

# Units 5–6

Activities	Game	Vocabulary	Optional Aids
Identifying communicative aims Categorising vocabulary	Contextualising listening extracts What kind of person?	Sport Materials Household items	Follow-up activities: slips of paper

### WARMER 1

Students look back at Units 3–4 in their books and talk in pairs about the activities or reading texts that they enjoyed or didn't like. Encourage them to give reasons for their feelings.

### WARMER 2

Put anagrams for words related to superstition on the board, e.g. *DELDAR* (ladder), *IMRRRO* (mirror), *SCPROHOOE* (horoscope), *TIRTHENE* (thirteen). Students rearrange the letters to make the correct spellings. This could also be done as a race with the first pair to finish with all the correct spellings being the winner.

### WARMER 3

Write five *if* clauses on the board, e.g. *If it rains at the weekend ...*, *If I have time this evening ...*. Students work in pairs and finish the sentences. Ask different students to read out their complete sentences.

- The aim is to introduce the students to the main areas of communicative language they will cover in Units 5–6, and to encourage them to think about the function of the language.
  - Explain the task to the class. Students should look at the photos and match them with the communicative aims, using the captions to help them. Point out that there are four pictures and six communicative aims so two of them are not used.
  - Ask students to do the task individually and then compare their answers in pairs. Check the answers with the whole class.

#### Answers

A 5 B 1 C 6 D 4

#### Optional activity

Ask students to work in pairs and make a list of the most important inventions of the 20th and 21st centuries. Ask them to report their ideas to the whole class and list them on the board, e.g. *mobile phone, television, word processor, aeroplane, helicopter*. Ask students to vote for the three most important inventions in the list.

- Explain that the words in the box are related to three different categories and that each word has one letter missing. There are two words that both consist of two words and there is a letter missing in each part of the word. Point out that if students do not know the meaning of one or more words in the box, they should guess the possible spelling and what category they go into. Tell students you will explain the meaning of any words they are not sure about when you check the answers.
  - This exercise could be done in pairs. Check the answers with the whole class. Write the three categories on the board and invite students to come to the board without their books and write any words they can remember in the correct category. Highlight that *glass* could go into two different categories: *glass* is a material and a *glass* is a household item.

#### Answers

sport – *cycling, ice hockey, running, sailing, skiing, surfing*  
 materials – *cotton, glass, metal, plastic, paper, wool*  
 household items – *carpet, cupboard, curtains, mirror, saucepan, vacuum cleaner*

#### Optional activity

Ask students if they can add one or more words to each of the groups. Possible words include *tennis, basketball, football; steel, nylon, stone; dish, plate, chair*.

- The aim of the activity is for students to contextualise a short listening extract by working out what kind of passage it is extracted from.
  - Explain to students that they should listen for the main gist of each passage and that it does not matter if they do not understand every word.
  - Play the recording. Students match each extract 1–3 with the summaries A–C.

**2.15 Recording**

1  
Kite surfing started in France in the 1980s and has recently become very popular worldwide. You use a small surfboard and a large kite on 30-metre lines. The kite pulls you through the water and you can steer with the lines. You can just speed through the water, or you can do jumps as high as a house. 'I've never had so much fun,' says a kite-surfer. 'It's much more exciting than water-skiing behind a boat.'

2  
'My best friend in the world is still NJ, or Nugent Walker Junior. We've been friends ever since we met on the first day of primary school and I can't remember ever falling out with him. We hit it off straight away and now he's my personal assistant, someone I can turn to at any time of day or night, who is always, always there for me.'

3  
Californian Krysta Morlan was 16 when she invented a special waterbike. She thought of the idea when she was doing exercises in the swimming pool. She had spent a lot of time in hospital and needed to do exercises to recover her strength. 'I loved cycling, but I hadn't ridden a bicycle for a long time,' she explained. 'The idea of the waterbike was to have fun and still get the advantage of a workout in the pool.'

**Answers**

1 C 2 A 3 B

**Optional activity**

**2.15** Write *Where did kite surfing start? When did it start? How long are the lines? When did she write to meet NJ? How old was Krysta when she invented the waterbike?* on the board. Play the recording again and ask students to write down the answers. Check the answers with the whole class. (France, in the 1980s, 30m, on the first day of primary school, 16)

- 4
- The aim of this activity is for students to write descriptions of other people using words from general categories that could be associated with those people. You could introduce this activity by asking students *If you were a colour, what colour would you be? If you were an animal, what animal would you be?*
  - Ask students to look at the photo and the description of the girl. Point out that the description includes a word or phrase for each of the items in the *What kind of person?* list.
  - Students work in pairs. Ask them to write similar descriptions of four members of their class. Make sure both students in each pair write out the descriptions.
  - Put students into large groups of five or six. Make sure that they are not in the same group as the student they worked with when writing the descriptions. Students read out their descriptions to the group and the other group members guess which student they are describing.

**What kind of person? Project**

- Students use the descriptions in the *What kind of person?* activity as the basis of a short paragraph. Ask them to choose two of the descriptions they wrote and expand them into paragraphs by including reasons for their choice of words or phrases. For example, *I wrote blue for this person because she has blue eyes and she often wears a blue T-shirt. I associate her with Friday because she is always happy and smiling on Fridays. I chose May as the month because I think her birthday is in May and so on.*
- Ask students to stand up and find the classmates they wrote about. They explain their choice of descriptions and check that they are accurate. For example, *I wrote May as the month because I think your birthday is in May. Is that correct? I wrote chocolate as the food because I'm sure you like chocolate!*

- Books closed. Write the phrase *The world's greatest inventor* on the board. Tell the students this person holds the record for the greatest number of inventions. Elicit suggestions from the class for the number of things this person has invented.
- Ask students to open their books and check their predictions in the *Believe it or not!* box.

**Optional activity**

Ask students what they would invent if they could invent the perfect invention.

**Follow-up activities**

- Students think of three more headings to add to the *What kind of person?* list, e.g. *car, sport, country, profession, drink, type of music.*
- Do the activity in Preview 1-2 follow-up activities on page 26 of this book but using the three categories in the vocabulary exercise on page 60 of the Student's Book: *sport, materials and household items.*

**HOMEWORK**

Ask students to use the *What kind of person?* activity to write a description of a famous person in the same way.

# Has she learnt first aid yet?

## Communicative Aims

Talking about what has and hasn't happened

## Language

Present perfect with *just, already, yet*

## Pronunciation

/eə/ where  
/ei/ way

## Vocabulary

Countries  
Phrases with *go, learn* and *ride*

## Optional Aids

Exercise 5 optional activity: world map

### WARMER 1

Give students the beginning to the story: *If I have enough money, I'll buy a motorbike. If I buy a motorbike, ...* In pairs/small groups, students complete the story. Tell students they must continue the pattern of first conditionals that follow on from each other and they must finish the story in no more than five lines. Set a five-minute time limit. Pairs/groups read their stories to each other.

