

**5. WRITING ➤ 33**

**A. Aim:** to introduce the topic of the writing task by activating Ss' background knowledge

- Ask Ss the questions and generate discussion.
- B. Aims:**
  - to help Ss identify some stylistic features of a paragraph expressing preference
  - to familiarise Ss with text cohesion
- Ask Ss to read through the paragraph.
- Ask Ss the questions and check answers.

- KEY
- I prefer / I find that it's an interesting place / nice, relaxing atmosphere / great fun / I wouldn't give it up for anything in the world!
  - a. the writer and his friends, b. at the bowling alley, c. the tournament, d. the other teams, e. the writer and his friends

- Ask Ss some comprehension questions:

*Where do the writer and his friends often meet? At the bowling alley.*

*Why does the writer like it there? Because it gives him the chance to spend time with his friends, have fun and exercise.*

*What happens every year? There is a tournament.*

*Do they practise hard before the tournament? Yes, they do.*

*What happened last year? They won first prize.*

*What do some other teams ask them for? They ask them for a few tips.*

*Does the writer want to give bowling up? No, he doesn't.*

**C. Aim:** to give Ss practice in improving their writing style in order to achieve text cohesion

- Ask Ss to read through each paragraph.
- Have Ss do the activity and check answers.

- KEY
- My sister and I love going to the mall. We go there every weekend. It is usually crowded, but we always have a good time when we go there.
  - Brian is really interested in reading. It relaxes him. There are lots of libraries in his neighbourhood and he goes to one of them once a week.

**D. Aim:** to give Ss practice in expressing preference by writing a paragraph about their favourite place of entertainment

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

**Functions**

Talking about shows

**Structures**

Present Perfect Progressive

**Vocabulary****Phrasal verbs**bring back check sb/sth out cheer on let down  
log on sell out**Other words and phrases**aircraft amaze amusing attraction audience  
court (basketball) depend on details difference  
disappoint display (v) entertain extraordinary  
feature (v) memorable must-see on sale  
responsible run senior citizen tour (v)**WARM-UP****Aim:** to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you when the phrase *It's showtime!* is said and what it means (*it is said to signal the beginning of a show/ performance or an activity*).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

**1. READING ► 134****A. (PRE-READING)****Aim:** to help Ss make predictions about the reading texts based on visual prompts and their background knowledge

- Ask Ss to look at the pictures and the titles of the shows.
- Ask Ss if they have heard of these shows, what they know about them and what they can understand from the pictures.
- Elicit answers.
- Ask Ss to read through the sentences 1-4. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and elicit answers but do not correct them at this stage.

**B. Aims:** • to give Ss practice in reading for gist

- to present vocabulary, functions and structures in the context of two advertisements for two shows

- Ask Ss to look at the layout of the two texts and tell you what kind of texts they are (*advertisements for two shows*) and where they can be found (*in brochures, on the Internet, in newspapers/magazines*).
- Ask Ss to read through the texts and check their predictions.
- Alternatively, play the CD and ask Ss to listen to the texts carefully and check their predictions.

1. T

2. F

3. F

4. F

KEY

- Ask Ss some comprehension questions:

*When did the Dubai Airshow start? In 1989.**How many exhibits does it feature? Over 800 exhibits and more than 80 aircraft.**Is it a popular event in the Middle East? Yes, it is.**What two must-see attractions does the text mention? The Airbus A380 and the Airbus A350.**Where are the visitors from? Many countries around the world/From over 100 countries all over the world.**How much does it cost? \$50 for all five days.**Can a 14 year-old attend the Airshow? No.**Where do the Harlem Globetrotters come from?**From the USA.**How do they amaze and entertain their audiences? With their sporting skills and with their amusing antics on court.**When did the Harlem Globetrotters start touring the world? In 1972.**How many countries have they been to? To 114 countries.**How many people have seen them perform live? Over 110 million.**What are they responsible for? Making basketball popular in many countries.**What have they been doing for the last five months? They have been touring Australia.**How many games have they played around Australia? Over 100.**Where and when are they playing their last game in Australia? At the ANZ Stadium in the Sydney Olympic Park on Saturday 3<sup>rd</sup> December.***C. Aim:** to give Ss practice in reading for specific information

- Ask Ss to read through the questions 1-7.
- Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

1. HG

2. HG

3. HG

4. HG

5. HG

6. DA

7. DA

KEY

**D. Aim:** to give Ss practice in deducing the meaning of unknown words

- Refer Ss to the words 1-5 in the texts.
- Ask Ss to read through the meanings a-g. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

1. f    2. g    3. e    4. b    5. d

KEY

- Explain any unknown words and choose Ss to read the texts aloud.

**E. (POST-READING)**

**Aim:** to give Ss the opportunity to have a further discussion on the topic of the texts

- Ask Ss the questions and initiate a short discussion.

**2. VOCABULARY**

**Aim:** to present some phrasal verbs

- Ask Ss to read through the phrasal verbs 1-6.
- Refer Ss to the texts and ask them to find and underline the phrasal verbs.
- Ask Ss to read through the meanings a-f. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

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

KEY

**OPTIONAL ACTIVITY**

For further practice, ask Ss to make their own sentences using the phrasal verbs in the vocabulary activity and check them with the class.

**3. GRAMMAR**

**PRESENT PERFECT PROGRESSIVE**

**Aim:** to present the formation and the use of the Present Perfect Progressive

- Ask Ss to read through the example.
- Draw Ss' attention to the words in bold. Explain to Ss that this is the Present Perfect Progressive tense.
- Ask Ss the two questions and elicit answers.

