fish in our diet, Western people are eating more convenience food – more hamburgers and pizzas, as well as food we just need to heat in the microwave. These meals are high in fat, contain too much salt and are generally not healthy.

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## Exercise J

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If students are from various countries, set as pairwork. If they are all from the same country, conduct as a whole-class discussion to conclude the lesson.

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## Closure

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Use Exercise J.

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## Lesson 2: Speaking

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### Objectives

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In this lesson, students will:

- revise and develop speaking skills practised in the Course Book.

**General note:** Each exercise (more or less) relates to one of the topics focused on in the Course Book. You will need to treat each exercise as a separate entity, rather than trying to create a flow.

### Introduction

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Give students one minute to look at the photos. Then get them to close their books and try to remember – in pairs, groups, or as a whole class – what was in each photograph.

### Exercise A

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It will be clear that the aim is to revise language learnt in the first unit. Refer students to the pictures and tell them to spend three minutes thinking about what they want to say before they start talking. Tell them to check any key vocabulary they have forgotten in their notes or in the Course Book unit.

Monitor as students talk, checking for fluency and appropriate use of vocabulary and structure learnt. Avoid a feedback phase here as it can only be a repetition of what has already been said.

### Exercise B

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Note that students have learnt new language since previously talking about these topics. They may, for example, be able to use past forms better to talk about an event. Give students three minutes to choose a picture and plan what they are going to say. Monitor as students talk, checking for fluency and appropriate use of vocabulary and structure learnt. Get some quick feedback on each of the three events.

### Exercise C

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Students previously compared these transport methods, but have since learnt a wider range of language – particularly language related to countable and uncountable concepts.

Quickly refocus students by brainstorming the transport methods from Unit 2, Lesson 1. Then refer them to the blue box and check the pronunciation of each method presented. Refer them to the yellow box and make a point of checking the example. Tell them to use each word at least once. Monitor as students talk and make a note of sentences that can be used during feedback. Write a couple of sentences with each comparative word on the board.

### Answers

Possible answers:

Cars, motorcycles, bicycles and buses are more dangerous than other methods of transport.  
There are fewer plane crashes than car crashes.  
Travelling by bus is less expensive than flying.

### Exercise D

---

Refocus students by asking them to tell you three words that can relate to both films and books: *story*, *character*, *set*, etc.

Read through the instructions with students and make sure they know what they are to do. Point out that they have answered some of these questions, but that they should now feel more confident, having learnt a range of new language. Give them five minutes to read the questions and plan answers. Once again, suggest that they check their notes or the Course Book unit for any key vocabulary they have forgotten.

Monitor as students talk, checking for fluency and appropriate use of vocabulary and structure learnt. As feedback, choose two students on the opposite side of the classroom. Tell one of them to ask his or her questions to the other as the class listens.

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## Exercise E

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Refocus students by checking the activities shown in the pictures. Note they are activities not previously focused on, but activities students should know how to say: camping, cycling, swimming and listening to music. Read through steps 1–3 with students and then put them into groups. Give them a minute to decide within each group which topic each member will talk about.

Then give them five minutes to prepare their talks. Monitor as they prepare, and assist with vocabulary, if necessary. Monitor as students give their talks, but do not correct. You might like to choose one talk that can be given to the whole class.

## Exercise F

---

Refocus students by referring back to Lesson 1. Revise the point that people are generally eating more meat and more red meat at that. Refer students to Figure 1 and give them a minute to work out what information is shown. Ask them what they think *poultry* is – meat from farmed birds – especially chicken, but perhaps, more increasingly, turkey. Give them another minute to absorb and plan what to say. Check that everyone understands the information fully before they start talking in pairs.

As they talk, monitor to check the logic of what is said, the accuracy of the expression and whether they have grown in confidence. As feedback, get ideas from various students. Do not write a list of sentences on the board, as the aim is to develop speaking rather than writing skills.

## Exercise G

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- 1 Students should work individually to read the conversations and fill in the missing words. They can then check answers in pairs before listening. Do not give feedback before they listen.
- 2 Play  2:7 as students check answers. Clarify anything that is not clear.
- 3 Play  2:7 for each conversation one at a time, drilling where appropriate. Students should then practise the conversation before you play the next.
- 4 Students should work directly in pairs. They should add three or four lines to each conversation. If time is short, students can choose one or two of the conversations to extend and then read out for the class.

### Transcript & answers

#### Transcript 2:7

Presenter: Lesson 2: Speaking  
Exercise G2. Listen and check your answers.

##### Conversation 1

- A: Do most people *get* married in church in your country?  
B: Yes. People are not always religious, but they still like a church ceremony.  
A: Do most people have a traditional white *wedding*?  
B: Oh yes. The bride usually wears a white *dress*.  
B: What happens after the church ceremony?  
A: Well, ...

##### Conversation 2

- A: Did you fly?  
B: Yes, I did.  
A: How was the *flight*?  
B: It wasn't very good, actually ...

##### Conversation 3

- A: Who's your *favourite* film character of all time?

- 
- B: Err, that's a difficult question. I think it's *probably* Darth Vader, you know, in *Star Wars*.
- A: Oh, really? He's a *bad* character.
- B: Yes, I find heroes a bit boring. What about you?
- A: I ...

#### Conversation 4

- A: What do you like doing in your *free* time?
- B: Well, I like reading and listening to music, but I *guess* my real hobby's surfing.
- A: Really? How *often* do you go surfing?
- B: *Every* week in the summer. We drive to the beach. Last year, I went surfing in Hawaii *too*. What about you? What's ...