### WARMER 2

**Game** *Alphabet game* Ask students to write the letters A–Z down the margin of a piece of paper. In pairs or small groups, give students two minutes to think of a country for as many of the 26 letters as possible. Do an example, e.g. A, *Australia*. Use the example to show that students do not write continents, e.g. *Africa*, or cities, e.g. *Amsterdam*. After two minutes, ask the group with the most countries to read out their list. Check spelling and pronunciation. Ask students to tell their partner which countries on the list they would most like to visit and why.

### 2.16 Recording

INTERVIEWER OK, Lisa, let's look at this list of ten things to do before you're twenty. Have you been to a gig yet?

LISA Yes, I have. I've already been to lots of gigs.

INTERVIEWER Have you learnt first aid?

LISA No, I haven't yet. I should, though, shouldn't I?

INTERVIEWER Have you performed in a play?

LISA Yes – I've been in two school plays.

INTERVIEWER The next one is: ride a horse.

LISA Yes, I've already ridden a horse. I didn't like it much – I fell off.

INTERVIEWER Bad luck! Have you written a poem yet?

LISA Yeah, I've written a couple of poems for the school magazine.

INTERVIEWER OK – have you been camping with friends?

LISA Not yet, but I'm going camping with friends this summer.

INTERVIEWER Nice! Have you organised a birthday party?

LISA Yes, I've just had my 16th birthday party and I organised it all myself.

INTERVIEWER Cool. Next – have you been skiing?

LISA No, not yet. I'd like to, but it's expensive ...

INTERVIEWER True. Have you learnt to drive?

LISA Er, no, I haven't done that yet either. But I want to learn as soon as possible.

INTERVIEWER And the last one. Have you held a baby yet?

LISA Yes, I've held my little brother lots of times!

INTERVIEWER Great – you've already done six of the ten things.

LISA And what about you?

INTERVIEWER I'm not telling you. Perhaps I'm over 20! And now it's Steve's turn. Are you ready?

STEVE Sure! Ready when you are.

INTERVIEWER They're the same questions that Lisa has answered. So, have you been to a gig yet?

STEVE Yes, of course I have!

INTERVIEWER Have you learnt first aid?

STEVE Yes, I have actually. It was very interesting. Everyone should learn. But I haven't had a chance to use it yet.

INTERVIEWER Now, have you performed in a play?

STEVE No, but it's something I've always wanted to do – perhaps next year.

INTERVIEWER And what about horses? Have you ridden a horse yet?

STEVE No, I'm afraid I haven't. To tell the truth I'm a bit frightened of horses.

## 1 OPENER

- The aim is to generate interest and set the scene for the listening.
- Ask students to look at the photos and say which of the activities in the 10 things to do before you're 20 list they represent (ride a horse, go skiing, hold a baby, go camping with friends).
- Students look again at the list of 10 things to do before you're 20 and tick the ones they have already done. Ask them to compare their lists in pairs. Find out which students have done the most things.

## 2 LISTENING

- The aim here is for students to listen to the interview and mark the things the girl and the boy have already done. Explain that the interviewer asks them about the 10 items in the list in exercise 1 and that all the activities are mentioned but the girl and the boy say they haven't done some of them.
- Play the recording once. Check that students have got all the answers. If not, play the recording again.

INTERVIEWER What about poetry?  
 STEVE Am I frightened of poetry? What kind of question is that?  
 INTERVIEWER No, Steve, I meant have you written any poems?  
 STEVE No again – I like reading poetry but I've never written any. Perhaps I should try!  
 INTERVIEWER Good idea! Right, have you been camping with friends yet?  
 STEVE Yes, loads of times. There's a whole group of us who go camping together.  
 INTERVIEWER Sounds great! Now have you organised a birthday party?  
 STEVE Yes, my brother was 15 in the summer and I helped organise a barbecue for him.  
 INTERVIEWER And what about skiing? Have you been skiing yet?  
 STEVE Yes, I went to Switzerland with my parents last winter. It was brilliant – even though I fell over a lot.  
 INTERVIEWER Sure, that always happens the first time. And have you learnt to drive?  
 STEVE Not yet – but I'm having my first driving lesson next week.  
 INTERVIEWER Great! And last question: have you held a baby yet?  
 STEVE Not yet, but my sister has just got married, so I'm sure I will quite soon.  
 INTERVIEWER Five 'yes's and five 'no's, Steve – you've already done half of the things!

**Answers**

	Lisa	Steve
Go to a gig	✓	✓
Learn first aid	✗	✓
Perform in a play	✓	✗
Ride a horse	✓	✗
Write a poem	✓	✗
Go camping with friends	✗	✓
Organise a birthday party	✓	✓
Go skiing	✗	✓
Learn to drive	✗	✗
Hold a baby	✓	✗

**Optional activity**

2.16 Write How many plays has Lisa performed in? What happened when she rode a horse? How old is she? Why hasn't Steve ridden a horse yet? How old is his brother? Where did Steve go skiing? on the board. Play the recording again and ask students to note down the answers. Check the answers by asking individual students to read out their answers. (Two, She fell off, 16, He's a bit scared of horses, 15, Switzerland)

**LANGUAGE WORKOUT OPTION**

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

**3 SPEAKING**

- Ask two students to read the examples aloud: one student is A, one student is B.
- Students continue in pairs. Monitor, making sure students are using *yet* and *already*. Students may also remember that she has just had her 16th birthday.

**Answers**

Has she performed in a play yet? Yes, she's already done that.  
 Has she ridden a horse yet? Yes, she's already done that.  
 Has she written a poem yet? Yes, she's already done that.  
 Has she been camping with friends yet? No, she hasn't done that yet.  
 Has she organised a birthday party yet? Yes, she's just had her 16th birthday party.  
 Has she been skiing yet? No, she hasn't done that yet.  
 Has she learnt to drive yet? No, she hasn't done that yet.  
 Has she held a baby yet? Yes, she's already done that.  
 Has Steve been to a gig yet? Yes, he's already done that.  
 Has he performed in a play yet? No, he hasn't done that yet.  
 Has he ridden a horse yet? No, he hasn't done that yet.  
 Has he written a poem yet? No, he hasn't done that yet.  
 Has he been camping with friends yet? Yes, he's already done that.  
 Has he organised a birthday party yet? Yes, he's already done that.  
 Has he been skiing yet? Yes, he's already done that.  
 Has he learnt to drive yet? No, he hasn't done that yet.  
 Has he held a baby yet? No, he hasn't done that yet.

- Tell students to write the numbers 1–10 down the side of a page. In pairs, students ask each other about the 10 things and note the answers next to the number. Encourage confident students to provide more information, e.g. *When did they do these things? Are they going to do these things in the future?*

**Optional activity**

Fast finishers add three things to the list of things to do before you are twenty.

**4 WRITING**

- Ask some students to tell you about the student they interviewed. Use this information to demonstrate forming a longer sentence which uses *just*, *already* or *yet* and links the ideas with *and* or *but* as in the example.
- Have students write sentences about the person they interviewed. Set a time limit of 10 minutes. Monitor and note examples of good language and errors for feedback later.