- In 1972.
- Yes, they do.

KEY

- Ask Ss to read through the table containing the rules about the formation and use of the Present Perfect Progressive.
- Have Ss complete the table and check answers.

have, been, -ing, past, present

KEY

**PRESENT PERFECT PROGRESSIVE**

**vs PRESENT PERFECT SIMPLE**

**Aim:** to present the difference between the Present Perfect Simple and the Present Perfect Progressive

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Ask Ss the questions and check answers.

KEY

The Present Perfect Simple is used in the first sentence and the Present Perfect Progressive is used in the second sentence.

The first sentence emphasises the result and the second sentence emphasises the duration of the action.

- Refer Ss to the Grammar Reference (p. 132).

- Ask Ss to find examples of the two tenses in the two advertisements (*1<sup>st</sup> advertisement: ... has grown...*, *... have been offering...* / *2<sup>nd</sup> advertisement: ... have been touring...*, *... have been applauding and cheering...*, *They have been responsible...*, *... have been touring Australia...*, *... have played ...*)).

**4. PRACTICE**

**Aim:** to give Ss practice in using the Present Perfect Simple and the Present Perfect Progressive in the context of a dialogue

- Have Ss do the activity and check answers.

KEY

1. have never seen
2. have been working
3. have ... given up
4. have been trying
5. has been looking for
6. Have ... tried
7. have been coming

**5. SPEAKING**

**Aim:** to give Ss practice in using the functions, the structures and the vocabulary presented in this lesson

- Ask Ss to read through the list of questions.
- In small groups, Ss take turns to talk about a show and decide on how to advertise it to their classmates.
- Go round the class helping Ss when necessary.
- Have each group advertise their show to the rest of the class.
- At the end of each presentation ask the rest of the class to comment on how successfully each show was advertised and if they would go and see it.

**Functions**

Talking about books  
Expressing opinion

**Vocabulary****Words / Phrases related to books**

account action-packed adventure author  
best-selling biography blurb book critic  
book review chapter character culture  
descriptive disappointing ending excellent  
hero / heroine illustration lifestyle member  
novel plot poetry publish (un)realistic  
review set (v) setting

**WARM-UP**

**Aim:** to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the phrase *Food for thought* means (*stimuli, ideas, books, etc, that make you think*).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

**1. VOCABULARY**

**Aim:** to present vocabulary related to books

- Draw Ss' attention to the three headings in the table.
- Ask Ss to read through the words in the box.
- Ask Ss to look at the examples.
- Have Ss do the activity.
- Check the answers with the class and explain any unknown words.

**BACKGROUND NOTE**

- A genre is a type or category of art/literature, etc.
- The plot is the story of a book.
- The blurb is a short description of a book.

**2. SPEAKING**

**Aim:** to give Ss practice in talking about a book they have read

- Ask Ss to brainstorm books they have read and write their titles on the board.
- Ask Ss to look at the table and read through the speech bubble.
- Make sure Ss do not have any unknown words.

**BACKGROUND NOTE**

Illustrations are drawings or pictures in a book.

- In small groups, Ss decide on a book they have all read and talk about it after ticking the appropriate boxes in the book.
- Go round the class helping Ss when necessary.
- Choose some groups to act out their discussion about the book.

**3. LISTENING ►35****A. (PRE-LISTENING)**

**Aim:** to present the topic of the listening text by relating it to Ss' personal preferences

- Ask Ss the questions and generate a short discussion.

**B. Aim: to give Ss practice in listening for gist**

- Ask Ss to look at the covers of the two books. Have them tell you which these books are (*The Mysterious Island* and *A Journey to the Centre of the Earth*).
- Ask Ss if they have read them and if so, whether they liked them or not and why.
- Draw Ss' attention to the three questions.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

1. Jules Verne.
2. *The Mysterious Island* is about five castaways on an island and *A Journey to the Centre of the Earth* is about three men who decide to travel to the centre of the Earth.
3. They are both science-fiction novels.

book genres	people	adjectives	nouns
biography	hero	action-packed	plot
poetry	author	disappointing	setting
novel	heroine	(un)realistic	chapter
science fiction	character	descriptive	blurb
adventure	critic	best-selling	review

- Point out to Ss that sometimes a book is a mixture of genres.

**C. Aim:** to give Ss practice in listening for specific information

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the sentences 1-4 and their options.
- Play the CD again and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD once more in order to clarify any questions Ss might have.