#### Conversation 5

- A: So, what do we need for this omelette?
- B: Well, we need eggs.
- A: OK, how *many*?
- B: Well, it's for three people so let's say four.
- A: Do we need milk?
- B: Yes, but just a *little*. We mix that with the eggs.
- A: OK, then ...

## Closure

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Feed back on common errors in Exercise G.

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## Lesson 3: Vocabulary and Pronunciation

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### Objectives

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In this lesson, students will:

- revise and develop vocabulary practised in the Course Book.

**General note:** This lesson is a series of unrelated exercises that aim to revise vocabulary learnt in the various Course Book units and to draw attention once more to the different ways in which lexis can be recorded. Instructions here are brief as the exercises are largely self-explanatory and the exercise types have all previously been presented.

### Introduction

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Use Exercise A.

### Exercise A

---

Students should work individually, then check answers in pairs. Either you or students should write answers on the board for clarity.

#### Answers

- 1 christen
- 2 Anniversary
- 3 journey
- 4 accident
- 5 character
- 6 mysteries
- 7 frightening
- 8 pleasure
- 9 calories
- 10 poisoning

### Exercise B

---

Students can either work individually, then check answers in pairs, or in pairs to share knowledge. Write answers on the board for clarity.

#### Answers

- 1 low
- 2 falling
- 3 dangerous
- 4 uncomfortable
- 5 slow
- 6 sad / unhappy
- 7 boring
- 8 hard

### Exercise C

---

Students should work individually, then check answers in pairs. Use an OHT or other visual medium to display the table for feedback. Alternatively, tell students to cover the second column and see if they can remember answers as feedback.

#### Answers

1	make	3	a firework display
2	take	9	a crime / a mystery
3	watch	7	a question
4	give	12	a job
5	ride	1	a mistake
6	have / cause	4	presents
7	answer	8	a role
8	play	11	a fish
9	solve	2	a photograph
10	paint	5	a bicycle
11	catch	10	a room
12	find	6	an accident

## Exercise D

Read the instructions and look at the example with students. Make sure they know what they are doing. Students should work in pairs to share knowledge and communicate. You could put students into teams and introduce a competitive element. You can end the exercise when one pair has all the answers. Write answers on the board for clarity.

### Answers

- 1 orange
- 2 back
- 3 watch
- 4 spend
- 5 fly

## Exercise E

- 1 Read the instructions and look at the example with students. Model the example word a couple of times so that students can hear the appropriate vowel sound. Students should work in pairs so that they can say the words aloud to each other as they go. Monitor, but only correct if pairs have a number of incorrect matches. Model words for them, if necessary.
- 2 Play  2:8 to check answers.

### Transcript & answers

#### Transcript 2:8

Presenter: Lesson 3: Vocabulary and Pronunciation  
Exercise E2. Listen and check.

- Voice:
- |            |           |
|------------|-----------|
| 1 go       | role      |
| 2 custom   | love      |
| 3 bride    | pilot     |
| 4 death    | men       |
| 5 safe     | favourite |
| 6 fast     | laugh     |
| 7 cartoon  | group     |
| 8 research | journey   |

- |          |       |
|----------|-------|
| 9 found  | now   |
| 10 sport | water |

## Exercise F

- 1 Read the instructions and look at the example with students. Model the example word a couple of times so that students can hear the stress pattern. Do the second word as an example as well, if you feel necessary.
- 2 Play  2:9 to check answers.
- 3 Students should work in pairs so that they can say the words aloud to each other. Monitor and model words for them if they have made mistakes.

### Answers

		Ooo	oOo	Oooo	oOoo	ooOo
1	ceremony			✓		
2	anniversary					✓
3	celebrate	✓				
4	population					✓
5	comfortable	✓				
6	competition					✓
7	adventure		✓			
8	historical				✓	
9	literature	✓				
10	photography				✓	
11	dramatic		✓			
12	ingredients				✓	

#### Transcript 2:9

Presenter: Exercise F2. Listen and check.

- Voice:
- 1 ceremony
  - 2 anniversary
  - 3 celebrate
  - 4 population
  - 5 comfortable
  - 6 competition
  - 7 adventure
  - 8 historical

- 
- 9 literature
  - 10 photography
  - 11 dramatic
  - 12 ingredients

## **Closure**

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Dictate some of the longer words from the lesson.

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## Lesson 4: Reading

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### Objectives

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In this lesson, students will:

- develop reading skills practised in the Course Book.

### Introduction

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Use Exercise A.

### Exercise A

---

Read through the questions with students and give them a couple of minutes to answer in pairs. Get some quick feedback from two or three students.

### Exercise B

---

Students need to work with the headings on page 84, as they have been removed from the text.

- 1 Make sure students understand the three headings are the headings of the three sections they can see on the opposite page. Make sure they only answer this first question for now. It will probably be necessary to check the meaning of *aim for*. Draw a target on the board and explain that you aim for a target when you shoot. Note that Exercise A will have helped them orientate towards the general theme anyway. Do not confirm or correct suggestions yet.
- 2 Make sure students understand that the introduction is the line immediately below the heading *How To Be Happy*. Give them a minute to read and absorb, then establish together that the overall theme will be *finding happiness*.
- 3 Refer students back to the three headings on the first page and give them three minutes to make predictions in pairs. Monitor as students talk, rather than conduct a rather repetitive feedback phase.