**Optional activity**

Students hand in the writing. Read some of them to the class without saying who it is describing. Students listen and guess who it is about.

**Extension** Students write a list of things to do before you are sixteen. To help less confident students, write a list of general categories on the board, e.g. *travel, transport, sport, books, food*. In pairs students ask and answer questions about their lists, using *Have you ...?*

**5 READING**

- Students read and listen to find out how many countries they have visited.
- Ask students to look at the box with the route of the journey. Ask *Where are they now?* (Kazakhstan) and *When did they arrive in Kazakhstan?* (1 May).

**2.17 Recording**

See text on page 63 of the Student's Book.

**Answers**

*They've been to six countries so far: Belgium, Germany, Czech Republic, Slovakia, Ukraine, Russia*

**Optional activity**

Students look at a world map and find the countries McGregor and Boorman travelled through.

**6 AFTER READING**

- Students look at the example. Highlight the use of *been* instead of *gone*. Elicit/explain that they are both the past participle of *go* but *been* is used when the visit is finished and *gone* is used when the person is still there, e.g. *My sister has just gone to the shops* means she is there now.
- Students use the prompts to write complete questions. They use the route of the journey to answer the questions. Check students know that it is now 1 May. Ask students when McGregor and Boorman visited Germany (15 April). Elicit the first answer, given as an example.

**Answers**

- 1 *Have they been to Germany yet? Yes, they've already been to Germany.*
- 2 *Have they reached Alaska yet? No, they haven't reached Alaska yet.*
- 3 *Have they been to Russia yet? Yes, they've just been to Russia.*
- 4 *Have they crossed Mongolia yet? No, they haven't crossed Mongolia yet.*
- 5 *Have they travelled through Ukraine yet? Yes, they've already travelled through Ukraine.*
- 6 *Have they arrived in Canada yet? No, they haven't arrived in Canada yet.*

- Ask students to look at the example sentences and ask them to use the information in the route of the journey to make three more sentences about the journey.

**Suggested answers**

*They've already been to/travelled through Belgium, the Czech Republic, Slovakia, Ukraine.*

*They haven't been to/reached/crossed Mongolia, the USA/ Alaska, Canada yet.*

**Your response**

Students work individually and note their answers in their notebooks. Ask them to give reasons for their choice of transport. Ask them other questions, e.g. *How long would you go for? How would you pay for it?* e.g. *working in different places, fundraising. Which charity would you raise money for?* Ask them to compare their answers in pairs. Ask each pair to report back to the whole class.

**7 VOCABULARY**

- Write *bicycle* on the board and elicit the verb which goes with it. Students complete the word maps with the appropriate words and phrases.
- Students compare answers before answers are checked as a whole class.

**Answers**

*go: camping; on holiday; skiing; to a gig  
learn: an instrument; a language; first aid; to drive  
ride: a bicycle, a horse, a motorbike*

**Optional activity**

Fast finishers think of other things you can *learn, go or ride* and add them to the word map.

**8 PRONUNCIATION**

- Write /eə/ on the board. Ask students if they remember this sound (Unit 4, Lesson 1). Elicit some words which have this sound, e.g. from Unit 4, Lesson 1: *hair, air, chair, fair, dare, wear*. Write *way* on the board. Elicit the pronunciation of the word and then the sound /ei/. Compare how the two sounds are formed: with /eə/ the mouth remains open while with /ei/ it begins open and then closes slightly.
- Ask students to look at the words in the chart. Play the first part of the recording, pausing after each word for students to repeat.

**2.18 Recording**

/eə/ *where bear dare hair pair stare their*  
/ei/ *way bay day hey pay stay they*

- Play the second part of the recording. Students listen and write the words they hear. Ask students to compare answers. If necessary, play the recording again. Have different students say and spell the answers.

**2.18 Recording and answers**

*bear dare hey pair stay their way*

## 9 WRITING

- Each student writes a list of ten things they would like to do in the future. Ask for some suggestions, e.g. *learn to surf, go skiing, stay in a five-star hotel*. Encourage students to write realistic achievements rather than improbable ones.
- Students give their list to their partner who writes sentences saying which ones they have already done and which they have not done yet. Monitor and help as necessary.

**Extension** Students work with a different partner and write five sentences about themselves, three true and two false, e.g. *I haven't been to France. I've run a marathon*. Students exchange papers and guess which of the sentences are true and which are false.

### LANGUAGE WORKOUT

- Ask students to complete the Language box. Confident students can complete first and then check, while others can look back at exercise 5 and then complete.
- Students turn to page 117 of the Language File to check their answers.

#### Answers

*just already yet yet*  
*just already yet*

- Highlight that:
  - the present perfect simple is formed with *have/has(n't) + past participle*.
  - *have* and *has* are shortened to *'ve* and *'s*.
  - *just* and *already* are used in positive sentences and are placed between the auxiliary verb (*have*) and the main verb (past participle).
  - *yet* is used in negative sentences and questions and is placed at the end of the sentence.
- Highlight the effect of using *already* and *yet*. Write the following sentences on the board: *I have done that. I have already done that. Which has a stronger meaning?* (the second) *I haven't done that. I haven't done that yet. Which one suggests that you will do it in the future?* (the second)
- Drill examples from exercise 5 in chorus for pronunciation, paying particular attention to the contracted form and weak pronunciation of *have*, e.g. *They've ɪðeɪv/ already travelled across Europe*.

### Optional activities

- ◆ With a less confident class, review irregular past participles: Students look at the Irregular Verb List on p127 of the Student's Book and test each other.
- ◆ Ask what has *just/already/not yet* happened in this lesson, e.g. *The teacher has just explained the grammar, but we haven't done the exercise in the Language File yet*.

### PRACTICE

- Ask students to look at Practice exercise 14 of the Language File on page 117 and complete the sentences with the present perfect of the verbs. Do the first one together as an example.
- Check the answers by asking different students to say the completed sentences.

#### Answers

1 's *just started* 2 've *already seen* 3 *Have; read; yet*  
4 've *just watched* 5 *hasn't replied; yet*  
6 's *already scored* 7 *have already been* 8 *has just sent*

### Follow-up activities

- ◆ Organise students into teams. Say an action, e.g. *have lunch*. Each team must write a sentence using *just, yet, already* which is true, e.g. *We have just had lunch*. The first team to run to the front and show you a correct sentence wins a point. Continue with other actions, e.g. *do the homework, finish the class*.
- ◆ **Game** *Are we ready?* Ask students what you need to do before you go on a trip/holiday. Write a list of six things on the board, e.g. *pack the suitcases, find the passports*. Students copy the list into their notebooks. They then each choose three things they have done and tick them, and three things they have not done and put a cross next to these. Students then stand up and move round the class asking different students *Have you ... yet?* The aim of the game is to find a student who has done the three things that you have not and therefore you are ready to go away together.