1. b    2. b    3. a    4. a

KEY

**LISTENING TRANSCRIPT**

<b>Presenter</b> Hello, and welcome back. Now on <i>Book Review</i> , it's time for that part of our programme called <i>Top Authors</i> . Today, book critic Niles Bane is here to tell us what he thinks Jules Verne's top two books are. So, tell us, Niles, which Jules Verne book is top on your list?	<b>Niles</b> Hi, Jim. I am a huge fan of Jules Verne. I took an avid interest in his books from a very early age and I have to say, until today, my absolute favourite is <i>A Journey to the Centre of the Earth</i> . I am disappointed when I hear some people haven't read this exciting novel.
<b>Presenter</b> It's a great book. Can you tell our listeners a few things about the plot?	<b>Niles</b> Of course. A group of three men set off to find the centre of the Earth. The hero, Professor Von Hardwigg, who leads the expedition, had found information about a man who claimed to have visited the centre of the Earth. He decides to prove whether the information is true by repeating the trip himself. Exciting adventures await the readers, as the three men go deeper and deeper into the Earth. Soon, they meet dinosaurs and other prehistoric animals, and face dangerous situations in an exciting tale only Verne could have written.
<b>Presenter</b> So, would you say it's a book for adults or children?	<b>Niles</b> I think what happens with most books by Verne is that they are so entertaining that they appeal to people of all ages. I mean, I read this book when I was ten and I would read it again today with the same pleasure.
<b>Presenter</b> So, what's another favourite?	<b>Nile</b> If I had to choose, I would say <i>The Mysterious Island</i> .
<b>Presenter</b> Oh, I thought you were going to say <i>20,000 Leagues Under the Sea</i> .	<b>Niles</b> Of course, that's an all-time classic. Actually the two books, <i>The Mysterious Island</i> and <i>20,000 Leagues Under the Sea</i> have a common hero.
<b>Presenter</b> Captain Nemo, of course. But let's talk about <i>The Mysterious Island</i> .	<b>Niles</b> Well, the story is about five men who try to survive on a mysterious island. But as time goes by, strange things start happening. It seems like every time they are in danger, someone mysteriously saves them. For example, when they are sick, medicine appears in bottles or when pirates attack them, they are mysteriously killed.
<b>Presenter</b> Captain Nemo is behind it all...	<b>Niles</b> ...who after all those adventures is now an old man and wants to help the men escape. Anyway, there is a lot of excitement in this classic novel and readers won't be disappointed... (fade out)

**4. WRITING ►|36**

**A. Aim:** to prepare Ss for the writing task through an oral activity

- Ask Ss the questions and generate discussion.

**B. Aim:** to give Ss practice in reading for gist

- Ask Ss to look at the poster of the book and ask them to tell you the title (*Green Sands: My Five Years in the Saudi Desert*).
- Ask Ss what they know about this book.
- Ask Ss:

*Have you read this book?  
Did you like it?*

- Ask Ss to read through the book review.
- Have Ss answer the questions and check answers.

1. Yes, he did.    2. The Present Simple.

- Ask Ss some comprehension questions:

*When was the book published? In 1994.  
Who was it written by? By Martha Kirk.  
When and where is the book set? It is set in the 1980's in the Saudi desert close to Riyadh.  
Who are the main characters? Martha Kirk and her husband.  
How many years did they spend in Saudi Arabia? They spent five years there.  
What opportunity are the two Americans given? They are given the opportunity to meet new people and a different culture and lifestyle.  
Does the critic recommend the book? Yes, he does.*

**C. Aim:** to present the structure of a book review by helping Ss identify the main topic of each paragraph through a matching activity

- Refer Ss to the book review.
- Have Ss do the matching and check answers.

1<sup>st</sup> para: **Introduction** general information about the book

2<sup>nd</sup> para: **Main Part** setting and plot

3<sup>rd</sup> para: **Conclusion** writer's opinion

**D. Aim:** to familiarise Ss with the organisation of ideas in a book review

- Ask Ss to read through the sentences 1-6. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

1. I    2. M    3. I    4. C    5. C    6. I

**E. Aim:** to give Ss practice in writing a book review

- Draw Ss' attention to the TIP and explain it.
- For more expressions and phrases ask Ss to turn to page 123.
- Allow Ss some time to write their book reviews.
- Choose some Ss to read out their book reviews.

# 6 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 6 through various activities

## VOCABULARY

A.

1. passed
2. booked
3. plot
4. queue
5. aquarium
6. rank
7. disappointing
8. outdoor
9. author
10. sold

KEY

B.

1. parks
2. attractions
3. let
4. alley
5. prize
6. blurb
7. opportunity
8. attracts

KEY

## GRAMMAR

C.

1. will lose
2. won't miss
3. may travel
4. When
5. have
6. might not
7. wait
8. if

KEY

D.

1. Have you ever been, have been doing, have never tried
2. has always wanted, have been reading, has written, has also worked, hasn't told, has ever written

KEY

## COMMUNICATION

E.

1. So am, am not
2. do, don't
3. either, did
4. Neither have, am too

KEY

# 6 Round-up

F.

1. f    2. c    3. a    4. e    5. b

KEY

## LISTENING ►►137

- Ask Ss to read through the four questions and their options.
- Play the CD twice.
- Alternatively, play each dialogue twice and have Ss decide on the correct answer.
- Check the answers with the class.

1. a    2. b    3. c    4. b

KEY

### LISTENING TRANSCRIPT

- 1.
- Tom You're doing it all wrong.  
Eddie Give me a break. It's my first time.  
Tom You shouldn't catch the ball. It's not basketball. Hit it to the other side of the court! Just like I showed you.  
Eddie OK, OK.  
Tom And if you swing your arms like that, you'll never get anywhere.  
Eddie Oh no, I dropped it again.  
Tom Let's try again.  
Eddie OK.
- 2.
- Sean Peter, this sounds interesting.  
Peter Summer holidays in Egypt? Not bad. I'm tired of going to the beach every summer.  
Sean I know. Windsurfing, kayaking and stuff like that isn't my idea of fun. It says here that we can stay in Cairo for three days and go on a guided tour of the Pyramids of Giza. That's great.  
Peter Well, if we go there, we could also go on a cruise down the Nile.  
Sean Of course. What about Alexandria? We can go there to check out the traditional markets, maybe get some nice souvenirs.  
Peter Calm down Sean. If we do all that, we won't have money to get back. We can't afford it.  
Sean I guess you're right.
- 3.
- Dan Well? What did you think?  
Adam You know, I never liked going to the zoo. I always thought that it's only for little kids.  
Dan But this was something different.  
Adam Definitely. I didn't expect it to be so huge!  
Dan Yes, and I thought the Polar Region would be boring.  
Adam Boring? That was my favourite bit. I loved watching the penguins!  
Dan I'm really glad you liked it as much as I did.  
Adam We're going back next week!