### Exercise C

---

Make sure students read with the aim of completing the task. Tell them you will check answers when five students have finished. Check the answers together and make sure students write the headings in the correct place before further work on the text.

#### Answers

A Little of Everything – Veronica  
Something to Aim for – Sandra  
Someone to Talk to – Mick

### Exercise D

---

The aim is to practise understanding new vocabulary in context, but also to make sure that students understand some key words and phrases before they read in more depth. They will need to know most of these words in order to understand the fundamental point being made.

Make sure students understand the steps. If they know the word already, they can circle the correct option immediately. If they do not know the word, they should find it in the text, read either side of the key word and then circle the correct option.

Students should work individually and then check answers in pairs. Use an OHT or other visual medium to display the exercise. Delete the incorrect answers for clarity and deal with any remaining uncertainties.

Explain that a *luxury* is the opposite of a necessity.

#### Answers

- 2 a. bad  
b. badly  
c. little jobs  
d. have a clear idea of what you want  
e. do it  
f. objects you have  
g. don't really need

---

## Exercise E

---

Students should now be prepared to read the text without a lot of a difficulty. Note that they have so far tended to read one part of the text and exchange information – here they are reading a longer text.

Tell students to read through the summary options before they read the text again. Point out that it is not a case of two options being completely wrong and one right – sometimes more than one summary will be correct information, but will not serve as a summary (see answers below).

Students should work individually, then check answers in pairs. Encourage them to discuss any differences of opinion before you confirm the answers.

### Answers

A Little of Everything – Enjoy everything you do.

(*Don't waste time and money* is advice given but not a summary.)

Something to Aim For – Be organized.

Someone To Talk To – Luxury is not important. (*You don't need a Ferrari* is advice given, but not a summary.)

## Exercise F

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Students should discuss their opinions and give reasons. Select two or three students to give their opinions and reasons to the class.

## Closure

---

Feed back on common errors from Exercise F.

---

## Lesson 5: Writing and Grammar

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### Objectives

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In this lesson, students will:

- revise writing skills and grammatical structures practised in the Course Book.

### Introduction

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Use Exercise A.

### Exercise A

---

The aim is to revise text organization and punctuation and to prepare students for the writing task that follows.

- 1/2 Give students time to read and absorb individually and then talk with a partner. Establish that the topic is collecting. Check that students understand *matchbox*. Brainstorm a few more objects that people collect.
- 3 Make sure students understand that they should use the lines in the second group in order – work through the first as an example, if necessary. If you write the example on the board, do not add punctuation. Students should work individually, then check answers in pairs. Check answers orally as students will write them as part of the task that follows. Students can read the joined lines aloud.

### Answers

- 2 a. people spend their free time in many different ways  
b. a popular hobby is collecting  
c. people collect all sorts of things  
d. some people collect stamps, matchboxes or old bottles  
e. Others collect old tickets from sports games or rock concerts  
f. collectors may collect strange things but they usually do it because the design is attractive or interesting

### Exercise B

---

Students know the order of the information already so now it is simply a case of adding the appropriate punctuation. Point out that they should also think about where two sentences could be combined by using a conjunction (see model below). They should work individually, then check their work in pairs. As feedback, build up the paragraph on the board together as a class.

### Answer

Model answer:

People spend their free time in many different ways. A popular hobby is collecting, and people collect all sorts of things. Some people collect stamps, matchboxes or old bottles. Others collect old tickets from sports games or rock concerts. Collectors may collect strange things, but they usually do it because the design is attractive or interesting.

### Exercise C

---

Students have already talked extensively about hobbies and free-time activities. Encourage them now to focus on saying something they haven't previously said, or to gauge their development – do they feel they can talk more confidently and fluently about what they previously struggled with?

- 1 Try to make sure students are working with a partner they have not previously spoken to about hobbies. Give them three minutes to compare thoughts.
- 2 Tell students to use the discussion to make notes for the writing task.
- 3 You can either dedicate an appropriate amount of class time to the writing task or set it for homework. Students will need around 15 minutes to plan and write something worthwhile. Monitor as they work and assist if conducted in class time. Students can compare their work before you collect it to assess.

---

## Exercise D

---

The final exercise is an extension of the exercise that concludes all units. Here the aim is to consolidate the various forms learnt in the five units of the course. Students should work individually, then check answers in pairs. As feedback, either you or students should write any corrected sentences on the board.

### Answers

1. ✓
2. The population *is rising* in most African countries.
3. What *happened* at the party last night?
4. ✓
5. ✓
6. *What* was your hotel like?
7. Jim was driving too fast and he *lost* control of the car.
8. ✓
9. Suzy taught *herself* to play the piano. She didn't have any lessons.
10. *Psycho* is *probably* Alfred Hitchcock's best-known film.
11. The end of the film made *me* cry.
12. Can we find a cheaper restaurant? This one is *too expensive*.
13. ✓
14. ✓
15. I found the part of the lecture about the Romans *very interesting*.
16. ✓
17. We've got *chicken* and rice for dinner.
18. ✓
19. People really *shouldn't use* bad language when children are listening.
20. If you *do* not take exercise, you will get unhealthy.

## Closure

---

Feed back on commonly occurring errors from Exercise D.