### HOMEWORK

Students write a short newspaper article on McGregor and Boorman when they arrive in the USA. They can use the reading in exercise 5 as a model but change some of the information.

### WEBLINK

Students may like to visit [www.longwayround.com/journeys.htm](http://www.longwayround.com/journeys.htm) where they can read more about Ewan McGregor and Charley Boorman and their trip.

## Have you ever wondered ...?

**Communicative Aims**

Talking about experiences

**Language**

Present perfect with *ever* and *never*  
Present perfect and past simple

**Pronunciation**

Word stress:  
compound nouns

**Vocabulary**

Sport

**WARMER 1**

**Game** *Play or pass* Organise students into teams. Ask team A to spell a word. Choose words that your students have had difficulty with. Possible words include: *mystery, bruise, whistle, embarrassed, disappear, beautiful*. They can choose to spell it or pass it to another team. If they spell it correctly themselves, they win a point. If they get it incorrect, they get no points. If they pass it to team B and they get it correct, then team B get the point. If they pass it and team B get it incorrect, then team A get the point. Continue until all the words have been spelled and there is a winner.

**WARMER 2**

**Game** *Mime the sport* Organise students into teams. One student from each team comes to the front. Show them a card with a sport written on it. Students mime this sport for their team. The first team to shout the correct word wins.

**1 OPENER**

- The aim is to set the context and generate interest in the reading.
- Ask students to cover the magazine extracts and look at the photos. Ask *What are they doing?* Students do not need to name the sport at this stage. They only need to say what is happening. Ask *Are these normal sports?* Elicit/teach *extreme sports* (sports which are dangerous and exciting).

**Optional activity**

Write some of the words from the reading on the board, e.g. *to steer, bouncy, a surfboard, a washing machine, to float, speed, a parachute*. Students check the meaning in an English-English dictionary, and predict which sport each word will be used to describe.

**2 READING**

- The aim is for students to read for general comprehension. Set a short time limit for students to quickly read and match the definitions to the pictures. Students then listen and check their answers.

 **2.19 Recording**

See text on page 64 of the Student's Book.

**Answers**

A Para-skiing B Zorbing C Free running  
D Kite surfing

**3 AFTER READING**

- Students read the questions. They answer as many questions as possible from memory before reading the text again to check and complete their answers. Encourage students to work out the meaning of new words from context and ignore words which are not necessary to complete the exercise.
- Check the answers by choosing different pairs to ask and answer the questions.

**Answers**

1 Free running 2 Zorbing 3 Kite surfing  
4 Free running 5 Kite surfing 6 Zorbing  
7 Free running 8 Free running and kite surfing  
9 Para-skiing and kite surfing 10 Zorbing  
11 Para-skiing 12 Kite surfing

**Your response**

Ask students *Which sport do you think is the most dangerous? Which one do you think is the most exciting? Why? Which sports would you most and least like to try?* and have them give reasons for their choice.

**4 PRONUNCIATION**

- Students look at the words in the box. Check students understand the words using pictures or by giving descriptions, e.g. *It's an attraction at a theme park – you sit in a small car and it goes up and down and round in circles.*
- Ask students why these words are called compound nouns (because they are formed using two nouns together). Ask which one of the two nouns, the first or the second, is used as an adjective (the first one – it describes the type, e.g. what type of hockey, what type of surfing).
- Students copy the words into their notebooks. Play the recording one word at a time. Students listen and repeat the word and mark the stress over one of the syllables.
- Check answers by asking students to read the words and exaggerate the part of the word which is stressed. Ask *What do you notice about the pronunciation of compound nouns?* (The first noun is always stressed.)
- In pairs, students read the words aloud to each other to practise pronunciation.

## 2.20 Recording and answers

■ bungee jumping ■ ice hockey ■ kite surfing ■ paragliding  
 ■ roller coaster ■ water-skiing

**Optional activity**

Define other examples of compound nouns, e.g. *music teacher, surfboard, homework*. Students listen and call out the correct compound noun. You could run this as a team competition. Make sure they pronounce the correct syllable in each compound noun, e.g. *music teacher*.

**LANGUAGE WORKOUT OPTION**

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

**5 SPEAKING**

- Students copy the chart into their notebooks. Nominate two students to read the example conversation aloud. With a less confident class, check students understand *What was it like?* means *Describe it* and not *Did you like it?*
- Tell students that the aim is to find one person who answers *Yes* for each question. They only need one name for each activity. They must note the name and extra information when a student answers *yes*. Encourage confident students to ask more follow-up questions, e.g. *Where was it? Who were you with? How did you feel?* and provide more information in their answers.
- Ask students to stand up and move around, asking different students the questions. Monitor and help as necessary. Make a note of examples of good language and errors.
- When one student has completed the chart, stop the activity. In groups, students compare their charts. Ask a few students to tell you something interesting they learnt.
- Write on the board some examples of good language and some errors. Praise the former and ask students to correct the latter.

**Extension** Students add five more activities to the chart. In groups of four they ask and answer questions to complete the chart.

**6 WRITING**

- Students write about the activities they have tried. Set a 10-minute time limit to write a paragraph. Monitor and help as necessary.
- Students exchange their paragraphs in pairs and read and correct each other's work.

**7 VOCABULARY**

- Students copy the word map into their notebooks. They look back through the lesson and add all the sports they

find to the map. Students then compare their answers and work in pairs or small groups to add their own ideas to the map. You could set a target for the total number of words to add to the map, e.g. 15.

**Answers**

*Air: para-skiing, bungee jumping, paragliding, skydiving*  
*Water: water-skiing, kite surfing, scuba diving, sailing*  
*Land: football, ice-hockey, zorbing, free running*

**Suggested answers**

*Air: parachute jumping, hang gliding, parascending*  
*Water: surfing, windsurfing, swimming, diving, canoeing*  
*Land: mountain biking, rock climbing, horse riding, cycling, jogging, tennis, aerobics*

**Optional activities**

- ◆ With a less confident class, dictate all the sports in a random order. Students listen and write the name in the correct place on the map.
- ◆ Organise the students into three groups (A, B, C). Each group works on one category within the word map, eg A works on Air. Students then regroup into groups of three (one A, one B, one C).
- ◆ Students write [✓✓] next to sports they have tried and like, [✓X] next to ones they have tried and didn't like, [✓] next to ones they would like to try and [X] next to ones they would not like to try.

**8 SPEAKING**

- Students look at the example. Nominate two students to read the example aloud. Tell students they are going to prepare some more questions starting *Have you ever wanted to ...?* and using the different verbs in the box. Give students two minutes to think of ways to finish the last three questions.
- In pairs, students ask and answer the questions. Remind students to ask *Why/Why not?* Monitor and help as necessary.

**Optional activity**

Fast finishers invent more questions to ask each other.