4.

- Ken So, what are we doing tonight?  
Ron A new Italian restaurant has just opened in the city centre. Let me find the address on the Net.  
Ken But I'm not really hungry.  
Ron OK. How about the bowling alley? It's been a long time since we last played a game.  
Ken I'm not sure. Anything else?  
Ron What about that art exhibition?  
Ken Well, a colleague of mine went yesterday and he said it was nothing special.  
Ron Too bad.  
Ken Maybe bowling isn't a bad idea after all.  
Ron Great! I'll be ready in five minutes!

## SPEAKING

- Ask Ss to choose one of the statements and read through the list of ideas.
- Divide Ss in two groups and explain that Group A should argue against the statement and Group B should argue for it.
- Allow each group some time to discuss and prepare their arguments.
- Go round the class helping Ss when necessary.
- Have some Ss from each group present their arguments to the class.

## SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

# CROSS-CURRICULAR PAGE

►138

Aim: to give Ss a sense of how English and cross-curricular subjects fit together

- A.
- Draw Ss' attention to the questions in the rubric.
  - Elicit answers and initiate a short discussion.
- B.
- Draw Ss' attention to the title of the text as well as the pictures.
  - Ask them the question in the rubric and elicit answers, but do not correct Ss at this stage.
  - Play the CD and have Ss listen and check their answers.
  - Ask Ss some comprehension questions:

*When is the Mango festival held? It is held in May.  
Where is the province in which the festival takes place?  
It's in the south-west of Saudi Arabia.  
When did the agricultural tests on mango fruit start there? In 1972.  
How many mango trees are there? There are about 450,000 mango trees.  
What happens during the festival? Growers display all the different types of mangoes they cultivate.  
What can visitors do there? They can take part in various activities and learn a lot about mangoes.  
Is the festival successful? Yes, it is.*

- C.
- Have Ss do the activity and check answers.

KEY

1. every year
2. tropical fruits
3. display
4. shows
5. people who love mangoes

- Explain any unknown words.

POEM ►139

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a poem

- Ask Ss to read through the poem on p. 125 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the poem carefully and check their answers.
- Check Ss' answers and explain any unknown words.

KEY

- chair  
nothing  
sport  
lazy  
go  
someone  
so  
stay  
agree

# 7 Good job

Aims: • to introduce the topic of the module and activate Ss' background knowledge  
• to present the learning objectives of the module

- Ask Ss to look at the picture and tell you what they can see (*a business meeting*).
- Draw Ss' attention to the title of the module.
- Help Ss relate the title of the module to the content of the picture in order to deduce the meaning of the phrase *good job* (= *to do sth well, to carry sth out successfully*).
- Ask Ss what they think the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

KEY

- a CV: p. 95
- an advertisement for an English language course: p. 99
- a dialogue at the bank: p. 90
- people doing different jobs: p. 97
- three happy colleagues: p. 92

- Read out the objectives listed in the *In this module you will* section.
- Explain any unknown words.

**Functions**

Carrying out bank transactions  
Expressing interest and surprise  
Asking for confirmation

**Structures**

Negative Questions  
Question Tags

**Vocabulary****Words/Phrases related to money transactions**

bank account bureau de change cash card  
cash machine charge commission deposit (v)  
exchange free of charge Internet banking  
make a deposit PIN rate refuse withdraw

**Other words and phrases**

brochure customer delivery envelope  
hesitate (in)correct latest swallow (v)  
various What's taking you so long?

**WARM-UP**

Aim: to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Make sure that Ss know the meaning of the word *cash* (= *money in the form of notes and coins*).
- Point out to Ss that the formation of the question is informal since the auxiliary verb *do* is missing.
- Ask Ss to tell you when this question is asked (*when we offer to lend sb some money*).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

**1. LISTENING & READING CD3 ►12**

**A. Aim:** to introduce the topic of the dialogues by relating it to Ss' personal experience

- Ask Ss the questions and initiate a short discussion.
- Ask Ss some further questions:

*How much money do you spend each month?  
Have you got a credit card?  
How do you usually pay when you buy things?*

**LANGUAGE PLUS**

The initials PIN stand for Personal Identification Number.

**B. Aims:** • to present vocabulary, functions and structures in the context of three dialogues  
• to give Ss practice in reading for gist

- Ask Ss to read through the names of the three places. If necessary, explain to Ss what a *bureau de change* is (= *an office where you can change the money of one country for that of another*).
- Play the CD and have Ss listen to the three dialogues carefully in order to decide where they are taking place.
- Alternatively, play the CD and have Ss listen to the first dialogue and decide where it is taking place. Follow the same procedure for the rest of the dialogues.

- Check the answers with the class.

1. at a bureau de change
2. at a cash machine
3. at the bank

- Ask Ss some comprehension questions:

1.

*Where is the yen used? In Japan.*

*What is the exchange rate between the euro and the yen?  
One euro is 113 yen.*

*How much money does the man decide to change into yen? €200.*

*How much commission do they charge? 1%.*

2.