---

## Lesson 6: Portfolio

---

### Objectives

---

In this lesson, students will:

- listen to take notes;
- research information and learn specific vocabulary in order to give a talk;
- give an extended talk, persuading an audience to take an action.

### Introduction

---

Use Exercise A.

### Exercise A

---

The aim is both to prepare students for the talk they will give and to provide some guided speaking practice that will re-engage them with the theme of hobbies and interests. Note that students have talked extensively about hobbies and free-time activities. It is important they appreciate that they will talk about activities here that they have not previously looked at.

Read through the instructions and all the questions with students and put them into pairs. You can either start by eliciting and getting the activities on the board together as a class, or leave pairs to use a dictionary as part of the exercise. Use the feedback phase to pre-teach or revise vocabulary that will be useful for the production stage later in the lesson (see suggestions below).

### Answers

Possible answers:

1. paragliding / skiing / caving / scuba-diving / go-karting
2. Answers depend on students (excitement / adventure / thrill / escape / an element of danger)
3. skiing and scuba-diving are probably most expensive as you need to travel / paragliding is relatively expensive compared with caving and go-karting.
4. protective clothing / helmet / goggles + equipment specific to each activity

### Exercise B

---

It is important to appreciate that the aim of the listening component is to prepare students to talk about one of the other activities later in the lesson and not to learn vocabulary specifically related to caving. The talk serves as a model for the talk they will give and re-emphasizes the need to become independent when planning and researching particular areas of interest. Do not worry about playing  2:10 more than once on this occasion.

Make sure students listen the first time simply to identify the activity. Tell them they will listen again with a more directed task in a moment. Play  2:10 and establish that the speaker is talking about caving, i.e., the large picture in the middle of the page.

### Transcript 2:10

Presenter: Lesson 6: Portfolio

Exercise B. Listen. Which activity is the speaker talking about?

Voice: I'm going to talk to you about an activity and tell you why I think you should try it. Now, this activity has a few different names. The most common name is *caving*. It's called that because it's all about discovering caves – underground caves. In the United States, people often call it *spelunking* – that's S-P-E-L-U-N-K-I-N-G. I have no idea where that word comes from. In the United Kingdom, people usually call the activity *potholing* – that's P-O-T H-O-L-I-N-G. I guess the *holing* part of the name comes from the word *hole*. The activity involves going down some very dark underground holes. I'm going to call the activity *caving* from now on – that makes things easier. So what do cavers do? Well, they explore underground systems of tunnels and caves. It's very exciting,

especially when you find a new cave. I mean a cave nobody else knows. You and your friends are the first people to find it. People say it's dangerous. Well, yes, it's probably more dangerous than most other hobbies, but if you take care, you'll be safe. I like it because it's a little dangerous. I think that makes it exciting. I'm sometimes frightened when a tunnel's full of water. I mean, perhaps the tunnel goes from a lake in one cave to another lake in another cave. You need to swim through the tunnel. It's very dark!

I also think you should do this activity because it's very sociable. You work as a team. You help each other and you learn to trust people in dangerous situations. You make a lot of friends.

Another reason to do this activity is that it's not expensive like skiing or scuba diving. You don't need a lot of equipment and it's not necessary to travel far. You need a helmet, the right clothes and some good strong boots. Perhaps you can buy ropes and so on, but if you are in a club, they will have that type of equipment.

So, to conclude; why should people try caving? Because it's an adventure and it's very exciting. Don't try caving if you don't like small spaces or if you're afraid of the dark!

## Exercise C

---

Give students time to read the notes properly. Remind them of the value of predicting information they will hear. Point out that they may hear words they do not

know how to spell and they will have to make a sensible guess. Play 2:11 through and then give students two or three minutes to compare answers. Play 2:11 a third time, pausing to check answers. Making an OHT or other visual medium of the notes that can be shown on the board will ensure quick and concise feedback.

### Answers

#### Caving

(in U.S. also called *spelunking* / in UK also called *potholing*)

#### What it involves

exploring underground *tunnels* and caves  
(Perhaps discovering a *new* cave)

#### Reasons to do it

it's very *exciting* – not too *dangerous* if careful

it's very sociable – work with other people as a *team* / learn to *trust* people – you make *friends*

it's not too *expensive* – club may have some equipment

### Transcript 2:11

Presenter: Exercise C. Listen again and complete the notes below.  
[REPEAT OF TRACK 2:10]

## Exercise D

---

Students can answer the two questions in pairs or you can answer them as a whole class and develop a discussion that leads into Exercise E. Conclude by pointing out that the speaker is trying to persuade people to think about the activity – write *persuade* on the board and clarify its meaning for later.

### Answers

Possible answers:

- 1 When he is in a tunnel full of water (a tunnel between two underground lakes).
- 2 People that do not like small spaces or are afraid of the dark.

---

## Exercise E

---

Conduct as pairwork or directly as a whole-class discussion. Get a consensus as to who would like to try it. If any of your students has tried the activity, they should, of course, tell the others about it.

## Exercise F

---

Read through the first line of the instructions with students and remind them of what *persuade* means. Tell them that as they are trying to emphasize the appeal of the activity, they should choose carefully. They will find it difficult to persuade their group to take up an activity they think is boring themselves. Ideally, students within a group will all choose a different activity and you will need to make sure this happens. You may feel that it does not matter if two students talk about the same activity, if it means they will be more enthusiastic about giving their talk. Read through the rest of the steps and then set a time limit. Students will need between 20 and 30 minutes to research and make notes and then to organize them, especially if they have to leave the classroom to access information. Encourage students to print out pictures that they can show as they give their talks.