**9 WRITING**

- Ask students to think about things they have always wanted to do but have never done. Brainstorm possible topics, e.g. *sports, skills, travel, leisure activities*.
- Set a 10-minute time limit for students to write about five things they haven't done and why they have never done them.

**Optional activity**

Students read each other's paragraphs and offer advice on how to achieve these goals using *should/shouldn't*, e.g. *You should go the gym on Saturday morning – they have judo lessons there then.*

## LANGUAGE WORKOUT

- Ask students to complete the Language box. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.
- Students turn to page 117 of the Language File to check their answers.

## Answers

*ever ever never never*

*ever; never*

*present perfect past simple*

- Highlight that:
  - *ever* means 'any time in the past until now'
  - *never* with the present perfect means 'not once in the past until now'
  - 'an indefinite time in the past' means you do not know exactly when it happened
- With a confident class, point out that the choice between the past simple or present perfect often depends on how we see the action. If we think it is related to now we use the present perfect. If we think it is something finished and in the past we use the past simple, even if the time is not mentioned. Compare *I've had skiing lessons but I've never been on a skiing holiday* (I might have more skiing lessons in the future), *My mother had skiing lessons but she didn't enjoy them.* (She probably won't have any more lessons).
- Drill the examples in chorus and individually for pronunciation.

## PRACTICE

- Ask students to look at Practice exercise 15 of the Language File on page 117 and complete the sentences with the present perfect of the verbs and *ever* or *never*. Do the first one together as an example.
- Check the answers by asking different students to say the completed sentences.

## Answers

1 *She's never seen anything like it.*

2 *Have you ever thought about going on holiday on your own?*

3 *I've always wanted to, but I've never had enough money.*

4 *Why haven't you ever learnt to swim?*

5 *Because I've never lived near the sea, and I hate swimming pools.*

6 *Have your parents ever left you at home when they've been on holiday?*

- Ask students to look at Practice exercise 18 of the Language File on page 118 and complete the sentences with the correct form of the verb – present perfect or past simple. Do the first one together as an example.
- Ask students to compare their answers in pairs. Check the answers by asking different students to say the completed sentences.

## Answers

1 *Have; tried* 2 *had; was* 3 *Have; let*

4 *had; did; let* 5 *Have; done* 6 *felt; stole; was; have; forgotten*

## Follow-up activities

- ◆ **Game** *Is it true?* Write the following activities on the board: *sleep under the stars, fly in a small plane, eat something unusual, see a very frightening film, lie to your parents.* Students ask each other *Have you ever ...?* and must answer *Yes, I have* to every question. Their partner then asks follow-up questions to guess to whether they are telling the truth or lying.

- ◆ **Game** *Guess who* Organise students into groups of four. Write the following on the board:

*All of us have ...*

*Three of us have (never) ...*

*Two of us have (never) ...*

*One of us has (never) ...*

Students copy the sentence heads and finish the sentences so they are true for their group. To do this they will need to think of activities they have done and find out how many other students in their group have done it. Groups read their completed sentences to the class who can guess the student(s) in each case.

Students copy the sentence heads and finish the sentences so they are true for their group. To do this they will need to think of activities they have done and find out how many other students in their group have done it. Groups read their completed sentences to the class who can guess the student(s) in each case.

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Students copy the sentence heads and finish the sentences so they are true for their group. To do this they will need to think of activities they have done and find out how many other students in their group have done it. Groups read their completed sentences to the class who can guess the student(s) in each case.

## HOMEWORK

Students write an article to promote an experience doing a sport, visiting a place or learning a skill. The article should start *Have you ever wondered what ... is like? Have you ever wanted to ...?*, e.g. *Have you ever wanted to dance like a professional dancer?* Tell them to use the texts in exercise 2 as models.

## WEBLINK

Students may like to visit [www.exelement.co.uk](http://www.exelement.co.uk) or [www.bbc.co.uk/worldservice/learningenglish/newsenglish/britain/extreme\\_sports.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/britain/extreme_sports.shtml) to read more about extreme sports.

Revision and Extension p71

Language File pp117–118

Workbook Unit 5 Lesson 2 pp52–53

Photocopiable worksheet p175, notes p157

**Communicative Aims**

Talking about achievements and important events

**Language**

Present perfect with *for* and *since*

**Pronunciation**

Syllable stress

**Vocabulary**

Sport  
Prepositions  
Personal information

**Optional Aids**

Follow-up activity:  
small cards for  
Vocabulary box

**WARMER 1**

Write the following time expressions on the board:

*This week ... Last week ... Yesterday ... Today ...*

Dictate true endings for the four sentences, e.g. *I've drunk four cups of coffee, I ate too much.* Students match endings and beginnings, then they make their own sentences and work with a partner.

**WARMER 2**

Tell the students that you have a puzzle for them. Say: *It's an event. People from all over the world take part in it. It happens every four years. You can win a gold, silver or bronze medal.* Elicit the answer *Olympic Games.*

**1 OPENER**

- The aim is to set the context and generate interest.
- Students look at the photos. Ask *Where is he from? Do you know his name? How is he feeling? What has he done?*

**2 READING**

- Play the introduction. Pause and check *How many medals did Usain win in Beijing? (three). Which two world records did he set in 2009? (100 metres and 200 metres).* Ask students to read the six headings. Tell them they will hear six quotations from Usain Bolt's autobiography (a book about his own life). They should match the headings to the quotations. Students read and listen.

**2.21 Recording**

See text on page 66 of the Student's Book.

**Answers**

1 Winning 2 Someone I rely on 3 What I do at a race  
4 Something I'd like to change 5 Charity work  
6 Drugs

**3 AFTER READING**

- Students read the questions and answer as many as they can before reading the text again to check and choose their answers from the list a–h. Point out that two of the answers are not used. Be prepared to explain *hit it off* (like each other from the start), *achievement* (something that you succeed in doing), *novelty* (the excitement something new creates), and *wear off* (gradually disappear).

- Check the answers and ask students where they found the answer in the text.

**Answers**

1 h 2 d 3 e 4 b 5 f 6 c  
The two answers not used are a and g.

**Optional activity**

Students note all words in the text connected with sports events, e.g. *to win, gold medal, race, world record.*

**Your response**

Students work individually and answer the three questions, making notes. Ask them to work in pairs and compare their answers and then share their ideas with the class.

**4 VOCABULARY**

- Students complete the expressions from memory and then look back through the lesson to check their answers. Check students understand *fall out with someone* (have an argument with someone and stop being friends), *cut out something* (stop a bad habit).

**Answers**

1 at 2 to 3 about 4 with 5 in 6 in 7 at 8 in

**Optional activity**

*Noughts and crosses* (See Unit 2, Lesson 1 page 45) Play this to review these and other verbs and adjectives with dependent prepositions, e.g. *fed up with, dream of.*

**5 PRONUNCIATION**

- Write *achievement* on the board and elicit the number of syllables and where the main stress falls. Students look at the words in the box. In pairs, students decide where the main stress is.
- Play the recording for students to listen and check and then pause after each word for students to repeat.