*What did Nasir do first when he went to the cash machine? He made a deposit.*

*What is he trying to do now? He's trying to withdraw some money.*

*What does he need the money for? For the supermarket.  
What is the problem? The cash machine won't accept his PIN number.*

*How many times did he enter her PIN number before the cash machine worked? Three times.*

3.

*Why is the man at the bank? Because he wants to open a new account.*

*What is the name of the bank's latest account? Silversaver.  
What is the interest rate of Silversaver? 5%.*

*What will they give him if he opens a Silversaver account?  
A debit card.*

*Will the man have to pay for the debit card? No, he won't.  
Can the man use Internet banking with a Silversaver account? Yes, he can.*

*How much cashback will it be possible for him to get? Up to £50.*

*Is he happy with the information he got from the bank clerk? Yes, he is.*

*What does the bank clerk give him? A brochure.*

**C. Aim:** to give Ss practice in identifying specific information in the dialogues

- Ask Ss to read through 1-5 and a-e.
- Refer Ss to the dialogues.
- Have Ss do the activity and check answers.

1. d    2. a    3. b    4. e    5. c

- Explain any unknown words and choose Ss to act out the dialogues.

**2. VOCABULARY**

**Aim:** to present the opposites of some words in the dialogues

- Ask Ss to read through the sentences 1-5.
- Draw Ss' attention to the words in bold.
- Refer Ss to the dialogues.
- Have Ss do the activity and check answers.

1. spend    2. withdraw    3. accepted  
4. incorrectly    5. free of charge

KEY

**3. GRAMMAR****NEGATIVE QUESTIONS**

**Aim:** to present negative questions

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Point out to Ss that these are negative questions.
- Ask Ss the questions in the rubric.
- Check the answers with the class.

*Didn't you want to make a deposit?*: The speaker expresses surprise.

KEY

*Isn't that the same as a cash card?*: The speaker expects the listener to agree with him.

**QUESTION TAGS**

**Aim:** to present question tags

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Point out to Ss that these are question tags.
- Ask Ss to read through the rules. Make sure that they do not have any unknown words.
- Have Ss do the activity and check answers.

- end, an auxiliary, positive, negative

KEY

- Refer Ss to the Grammar Reference (p. 132).

**4. PRACTICE**

**A. Aim:** to give Ss practice in making negative questions

- Have Ss do the activity and check answers.

1. Don't you know how to use a cash machine? / Can't you use a cash machine?
2. Didn't we go to the same school? / Didn't you go to the same school as me?
3. Haven't you read this book before?

KEY

**B. Aim:** to give Ss practice in using question tags in the context of two short dialogues

- Have Ss do the activity and check answers.

1. didn't you, did you, can't you
2. aren't they, haven't you, will you, do you

KEY

**5. INTONATION ► 3, 4**

**A. Aim:** to present the intonation of question tags

- Play the CD and have Ss repeat each sentence as they hear it.
- Ask Ss the questions in the rubric and elicit the answers: In the first sentence (rising intonation), because the speaker is not sure whether there is a new bank on Greenfield Street and wants to confirm it. In the second sentence (falling intonation), the speaker is sure that there is a new bank on Greenfield Street and expects the listener to agree.
- Play the CD again and ask Ss to repeat the sentences while you move your hand upwards or downwards to show the rising or falling intonation in each question tag.

**B. Aim:** to raise Ss' awareness of issues of intonation and rhythm in question tags

- Play the CD and pause after each sentence.
- Ask Ss to repeat them and write the appropriate symbol next to each one.
- Check the answers with the class.

- |                       |                       |
|-----------------------|-----------------------|
| 1. rising intonation  | 4. rising intonation  |
| 2. rising intonation  | 5. falling intonation |
| 3. falling intonation | 6. rising intonation  |

KEY

**6. SPEAKING**

**Aim:** to give Ss practice in simulating conversations at a bank, at a bureau de change and at a cash machine

- Ask Ss to turn to the appropriate page.
- Have them read through the instructions.
- Point out to Ss that they should use the dialogues in the first activity of the lesson as models.
- In pairs, Ss take turns to act out the conversations according to the allocated roles.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the different conversations.

**Functions**

Talking about work and workplaces

Expressing result

Making exclamations

**Structures**

Exclamatory sentences

Clauses of result

**Vocabulary****Words related to work**bonus company day off employee employer  
firm (n) salary staff**Other words and phrases**advertise annual break (n) car wash condition  
consider criticise dream (v) dry-cleaner's  
inform outing pleasant serve slightly study (n)  
treat (n) white-water rafting**WARM-UP****Aim:** to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss elicit the meaning of the phrase *job satisfaction* (= the feeling of pleasure and achievement which you experience in your job when you know that your work is worth doing).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.
- Ask Ss:

*What is more important to you: job satisfaction or earning a lot of money?*

- Elicit answers and generate discussion.

**1. READING ➤15****A. (PRE-READING)****Aim:** to introduce the topic of the text by relating it to Ss' personal opinion

- Draw Ss' attention to the picture.
- Ask Ss the question and elicit answers.
- B. Aims:**
  - to present vocabulary, functions and structures in the context of a text
  - to give Ss practice in reading for gist
- Ask Ss to read through the text.
- Alternatively, play the CD and have Ss read and listen to the text.
- Ask Ss to read through the sentences a-c and check understanding.
- Have Ss decide which sentence best describes the writer's main purpose.
- Check the answers with the class. Ask Ss to provide justification for their answers.