## Exercise G

---

Students can decide in which order talks are to be given. Tell them to listen carefully when classmates are talking and to ask questions when they need to. Monitor as students talk and make a note of anything to give feedback on – do not interrupt students to correct as they talk. When all students have given their talk, they should each vote for one of the others in their group. They can do this secretly – writing the activity on a piece of paper – so that they are not swayed by each other.

## Closure

---

Conclude the lesson by establishing whether any one activity was most popular or whether it depended more on the talk given.

## Word list

	Unit		Unit
accident (n)	2	crime film (n)	3
action film (n)	3	custom (n)	1
activity (n)	4	cyclist (n)	2
actor (n)	3	dangerous (adj)	2
actress (n)	3	death (n)	1
adventure (n)	3	death rate (n)	1
aeroplane (n)	2	decrease (v/n)	5
airport (n)	2	die (v)	1
amateur (n/adj)	4	direct (a film) (v)	3
anniversary (n)	1	director (n)	3
author (n)	3	do-it-yourself (DIY) (n)	4
autobiography (n)	3	drama (n)	3
average (adj/n)	1	dramatic (adj)	5
bag (n)	5	economical (adj)	2
be born (v)	1	enjoy (v)	4
bicycle (n)	2	equipment (n)	4
birdwatching (n)	4	event (n)	1
birth (n)	1	exercise (v/n)	5
birth rate (n)	1	expensive (adj)	2
birthday (n)	1	fall (v/n)	5
blow out candles (v)	1	falling population (n)	1
bottle (n)	5	fast (adj)	2
box (n)	5	favourite (adj)	3
bus (n)	2	firework display (n)	1
calories (n)	5	fireworks (n)	1
car (n)	2	fishing (n)	4
cartoon (n)	3	fly (v)	2
case (n)	5	food poisoning (n)	5
cause (v/n)	5	free time (n)	4
celebrate (v)	1	fresh (adj)	5
ceremony (n)	1	fridge (n)	5
character (n)	3	funeral (n)	1
christening (n)	1	gardening (n)	4
collect (v)	4	get married (v)	1
collecting (v)	4	gradual (adj)	5
collection (n)	4	growth (n)	1
collector (n)	4	guest (n)	1
comedy (n)	3	happen (v)	1
comfortable (adj)	2	hard cheese (n)	5
convenient (adj)	2	healthy (adj)	5
costume (n)	1	historical film (n)	3
crash (n/v)	2	hobby (n)	4
creative (adj)	4	hobbyist (n)	4
crime (n)	3	honeymoon (n)	1

---

<b>horror film</b> (n)	3	<b>slice</b> (n)	5
<b>inconvenient</b> (adj)	2	<b>slow</b> (adj)	2
<b>increase</b> (v/n)	5	<b>smoke</b> (v)	5
<b>interests</b> (pl n)	4	<b>smoking</b> (n)	5
<b>involve</b> (v)	2	<b>soap</b> (n)	5
<b>jar</b> (n)	5	<b>soft cheese</b> (n)	5
<b>journey</b> (n)	2	<b>speech</b> (n)	1
<b>leisure time</b> (n)	4	<b>stamp collecting</b> (n)	4
<b>life expectancy</b> (n)	1	<b>stand out</b> (v)	5
<b>love story</b> (n)	3	<b>star-gazing</b> (n)	4
<b>make a speech</b> (v)	1	<b>statement</b> (n)	2
<b>marriage</b> (n)	1	<b>take exercise</b> (v)	5
<b>measure</b> (v)	2	<b>tip</b> (n)	5
<b>method of transport</b> (n)	2	<b>toothbrush</b> (n)	5
<b>model-making</b> (n)	4	<b>traffic</b> (n)	2
<b>motorbike</b> (n)	2	<b>train</b> (n)	2
<b>motorist</b> (n)	2	<b>uncomfortable</b> (adj)	2
<b>notice</b> (v)	5	<b>unhealthy</b> (adj)	5
<b>novel</b> (n)	3	<b>wedding</b> (n)	1
<b>occasion</b> (n)	1	<b>witness</b> (n)	2
<b>parade</b> (n)	1	<b>wrap</b> (v)	5
<b>passenger</b> (n)	2	<b>wrapping</b> (n)	5
<b>pedestrian</b> (n)	2		
<b>photography</b> (n)	4		
<b>piece</b> (n)	5		
<b>play (a part/role)</b> (v)	3		
<b>pleasure</b> (n)	4		
<b>popular</b> (adj)	4		
<b>present</b> (n)	1		
<b>professional</b> (n/adj)	4		
<b>raw</b> (adj)	5		
<b>red meat</b> (n)	5		
<b>refrigerator</b> (n)	5		
<b>restaurant</b> (n)	5		
<b>rise</b> (v/n)	5		
<b>rising population</b> (n)	1		
<b>role</b> (n)	3		
<b>safe</b> (adj)	2		
<b>safety</b> (n)	2		
<b>scene</b> (n)	3		
<b>science fiction (sci-fi) film</b> (n)	3		
<b>set (be set in)</b> (v)	3		
<b>sharp</b> (adj)	5		
<b>significant</b> (adj)	5		

## Unit 1 Culture and Civilization

### Listening and Speaking

#### Exercise A

- 1/2 1 free  
 2 Egypt, Nile  
 3 promise  
 4 love  
 5 best man  
 6 husbands  
 5 a. purse  
 b. maid  
 c. engagement  
 d. Eternity  
 e. Reeds

#### Exercise B

- 1/2 1 an adult  
 2 vote  
 3 the door  
 4 dinner  
 5 forty

#### Exercise C

- 1 Answers depend on students.  
 2 a. Actually, he was born in Hawaii.  
 b. The birth rate in Africa is rising, actually.  
 c. Actually, it's a big festival in Mexico  
 d. A bride usually wears a white dress, actually.