**2.22 Recording and answers**

■ achievement ■ attitude ■ authorities  
■ community ■ development ■ entertain  
■ fortunate ■ novelty ■ opportunity ■ primary

## LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

## 6 SPEAKING

- Students read the two examples. Ask which tense is used and why. (The present perfect simple is used in the first example because the question is *How long ...?* and the past simple is used in the second example because the question is *When ...?*) Ask students to demonstrate the activity by asking and answering the example questions.
- Tell students to note their partner's answers. Be ready to help with the first part of question 3 as the choice of tense is less obvious: it is present perfect because the action is unfinished. Suggest students say the more natural *All my life* in answer to questions 7 or 8, rather than *Since I was born*.

## Answers

- How long have we had this coursebook?
- When did you start learning English?
- Who have you known the longest in the class? When did you first meet them?
- Which friend have you had the longest? How long have you been friends?
- What's your favourite band? When did you first hear them?
- What's your favourite sport? How long have you played it?
- How long have you lived in this town?
- How long have you lived in the same house or flat?
- What colour are your favourite shoes? When did you get them?
- Has your family got any pets? How long have you had them?

- Students tell another partner about the most interesting answers. Ask some students to report back to the class.

**Extension** Students work in different pairs and interview their partner. They should give some false answers and have their partners work out which answers are false.

## 7 WRITING

- Students look back at exercise 6 and write their own answers to questions 3–10 as full sentences. Set a 10-minute time limit. Monitor and help as necessary.

## WEBLINK

Students may like to visit [www.usainbolt.com](http://www.usainbolt.com) where they can read more about Usain Bolt.

Revision and Extension p71

Language File p117

## LANGUAGE WORKOUT

- Ask students to complete the Language box. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.
- Students turn to pages 117 of the Language File to check their answers.

## Answers

*since for*  
*present perfect past simple*

- Drill the example sentences in chorus and individually.

## PRACTICE

- Ask students to look at exercise 16 of the Language File on p117 and complete the sentences.

## Answers

1 for 2 since 3 since 4 for 5 for 6 since  
7 since 8 for 9 for 10 since 11 for 12 since  
13 since 14 since 15 for

- Tell students to look at exercise 17 of the Language File on p117. They put the verb in the present perfect and complete the sentences with *for* or *since*.

## Answers

1 have asked; since 2 's been; since 3 's lived; since  
4 's been; for 5 's won; since 6 's known; for

## Optional activity

**Game** Left or right? For instructions see Unit 1, Lesson 2, p32. Play with the phrases *for* and *since*.

## Follow-up activities

- Write *Olympic Games*® vertically down the board. In pairs students race to think of one word connected with the games for each letter.
- Students write new vocabulary from the lesson on cards to add to the Vocabulary box or to play *Password* (see Unit 2, Lesson 1 p43).

## HOMEWORK

Students write about a famous sportsperson of their choice. Have them use the reading on page 66 as a model.

## Integrated Skills

## Describing personal experiences

## Skills

*Reading* Connecting ideas: blog about a journey  
*Listening* Checking details: conversation about an itinerary

*Speaking* Planning a backpacking trip  
*Writing* Blog describing a trip

## Learner Independence

Self assessment  
 Word creation: noun suffix *-ity*

## Vocabulary

Countries  
 Geographical features  
 Useful expressions

## Optional Aids

Exercise 7: maps of different areas of the world

## WARMER 1

Write the following sentences on the board.

*I've been awake today for/since ...*

*I've been at school today for/since ...*

*I've been in this classroom for/since ...*

Students copy, choose *for* or *since* and complete the sentences so two are true and one is false. They read their sentences to their partner who guesses which one is false.

## WARMER 2

Give students one minute to write down as many countries in South America as possible, with their capital cities. Tell students you will only accept the English name for the country. The pair with the most countries at the end of the minute writes them on the board. Other pairs call out countries which can be added to the list. Students say what they know about each country, e.g. what it is famous for, the food, the drink, tourist attractions.

## 1 OPENER

- The aim is to set the scene and generate interest in the reading.
- Students look at the photos. Ask where students think they were taken but do not provide the answers at this stage. Students use the words in the box to describe what they can see. Use the pictures to explain *llama*, *ruins*, *lake*.
- Students answer the quiz questions in pairs. Check the answers with the whole class. Note that Peru also has borders with Ecuador, Colombia, Brazil and Chile.

## Answers

1 B 2 A 3 A 4 B 5 B

## 2 READING

- The aim is to complete the text by selecting appropriate connecting phrases.
- First, check general comprehension: Give students one minute to read the travelogue and say which country Julie is mainly writing about and the name of the two places in the photos. Check the answers (Peru, Machu Picchu, Lake Titicaca) and then give students a further five minutes to read the text more carefully and choose the appropriate phrase for the spaces.

- Students compare answers. Play the recording for students to listen and check.

## 2.23 Recording

*We've been busy since we arrived in Peru from Ecuador a week ago! It's our fourth country so far. First we took a bus from Lima, the capital, to Cuzco (24 hours!). Somewhere on the journey I lost my watch, but it wasn't valuable, so it didn't really matter. Cuzco is a beautiful old town surrounded by the Andes mountains – it was the capital of the Inca empire. We spent a night in a hostel, and the next morning we started to walk the Inca trail to the city of Machu Picchu. The trail is often very steep and rises to over 4,000 metres in some places, so lots of people suffer from altitude sickness. I've been lucky because I haven't felt ill, but Simon has had a bad headache for a couple of days.*

*The trek along the Inca trail took four days and it was exhausting. But it was well worth it. On the last day, we got up at 4am to reach Machu Picchu in time for sunrise. When we got there, the city was invisible because it was covered in cloud. But suddenly the cloud lifted, and there was Machu Picchu on the edge of the mountain. It was magic!*

*We spent several hours wandering round the site – what an incredible place! Then back to Cuzco by bus and train for a hot shower and a rest before dinner. We've had some interesting food in Peru. I've already tried llama, which tastes a bit like beef. A local speciality in Cuzco is roast guinea pig, but I couldn't face it!*

*Tomorrow we're going to Lake Titicaca, on the border between Peru and Bolivia. It's the largest freshwater lake in South America and one of the highest in the world – it's 3,809 metres above sea level. The weather has been great – let's hope it stays that way.*

## Answers

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

## Optional activity

In pairs/groups, students write five comprehension questions. They exchange their questions with another group and try to answer from memory.

**3**

- The aim is to encourage students to deduce meaning from context. Students look at the highlighted words in the text and match them to the correct meaning.