The correct answer is b.

KEY

- Ask Ss some comprehension questions:

*Are big salaries and large bonuses always enough to keep employees happy? No, they aren't.*

*What are some companies now offering their staff? Exciting and unusual perks.*

*What has a software company in LA built for its employees? A number of on-site facilities.*

*What can the employees of a San Francisco-based software company do at the games room during their break? They can play video games, pool or table tennis.*

*What do many companies organise for their employees? Annual holidays and outings.*

*Where did a US supermarket chain take all its employees last year? It took them white-water rafting.*

*Who took part in the special end-of-year art festival which a UK mobile phone company organised for its employees? Some of the most famous artists in the UK.*

*What did the staff members have the opportunity to do? To meet them.*

*How much money does a US insurance firm give to every month's best employees? \$100.*

*What else does it offer to its employees? On-site golf lessons, as well as a library for staff members to read and enjoy some quiet time.*

*What do many employees think about this company? That it's a wonderful place to work.*

*Do they ever think about looking for a job elsewhere? No, they don't.*

**C. Aim:** to give Ss practice in identifying specific information in the text

- Ask Ss to read through the sentences. Make sure that they do not have any unknown words.
- Have Ss do the activity and check answers.

1. dry-cleaning, their cars, eat  
2. basketball, tennis, to go home  
3. 17,000 employees  
4. \$100, library

KEY

**D. Aim:** to give Ss practice in deducing the meaning of some unknown words from the text through a matching activity

- Refer Ss to the highlighted words 1-7 in the text.
- Ask Ss to read through the definitions a-g. Make sure that they do not have any unknown words.
- Have Ss do the activity and check answers.

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

KEY

- Explain any unknown words and choose Ss to read the text aloud.

**E. (POST-READING)****Aim:** to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss the questions and initiate a short discussion.

## 2. VOCABULARY

Aim: to give Ss practice in using words that can be easily confused

### LANGUAGE PLUS

**work** = an activity which a person uses physical or mental effort to do, usually for money

**job** = what a person does on a regular basis to earn money

**employer** = a person or organisation that offers people paid work

**employee** = a person who is paid to work for sb else

**office** = a room or part of a building in which people work

**study** = a room, especially in a house, used for work

**desk** = a type of table that you can work at

**company** = firm, a business that usually sells service/goods

**organisation** = a group of people who work together in a structured way for a shared purpose

KEY

- They don't want to go home.
- Because their work environment is pleasant.
- They express result.

To express result use:

- so + adjective or adverb + (that) ...
- such + (a/an) + (adjective) + noun + (that) ...

- Refer Ss to the Grammar Reference (p. 133).

## 4. PRACTICE

Aim: to give Ss practice in using exclamatory sentences and clauses of result in the context of two short dialogues

- Have Ss do the activity and check answers.

KEY

- such, such, so
- so, What, so, How

## 5. SPEAKING

Aim: to give Ss practice in using the functions, the structures and some of the vocabulary presented in this lesson through a pair work activity

- Ask Ss to read through the ideas given.
- Draw Ss' attention to the speech bubble.
- Draw Ss' attention to the TIP and explain it.
- In pairs, Ss talk about an ideal company by using clauses of result and exclamatory sentences respectively.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

- Ask Ss to read through the first set of sentences and then the words in the box.
- Refer Ss to the word **job** in the text (...they wouldn't dream of looking for a job anywhere else!).
- Encourage Ss to work out the difference in meaning between **work** and **job**.
- Point out to Ss that **work** has a more general meaning.
- Have Ss do the rest of the activity, one set at a time.
- Check the answers with the class.

KEY

1. job, work
2. employee, employer
3. office, desk, study
4. company, organisation

## 3. GRAMMAR

### EXCLAMATORY SENTENCES

Aim: to present exclamatory sentences

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Ask Ss the question in the rubric.
- Check the answers with the class.
- Read out and explain the rule.

KEY

The speaker wants to emphasise what follows by using the words in bold.

### CLAUSES OF RESULT

Aim: to present clauses of result

- Ask Ss to read through the examples.
- Draw Ss' attention to the words in bold.
- Ask Ss to read through the questions 1-3.
- Have Ss answer the questions and check answers.
- Ask Ss to look at the rules.
- Have Ss complete the rules and check answers.

**Functions**

Interviewing and being interviewed for a job  
Talking about your studies, qualifications and work experience

**Structures**

Reflexive pronouns

**Vocabulary**

**Words and phrases related to qualifications**  
advanced computer literate CV (Curriculum Vitae)  
degree driving licence education fluent in  
intermediate knowledge people skills personal skills  
previous experience

**Other words and phrases**

applicant apply for assistant available upon request  
be in charge of culture date of birth guest  
in charge of interests manager overtime  
present (now) reference

**WARM-UP**

**Aim:** to help Ss make hypotheses about the lesson by activating their background knowledge

- Ask Ss to look at the title of the lesson.
- Ask Ss what a CV (= Curriculum Vitae) is (*short written description of your education, qualifications, previous employment and sometimes also your personal interests, which you send to an employer when you are trying to get a job*).
- Ask Ss what makes a successful CV and elicit answers.
- Ask Ss what they think the lesson is about and elicit answers.

**1. VOCABULARY**

**Aim:** to present vocabulary related to qualifications

- Ask Ss to read through the questions. Make sure that they do not have any unknown words.
- Have Ss answer the questions according to what is true about them by ticking the appropriate column.
- Initiate a short discussion.