#### Exercise D

- 1/2 A: Are you from Germany?  
 B: Yes, *that's right*. How did you know?  
 A: I heard your accent.  
 B: Oh, *I see*. Where are you from?  
 A: Italy. My name's Marco.  
 B: Hi, I'm Hans.

- A: So, is the lecture in this room?  
 B: *I think so*, but *I'm not really sure*. There aren't many other students here.  
 A: No, I'm going to ask somebody.  
 B: OK, I'll wait here.

### Reading and Writing

#### Exercise A

Noun	Adjective	Verb
<i>birth</i>		be born
<i>christening</i>		christen
<i>death</i>	<i>dead</i>	die
<i>marriage</i>	<i>married</i>	marry / get married
celebration		<i>celebrate</i>
weight		<i>weigh</i>
tradition	<i>traditional</i>	

#### Exercise B

- 1 anniversary  
 2 ceremony  
 3 funeral  
 4 guests  
 5 prayer  
 6 parade

#### Exercise C

- 1 Princess Diana / Lady Diana / Lady Diana Spencer

2 b.	1961
name	Diana Spencer
left school	16
first job	1979 – pre-school
m.	1981 – Charles Windsor
children	William (1982) / Harry (1984)
d.	1997 (36)

---

## Exercise D

---

1 Answers depend on students.

2 **Model text:**

He was born in 1491. His family name was Tudor. He became the King of England in 1509 – Henry VIII. In the same year, he married Catherine of Aragon. It was the first of his six marriages. He married Anne Boleyn in 1533, Jane Seymour in 1536, Anne of Cleves in 1540, Catherine Howard in 1540 and Catherine Parr in 1543. He had three children. A daughter, Mary was born in 1516 and another daughter, Elizabeth was born in 1533. His only son Edward was born in 1537. Henry died in 1547 at the age of 56.

3 Answers depend on students.

4 Answers depend on students.

---

## Unit 2 They Made Our World

### Listening and Speaking

#### Exercise A

---

1/2 Person / Place / Date / Transport

3 Answers depend on students.

#### Exercise B

---

1 See table below.

#### Exercise C

---

See table below.

#### Exercise D

---

Answers depend on students.

#### Exercise E

---

Answers depend on students.

#### Exercise F

---

- 1 Conversation 1 = by plane; Conversation 2 = by train
- 2 Conversation 1 = quick / comfortable; Conversation 2 = terrible / no seats

#### Exercise G

---

##### Conversation 1

A: Did you fly?

B: Yes, I did. The *train* journey was going to take eight hours.

A: How was the *flight*?

B: Very quick and very *comfortable*. I was in Business Class.

A: Oh good!

##### Conversation 2

A: How did you get here this morning?

B: On the *train*.

A: How was the journey?

B: *Terrible*, actually. There were no *seats*.

A: Oh dear.

Person	Place	Date	Transport	What happened?
Diana, Princess of Wales	Paris, France	31/08/1997	car	car at c.200 kph hit pillar, photographers chasing car on motorbikes
Pierre Curie	Paris, France	19/04/1906	pedestrian	raining heavily, crossing the road, wheel of a carriage hit him
T. E. Lawrence	Dorset, England	13/05/1935	motorcycle	riding very fast along country lane, swerved to avoid two children on bicycles
Dag Hammarskjöld	Ndola, Zambia	17/09/1961	plane	15 km from airport, the aircraft descended too low, and impacted the jungle below
Percy Bysshe Shelley	Livorno, Italy	08/07/1822	boat	sailing home in storm, boat sank, he drowned

---

## Reading and Writing

### Exercise A

---

They are about flying. The titles are two names, so they are biographies of two women – presumably pilots.

### Exercise B

---

1

	Amelia Earhart
born	24 <sup>th</sup> July 1897, Kansas, USA
died	2 <sup>nd</sup> July 1937
nationality	American
bought a plane	1920
became a pilot	1923
what happened to her?	Were flying to a small island in the Pacific Ocean; never arrived; drowned?

2 Indian Ocean, Caribbean, Pacific Ocean, America, Africa, Europe, Asia, Australia

### Exercise C

---

Answers depend on students.

### Exercise D

---

Amy Johnson *was born on* 1<sup>st</sup> July, 1903, *in* Hull in the United Kingdom.

She *was* interested *in* flying as a girl *and got* her pilot's licence *in* 1929. She *could* not get a job *as* a pilot *so she studied* to be an engineer. In 1930, her father *bought* her a plane *and*, in the same year, she *became* the first woman to fly from England *to* Australia. The journey *took* 19 days. In 1931, she *flew* from England to Japan, *and* in 1932 from England to South Africa.

She *married* another famous pilot, Jim Mollison, in 1932. They *flew* together to the United States, *but* the plane crashed in Connecticut. They both *survived*.