**Answers**

1 hostel 2 altitude 3 wandering 4 trail 5 steep  
6 exhausting 7 valuable 8 invisible

**4**

- Students find and note examples of sentences in the text with *so* and *because*. They use the examples to complete the rules. Check answers.
- Use the examples to further check comprehension: Ask which part of the sentence happened first, e.g. *It wasn't valuable (1), so it didn't really matter (2). The city was invisible (2) because it was covered in cloud (1).*

**Answers**

Examples in text: *It wasn't valuable, so it didn't really matter. The trail is often very steep, so lots of people suffer from altitude sickness. I've been lucky because I haven't felt ill. The city was invisible because it was covered in cloud.*  
We use *because* to talk about reason or cause.  
We use *so* to talk about consequence or result.

- Students complete the sentences with *so* or *because*.

**Answers**

1 because 2 so 3 because 4 because 5 so

**5 LISTENING**

- Students look at the map of South America and discuss out the different countries they can see. Drill the names of the countries chorally.
- Play the recording. Students listen and put the countries in order.

**2.24 Recording**

ROD *So how long have you guys been on the road?*  
JULIE *About two months – we left Britain eight weeks ago.*  
ROD *And have you enjoyed it so far?*  
SIMON *Oh yes, it's been absolutely great!*  
ROD *Where did you start?*  
SIMON *Well, we flew from London to Venezuela – and we spent a couple of weeks there.*  
JULIE *Then we took a bus to Colombia – we've had an awful lot of long bus rides!*  
SIMON *Some more comfortable than others!*  
JULIE *That's right, but it's a great way to see the countryside.*  
ROD *And it's cheap.*  
SIMON *Yeah, really cheap. So we were in Colombia for three weeks, and then we went down to Ecuador.*  
ROD *I loved Ecuador.*  
JULIE *Yes, we did too. We stayed there for two weeks, and then we came to Peru.*

ROD *Did you spend any time in Lima?*  
SIMON *No – we came straight to Cuzco. But we'll go back to Lima on our way to Chile.*  
ROD *And after Chile?*  
SIMON *From Chile we go to Argentina, and then from Buenos Aires across the River Plate to Uruguay.*  
ROD *And then I guess you're going to Brazil.*  
JULIE *Oh yes! We go over the border to Brazil – up the coast to Rio and Salvador, and then up the mouth of the Amazon.*  
SIMON *And then we fly home.*  
ROD *Sounds great.*

**Answers**

1 Venezuela 2 Colombia 3 Ecuador 4 Peru  
5 Chile 6 Argentina 7 Uruguay 8 Brazil

**Optional activity**

In groups of three, students act out the dialogue.

**6 SPEAKING**

- Read the example. In pairs, students talk about the journey using *already* and *yet*.

**Answers**

*They've already visited Venezuela, Colombia, Ecuador and Peru.*  
*They haven't been to Chile, Argentina, Uruguay and Brazil yet.*

**Optional activity**

Students work in pairs or small groups and tell each other which countries in general they have visited and which they haven't visited yet.

**7**

- Tell students they are going to plan a backpacking trip with their partner. They are going to go during their long holiday from school so they need to plan for that length of time and consider the weather around the world at that time of year.
- In their pairs, students decide which country or countries they are going to visit. If possible, provide a map of this area for them. Students decide which places they are going to visit.

**Optional activities**

- ◆ Give students time to research the country/countries they have chosen at the library or on the Internet.
- ◆ Students present their plans to the class. Students vote on which trip sounds most enjoyable, dangerous, cultural, or relaxing.

## 8 GUIDED WRITING

- Tell students they are now on the road (on their backpacking trip somewhere). Give students five minutes to discuss the answers to the questions with their partner and take notes.
- Tell students they are going to write a blog including this information. Ask *How do you usually start a travel blog? (I/We're in ...)*. Ask them to refer to the text in exercise 2.
- Give students 10 minutes to write their blog. This could be done in pairs with both students writing the same blog or individually. Encourage students to use a range of adjectives to describe the journey and the places, and to link sentences with *so* and *because*.

## 9 LEARNER INDEPENDENCE

- The aim is to encourage students to review the language in this unit, to build confidence by showing them what they have learnt, and to allow students to focus on individual areas of weakness.
- Students make a list of what they have learnt. Check that students have a complete list of the language and information covered in the unit.
- Students choose one or more areas which they would like to review. Students wishing to review the same area, could work together. For grammar, students can look at the examples and re-read the Language File at the end of the Student's Book. For vocabulary, students can make a new list or mind map, or think of ways to remember particularly difficult words.

## 10 WORD CREATION

- The aim is for students to learn one way in which nouns can be formed from adjectives and extend their vocabulary.
- Students complete the sentences individually and then compare in pairs. **Check answers as a whole class.**
- Tell students to think about the pronunciation of the nouns. Ask *What is the rule?* (The main stress is always on the syllable before the *-ity* ending).

### Answers

1 speciality 2 activity 3 possibility 4 popularity  
5 nationality 6 responsibility 7 electricity 8 reality

## 11 PHRASEBOOK

- Ask students to look through the unit to find the expressions, and look at how they are used. Be ready to help as necessary.
- Play the recording, pausing after each expression for students to repeat.
- Students can add expressions they like to their Personal Phrasebooks.
- Ask students to work in pairs to make up the five-line dialogue. Invite some pairs to act out their dialogues in front of the class.

### 2.25 Recording

*I didn't have a clue. (L2, Ex2)*  
*Have you ever wondered what it's like? (L2, Ex2)*  
*I've never had so much fun. (L2, Ex2)*  
*I've never done anything like it before. (L2, Ex2)*  
*It didn't really matter. (L4, Ex2)*  
*It was well worth it. (L4, Ex2)*  
*It was magic! (L4, Ex2)*  
*What an incredible place! (L4, Ex2)*  
*I couldn't face it. (L4, Ex2)*  
*Let's hope it stays that way. (L4, Ex2)*

### Follow-up activities

◆ In groups, students choose one area of grammar, vocabulary or information from the list made in exercise 9 and prepare a short test on the area for the rest of the class.

◆ **Game Shark** For instructions see Unit 1, Lesson 3, p33. Play with new words from the unit.

## HOMEWORK

Students design a word map with the word *TRAVEL* in the centre. They each decide on their own sub-categories, e.g. *transport, accommodation* and add as many words as they can including words from this unit.

### WEBLINK

Students may like to visit [www.lonelyplanet.com/peru](http://www.lonelyplanet.com/peru) for travel information about Peru and photos.

## Inspiration EXTRA!

**Optional Aids**

Game: slips of paper

**LANGUAGE LINKS**

- Write the word *colours* on the board. Tell students there are eleven words to describe basic colours in English. Students work in pairs and write down as many words for colours as they can.
- Students read the text and check their answers.
- Ask students to read the list of colours and find out if they know any of them. Students use their dictionaries or the Internet to find the meaning of each word and identify which of them are colours of the rainbow (violet and indigo).

**Optional activities**

- ◆ Write these languages on the board: *Japanese*, *Hanunóo*, *Navaho* and *Dani*. Ask students to read the text again and say what is strange about the words for colours in each of these languages, e.g. *Japanese has one word which means 'blue', 'green' or 'pale'*.
- ◆ Students rank the six extra colours in order of preference and give reasons for their choice.