**2. SPEAKING**

**A. Aim:** to introduce the topic of the speaking activity by relating it to Ss' personal experience

- Ask Ss the questions and generate discussion.

**B. Aim:** to give Ss practice in simulating a job interview

- Ask Ss to read through the speech bubble.
- Point out to Ss that they can use vocabulary and ideas from activity 1.
- In pairs, Ss act out the job interview.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the job interviews.

**3. GRAMMAR**

**Aim:** to present reflexive pronouns

- Ask Ss to read through the first set of examples.
- Draw Ss' attention to the words in bold.
- Point out to Ss that *himself* is a reflexive pronoun while *him* is an object personal pronoun.
- Ask Ss the question and check the answer.

In the first sentence.

- Ask Ss to read through the second set of examples.
- Draw Ss' attention to the words in bold.
- Ask Ss the questions and check answers.

- by yourself* means alone
- yourself* is second person singular number, while *yourselves* is second person plural number
- Refer Ss to the Grammar Reference (p. 133).

**4. PRACTICE**

**Aim:** to give Ss practice in using the reflexive pronouns in context

- Have Ss do the activity and check answers.

- made herself
- cut yourself
- buy myself
- look at yourself
- enjoyed ourselves

**5. LISTENING ►16**

**A. (PRE-LISTENING)**

**Aim:** to introduce the topic of the listening text by relating it to Ss' personal opinion and experience

- Ask Ss the questions and generate discussion.

**B. Aim:** to give Ss practice in listening for specific information

- For each conversation have Ss read through the respective questions. Make sure that they do not have any unknown words.
- Play the CD twice, have Ss listen to the conversations carefully and answer the questions.
- Alternatively, play the CD and have Ss listen to the first conversation twice and answer the first set of questions. Follow the same procedure with the second conversation.
- Check the answers with the class.

- a. At the *Sunrise Hotel*. b. No, he can't.
- a. He's a photographer. b. He wants a part-time job.

**LISTENING TRANSCRIPT**

1.  
 Ian Hey, Mark, where were you this morning?  
 Mark I was at the *Sunrise Hotel*.  
 Ian Wow! A lot of famous people stay there. Why were you there?  
 Mark I had an interview.  
 Ian How did it go?  
 Mark Well, everything was going great until the interviewer started speaking to me in French.  
 Ian French? Why did he do that?  
 Mark Because on my CV, I wrote that I'm fluent in French. So when he saw that I didn't understand what he was saying, he got pretty annoyed with me.  
 Ian Of course he did. You shouldn't lie in your CV!  
 2.  
 Ted Hey, Robert how's the job-hunting going?  
 Robert Not well.  
 Ted That's a shame. You take great pictures.  
 Robert Thanks, but my work is not the problem. All the ads I find want someone to be available to work full-time and I only have time to work for about four hours a day.  
 Ted Why don't you go ask at JayMag? My friend Frank works there and he doesn't work full-time. Maybe they need a photographer.  
 Robert OK. I will.

**6. WRITING ►17**

**A. Aim:** to introduce the topic of the writing task by activating Ss' background knowledge

- Ask Ss the questions and generate discussion.

**B. Aim:** to familiarise Ss with the conventions of a CV

**LANGUAGE PLUS**

- BA is an abbreviation for 'Bachelor of Arts', which is the first university degree in an Arts or Social Science subject.
- MBA is an abbreviation for 'Master's of Business Administration', which is a postgraduate degree.

- Ask Ss to listen and read through John Forrester's CV.
- Ask Ss to read through the headings a-f. Make sure that they do not have any unknown words.
- Have Ss do the activity and check answers.

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

KEY

- Ask Ss some comprehension questions:

Where does John live? He lives in Surrey.

When was he born? On 3 June 1980. / In 1980.

Where was his first job? At the Hyde Hotel.

What was his position? He was the assistant manager.

What were his duties? He was in charge of ordering food and supplies and he organised special events for guests.

How long did he stay there? For 2 years. / From 2006 until 2008.

Where is he currently working? At the Park Hotel.

What is his current position? He is the hotel manager.

What are his duties? He is in charge of 25 employees and he interviews, hires and trains employees.

How long has he been working there? Since 2008.

What is John's first degree in? In International Hospitality Management.

Where did he do it? At the Robert Gordon University.

Does he have a postgraduate degree? Yes, he does.

What is it in? It's in Hospitality Management.

Where did he do it? At the University of Kent.

What languages does he speak? He speaks Spanish, German and Italian.

Is he computer literate? Yes, he is.

Does he get on well with people? Yes, he does.

What does he like doing? Travelling and learning about different cultures.

**C. Aim:** to involve Ss in making a decision based on information

- Ask Ss to read through the three advertisements. Make sure that they do not have any unknown words.
- Ask Ss the question in the rubric.
- Allow Ss some time to decide which of the three jobs is most suitable for John Forrester.
- Check the answers with the class. Ask Ss to justify their answers.

**Suggested answer**

The job at the NorthWest Hotel is the most suitable for John because he has all the necessary qualifications for it. On the contrary, he is not suitable for the job at the Lampert Hotel because his experience is not 10 years old and he doesn't speak French. He isn't suitable for the job at the Palace Hotel because he doesn't hold a BA in Business and Management and he isn't fluent in Italian.