The Second World War *started* in 1939. In 1940, Amy *got* a job transporting planes around the United Kingdom. On January 5<sup>th</sup>, 1941, the weather *was* very cold *and* foggy. Amy *was taking* a plane *from* Blackpool in the northwest of England to Oxford in the centre *of* the country. She *crashed* into the sea near London. Why *was* she so far off course? Nobody knows. She *survived* the crash, *but drowned* before rescuers *arrived*. She *was* 37 years old.

### Exercise E

---

	Amy Johnson
born	1 <sup>st</sup> July 1903, Hull, UK
died	5 <sup>th</sup> January 1941
nationality	British
bought a plane	1930
became a pilot	1929
what happened to her?	Flying in bad weather; went off course; crashed in the North Sea; drowned.

Indian Ocean, Mediterranean Sea, America, Africa, Europe, Asia, Australia.

### Exercise F

---

Possible answers:

- They were very successful women in a man's world at the time – flying.
- They had their own planes.
- They lived in the first half of the 20<sup>th</sup> century.
- They died in a plane crash.
- They died young – 40 and 37.
- They went off course (probably).
- They drowned (probably).

---

## Unit 3 Media and Literature

### Listening and Speaking

#### Exercise A

---

A6, B8, C2, D7, E3, F1, G4, H5

#### Exercise B

---

- a. A – adventure; B – horror; C – cartoon;  
D – comedy; E – science fiction; F – love story;  
G – drama; H – crime  
b. Answers depend on students.  
c. Answers depend on students.  
d. Answers depend on students.
- Answers depend on students.

#### Exercise C

---

Answers depend on students.

#### Exercise D

---

1/2 a. 3, b. 8, c. 5, d. 1, e. 6, f. 7, g. 2, h. 4

#### Exercise E

---

Answers depend on students.

### Reading and Writing

#### Exercise A

---

- It is the story of Frankenstein, a novel by Mary Shelley.
- Answers depend on students. (Students should know quite a lot because of the mini-text on the book and its author in the Course Book unit.)

#### Exercise B

---

Possible answers – words in italics may be new:

- It shows Frankenstein's *laboratory*.
- Victor Frankenstein.
- On the table. / Under the sheet.
- It will probably come down the *tubes*.
- Answers depend on students.

#### Exercise C

---

1–3 Answers depend on students.

#### Exercise D

---

1/2 Answers depend on students.  
3/4 C, F, D, A, B, E

#### Exercise E

---

Answers depend on students.

#### Exercise F

---

Model Story:

Victor Frankenstein was in his laboratory. This was the moment he was waiting for. The creature was on the table and Victor pulled a lever. Electricity passed through the monster's body but nothing happened. Victor pulled the lever again. The electricity filled the laboratory with light. Something moved under the cover and then the creature sat up.

## Unit 4 Sports and Leisure

### Listening and Speaking

#### Exercise A

- 1/2 1 frightened      4 amazing  
2 laugh              5 enough  
3 excited

#### Exercise B

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

#### Exercise C

- 3 Board games  
What were the *rules*?

##### Hunting

Romans hunted for *pleasure*.

Introduced *new animals* to countries they occupied.

##### Theatre & amphitheatres

In plays, actors and actresses wore masks of a good or bad *character*.

In amphitheatres, gladiators fought each other or with *wild animals*.

##### Chariot racing

Chariot racers were celebrities – like footballers.

They became *rich*.

##### Roman baths

Romans spent all day in *hot* baths.

They did exercises, swam and bathed.

Rich Romans conducted *business* at the bathhouses.

#### Exercise D

Conversation A: b, d, a, c; Conversation B: d, b, a, c  
Conversation C: b, d, a, c; Conversation D: b, d, a, c

## Reading and Writing

### Exercise A

- 1 They are all about the effect on children of watching television.  
2 Answers depend on students.

### Exercise B

Possible answers:

- gives advice                      ? (one piece of information contains advice, but mostly it is facts and figures)
- gives information                ✓
- makes you think                ✓
- says 'Television is bad'        ✗ (it asks the reader to think about this, rather than telling him/her)

### Exercise C

2 Possible words and meanings

info	word	n, v, adj	meaning
3	development	n	getting better
3	explore	v	look around and find out new information
6	violent acts	adj + n	one person hitting or killing another person
6	guys	n	people
7	research	n	studying the world, asking questions
8	violent pictures	adj + n	pictures of one person hitting or killing another person
9	habit	n	something you do all the time
10	junk food	adj + n	e.g., burgers

- 
- 3 Answers depend on students.
  - 4 Point 4 – it is positive, while all the others are negative or potentially negative.

### Exercise D

---

Answers depend on students.

### Exercise E

---

1

points	information	order
TV and video games may slow down development.	3	
Children see violent acts and copy them.	6	
Children become frightened of the real world.	7, 8	
Children don't know adverts are adverts.	10	
Too much television makes you fat.	5	
Children see bad habits and copy them.	9	

2 Answers depend on students.

### Exercise F

---

Answers depend on students.

---

## Unit 5 Nutrition and Health

### Listening and Speaking

#### Exercise A

---

- 1 food poisoning
- 2 Answers depend on students.
- 3 Answers depend on students.

#### Exercise B

---

30,000,000  
10,000

#### Exercise D

---

Keep raw FOOD *cool and dry*.  
Don't keep FOOD *for too long*.  
Wash your hands *before you cook* FOOD.  
Wash your hands *before you eat* FOOD.  
Cook FOOD *for long enough (at a high temperature)*.  
Eat FOOD *soon after cooking*.