**GAME HELP!**

- Organise students into groups. Ask students to read the instructions carefully. Check comprehension by asking: *Who has a problem?* (the tourist). *Where is he/she?* (in a foreign country). *Can he/she speak the language?* (No). First, give students five minutes in their groups to write possible problems on slips of paper. Encourage them to be creative, as in the examples.
- Collect the problems from each group and pass them, face down, to the next group. One student in each group takes one of these problems and mimes it to their group. The other students in their group guess the problem. The student who guesses correctly takes the next problem and so on.

**Optional activities**

- ◆ You could make this more competitive by saying that the winning group is the group that guesses the most in five minutes.
- ◆ Once the groups have worked out the problems they could try and think of some solutions.

**SKETCH THE INTERVIEW**

- The aim is for students to enjoy using their English while also reviewing language presented in this unit and getting valuable stress and intonation practice.
- Ask the students to look at the title and the cartoon and establish that the sketch is about a job interview. Students guess which one is the interviewer, the man or the woman, and what the job is.
- With a more confident class, play the recording with books closed. With a less confident class, play the recording while the students follow in their books. Check the answer (the man is interviewing the woman for a deep-sea diving job and the woman is interviewing the man for an interviewer job!).

**2.26 Recording**

See text on page 70 of the Student's Book.

- Divide the class into two equal groups and play the recording again, with one group repeating the man's role in chorus and the other group repeating the woman's role. Encourage students to exaggerate stress.
- Ask the students to close their books and play the recording again. Then ask the students to work in pairs and practise the sketch. Choose several pairs to act out the sketch in front of the class.

**Optional activity**

Make an audio or video recording of students performing the sketch.

## REVISION

## Lesson 1

## Answers

She's already been to lots of gigs.  
 She hasn't learnt first aid yet.  
 She has already performed in two school plays.  
 She's already ridden a horse.  
 She's already written a couple of poems.  
 She hasn't been camping with friends yet.  
 She's already organised a birthday party.  
 She hasn't been skiing yet.  
 She's already held a baby.  
 He's already been to a gig.  
 He hasn't performed in a play yet  
 He hasn't ridden a horse yet.  
 He hasn't written a poem yet.  
 He's already been camping with friends.  
 He's already organised a birthday party.  
 He's already been skiing.  
 He hasn't learnt to drive yet.  
 He hasn't held a baby yet.

## Lesson 2

Students' own answers

## Lesson 3

- You could insist on students writing sentences that are true.

Students' own answers

## EXTENSION

## Lesson 1

## Suggested answers

Have they been to/travelled across/crossed ... yet? Yes, they've already been to/travelled across/crossed ...  
 Have they travelled 20,000 miles yet? Yes, they've already travelled 20,000 miles.  
 Have they been on the road for three months yet? Yes, they've already been on the road for three months.  
 Have they had any accidents yet? No, they haven't had any accidents yet.  
 Have they arrived in the USA yet? Yes, they've just arrived in the USA.  
 Have they completed their journey yet? Yes, they've just completed their journey.

Language File pp117–118

## Lesson 2

Students' own answers

## Lesson 3

Students' own answers

## YOUR CHOICE!

- Organise students into groups depending on their learning style. Each group does the activity for their own learning style. Set a 10-minute time limit for all groups.
- Monitor and help groups. Check if necessary. You could provide written answers for groups to check their own work.
- Encourage students to experiment with other learning styles and try one of the other activities of their choice.

## CONSTRUCTION

## Answers

1 haven't tried 2 invented 3 wanted  
 4 didn't work 5 tried 6 have opened  
 7 has tried 8 have had

## REFLECTION

## Answers

A B B A A A B

## ACTION

- Students follow the instructions in the box, taking it in turns to remember and add to the sentence.
- When one round has finished, remind students to try with another verb and change their order in the group.
- Students could report back on who has the best memory.

## INTERACTION

- Divide students into small groups. Suggest students take two minutes to think about what they have always wanted. They then take turns to tell their group.
- Students could report back to the rest of the class on any interesting points.

Workbook Unit 5 Inspiration EXTRA! pp58–59

# Tourism

## Optional Aids

Exercise 2 Optional activity: small cards

Exercise 3 Optional activity: photos of Machu Picchu, Angkor Wat, Pompeii and the Taj Mahal

## 1 READING

- Ask students to look at the two photos. Ask *Where do you think this is? What can you see in the photos?*
- Students read and/or listen to the texts A–E and answer questions 1–3. With a less confident class, students work in pairs and help each other. With a more confident class, students work individually and then compare answers. Check answers with the whole class.
- Students answer questions 4–6 individually then compare their answers in pairs or as a class.

### 2.27 Recording

See text on page 72 of the Student's Book.

#### Answers

1 C; E; B/D; A

2 less than a third

3 be careful; be tidy; respect what they've planted; not take the locals for granted

4–6 Students' own answers

#### Optional activity

2.27 Play the poem (text E) again and ask students to read it aloud in time with the recording to give practice in rhythm and intonation. Point out that *give someone an earful* means to criticise someone angrily, and *practise what you preach* is behave in the same way you expect other people to behave.

## 2 VOCABULARY

- Students find the words in the different texts and use the context to match to the definitions.

#### Answers

1c 2h 3g 4b 5f 6d 7e 8a

#### Optional activity

Fast finishers check any new vocabulary from the texts in a dictionary and put these words, together with an example or definition, on cards for the Vocabulary box.

## WEBLINK

Students may like to visit [www.responsibletravel.com](http://www.responsibletravel.com) where they can read about holidays offered by one responsible tourism company.

## 3 LISTENING

- Tell students they are going to hear more about the effect of tourists on some well-known tourist destinations. Ask students to look at the names of the four destinations. Ask *Do you know them? Where are they? What are they? Have you been there?*
- Students read the text and guess the answers. With a less confident class, check how each of the options is said.
- Play the recording. Students listen and choose the correct option. If necessary, play the whole or part of the recording again. Ask four different students to read the four texts aloud to check answers.

### 2.28 Recording

See text on page 73 of the Student's Book.

#### Answers

1,000,000; group; reducing; \$20; 863,000; two; 3,000,000

#### Optional activities

- ◆ Bring in photos of the four tourist destinations for students to look at
- ◆ Ask students to comment on the ideas suggested in the listening, e.g. *you are only allowed to visit in a group, foreigners pay more*. Ask *Do you think these are good ideas?*

## 4 MINI-PROJECT RESPONSIBLE TOURISM

- Students read the instructions. Point out that the second paragraph is about possible problems with responsible tourism, not normal tourism. With a less confident class, students discuss their ideas and make notes together first.
- Set a 15-minute time limit. Monitor and prompt students to connect their ideas into longer sentences using *which* and *who*, *however*, *so* and *because*. Note examples of good language use. Put these on the board.

#### Optional activity

In groups, students use their ideas from the mini-project to make an oral presentation on either point.