#### Exercise E

---

2,000,000

#### Exercise F

---

##### Conversation 1

- A: Can I have a ham and salad sandwich, please?  
B: White or brown bread?  
A: Oh, brown, please.  
B: Would you like some mayonnaise?

##### Conversation 2

- A: Would you like some more soup?  
B: Just a little. I'm quite full.  
A: Here you are.  
B: Thanks very much.

##### Conversation 3

- A: What are you cooking? It smells delicious.  
B: Fish with tomatoes and black olives.  
A: Are you frying the fish?  
B: No, I'm baking it in the oven.

##### Conversation 4

- A: Let's go out for dinner this evening.  
B: OK. Do you want to try the new Italian place?  
A: Yes, why not? I'll book a table for eight.  
B: Good idea. If we don't book, we might not get a table.

#### Exercise G

---

Answers depend on students.

### Reading and Writing

#### Exercise A

---

- 1 food poisoning by bacteria
- 2 Answers depend on students.
- 3 Answers depend on students.

#### Exercise B

---

They are types of bacteria.

#### Exercise C

---

Answers depend on students.

---

## Exercise D

---

Bacteria	How serious?	Foods	Solution
campylobacter	2.5 million cases in US each year; 500 die	chickens; raw milk	cook chicken; pasteurize milk
salmonella	10% of all food poisoning; 500 a year die in US	raw, badly cooked eggs; chickens; raw meat; dairy products	cook properly; pasteurize milk
listeria	2,500 in US + 500 die; causes 28% of all deaths from food poisoning	ice cream; hot dogs; burgers; raw fish; raw meat; vegetables	cook long enough at high temperature; pasteurize milk
E. coli	10 bacteria = fatal	fast foods; apple juice	cook long enough at high temperature; pasteurize juice

## Exercise E

---

Answers depend on students.

## Exercise F

---

Answers depend on students.

---

## Review

## Listening and Speaking

### Exercise A

---

- 1/2 1 an adult  
2 street  
3 lands  
4 laugh  
5 problems  
6 fresh

### Exercise B

---

- 2 a. Actually, they celebrate a golden wedding anniversary after 50 years of marriage.  
b. Flying is one of the safest methods of transport, actually.  
c. Actually, *Romeo and Juliet* is a love story/one of the world's favourite love stories.  
d. Smoking makes your clothes smell terrible, actually.

### Exercise C

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1 c, 2 a, 3 d, 4 b

### Exercise D

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- 1/2 A: What time does the film start?  
B: *I'm not really sure.* There are usually advertisements first.  
A: I'll ask at the desk.  
  
A: Let's go and see a film tonight.  
B: *OK, why not?* Is there something you want to see?  
A: The new Julia Roberts film looks interesting.  
  
A: You study medicine, don't you?  
B: Yes. *That's right.* I'm in my second year.  
A: I study literature.

A: I went to a job interview this morning.

B: *How was it?*

A: Not bad. I think they liked me.

B: *Oh good!*

A: Does this word mean 'not expensive'?

B: Yes, *I think so.* I'll check in my dictionary.

A: Thanks.

A: Was your journey OK?

B: Actually, it was terrible. There was a lot of traffic.

A: *Oh dear.*

### Exercise E

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Answers depend on students.

## Reading and Writing

### Exercise A

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- Thousands of years ago, in pre-history, there were many dangers and people only lived for about 20 years.
- In the Renaissance, at the time of Michelangelo and Shakespeare, most people lived until they were 37.
- There are thousands of accidents every day, involving trains, pedestrians, cars and planes.
- His passenger, a soldier called Richer, fell out of the car and died three days later in hospital.
- Doyle was born in Edinburgh, Scotland, in 1859 and died in 1930, aged 71.
- In each story, something strange happens and Holmes, a private detective, solves a crime.
- At one time, doing it yourself was normal. People painted rooms, built furniture and repaired their cars.
- Research has shown that if you are tired, you are less efficient and you will perform some actions less well.

### Exercise B

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a. iii, b. ii, c. i, d. ii, e. iii

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## Exercise C

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Jane Eyre is a girl from an ordinary family. When she *leaves* school, she *tries* to find a job teaching children. She *works* as a private teacher in a big house. She *teaches* English and other subjects to a young French girl. She soon *meets* the master of the house, Mr Rochester. He is also the girl's father. One day, Jane *goes* for a walk. She *sees* Mr Rochester riding his horse. Suddenly, he *falls* from his horse and Jane *helps* him. She begins to understand that she *loves* Mr Rochester.

## Exercise D

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- 1 When the plane was landing, a fire started in one engine.  
A fire started in one engine when the plane was landing.
- 2 I was eating a hard sweet, when I broke my tooth.  
I broke my tooth when eating a hard sweet.

## Exercise E

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The first stamp appeared in Britain in 1840. It was called the Penny Black, *because* it was black and it cost one penny. Only twelve years later, the first magazine *for* stamp collectors appeared. *At* first, most collectors were children *but* soon adults also started collecting. Stamps spread around the world. Stamp-collecting spread, too. Nowadays, there are over 200 million stamp collectors worldwide. 'I collect stamps because *they* are beautiful,' says Tom. 'I also learn a lot about the world. I don't buy rare stamps, though. I'm not rich *enough*.' These days, a Penny Black sells for about £2,000.