**D. Aim:** to give Ss practice in writing a CV

- Draw Ss' attention to the TIP and explain it.
- Point out to Ss that they should use the CV in activity 6B as a model.
- Allow Ss some time to write their CVs.
- Choose some Ss to read out their CVs.

**Functions**

Talking about bad job experiences  
Sequencing past actions and events

**Structures**

Past Perfect Simple

**Vocabulary****Jobs**

builder call centre agent cameraman journalist  
lifeguard newsreader painter paramedic  
plumber rescue squad zookeeper

**Other words and phrases**

altogether be/get fired by the time chase  
complaint construction disgusting exhausting  
exit face-to-face factory feed get used to  
glad in general in the middle of involve media  
penguin put up with quit remind sweet (n)  
unpleasant

**WARM-UP**

**Aim:** to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the verb *quit* (= leave your job).
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

**1. READING ➤ 18****A. (PRE-READING)**

**Aim:** to prepare Ss for the topic of the reading text by relating it to their personal opinion

- Ask Ss the questions and generate discussion.

- B. Aims:**
- to present vocabulary, functions and structures in the context of a forum
  - to give Ss practice in reading for gist

**BACKGROUND NOTE**

A **forum** is a place on the Internet where people can post messages or discuss particular subjects with other people at the same time.

- Ask Ss to look at the layout of the text and tell you what it is (*a webpage of a forum*) and where it can be found (*on the Internet*).
- Ask Ss to tell you what kind of a forum this is (*a job forum*).
- Ask Ss to tell you what a job forum is about (*people who discuss their job experiences*).
- Ask Ss what other forums they know of, if they have ever joined a forum, etc.
- Ask Ss to read through the text. Alternatively, play the CD and have Ss read and listen to the text at the same time.
- Have Ss match the names of the people with the job they are describing and check answers.

Larry: factory worker, Dan: zookeeper,  
Sam: call centre agent, Willy: factory worker

- Ask Ss some comprehension questions:

*What did Larry do at the sweet factory where he worked?  
He put sugar on sweets and biscuits.*

*Why did he like his job in the beginning? Because he was a big fan of sweets.*

*How did he use to go home? With sugar in his hair, up his nose and in his ears.*

*Did he like the smell? No, he didn't.*

*Why? Because it was very strong.*

*What didn't Dan like about his job? Cleaning up after the animals.*

*Where was the worst job he had? In the monkey reserve.*

*What did monkeys do as visitors drove through? They climbed on their cars (for a free ride).*

*What did the people working at the safari park have to do at the exit of the reserve? They had to stop the monkeys from getting into the next reserve.*

*How did they chase the monkeys around? With a stick.*

*What does Sam's job involve? Taking customers' orders, answering calls and dealing with people and their complaints.*

*Why does he think that people are rude? Because they can't see you face-to-face.*

*What happened once while he was talking to a customer? He got so angry that he shouted back at him.*

*When did Willy first understand that he had had enough of his job at the factory? Before the end of the first week. Was it tiring? Yes, it was.*

*What was the worst thing about it? That it was boring. Who did Willy work with? With a man who had been there for twenty years.*

*What was the man's problem? That he dreamt of boxes, he saw boxes when he closed his eyes and he even tasted boxes when he ate.*

**C. Aim:** to give Ss practice in reading for specific information

- Ask Ss to read through the sentences 1-7 and make sure that they do not have any unknown words.
- Have Ss do the activity and check answers.

1. W 2. S 3. W 4. D 5. L 6. S 7. L

KEY

**D. Aim:** to give Ss practice in guessing the meaning of unknown words from the context

- Ask Ss to read through the definitions 1-6. Make sure that they do not have any unknown words.
- Refer Ss to the text.
- Have Ss do the activity and check answers.

1. disgusting 2. reserve 3. stick  
4. put up with 5. remind 6. exhausting

KEY

- Explain any unknown words and choose Ss to read the text aloud.

**E. (POST-READING)**

**Aim:** to give Ss the opportunity to have a further discussion on the topic of the reading text

- Ask Ss the question and initiate a short discussion.

## 2. VOCABULARY

Aim: to present vocabulary related to jobs

- Ask Ss to look at the pictures showing jobs of three different groups (*emergency services, media, construction*).
- Help Ss relate the content of each picture to the job it describes.
- Ask Ss the question in the rubric.
- Elicit answers.

*Suggested answers*

**emergency services:** ambulance driver,

doctor, nurse, firefighter, police officer

**media:** weatherman, reporter,

sports presenter, editor, graphic designer

**construction:** electrician, architect

KEY

## 3. GRAMMAR

Aim: to present the formation and use of the Past Perfect Simple

- Write on the board: *When I arrived home, my sister had cooked.*
- Explain that the first action is *had cooked* and for this reason the Past Perfect Simple is used, whereas *arrived* is the second action, therefore the verb is in the Past Simple tense.
- Draw the following diagram on the board, to illustrate the difference between the two tenses:



- Ask Ss to read through the examples.
- Draw Ss' attention to the verbs in bold.
- Ask Ss the question in the rubric.
- Elicit the answer that in the first sentence the speaker first gave up sweets and then he left, in the second sentence Sam first sent his CV and then he got the job and in the third sentence we hadn't been to the zoo until we took the kids there.
- Ask Ss to look at the table.
- Have Ss do the activity and check answers.

had, before

KEY

- Refer Ss to the Grammar Reference (p. 133).

## 4. PRACTICE

Aim: to give Ss practice in using the Past Perfect Simple and the Past Simple in the context of a dialogue

- Ask Ss to read through the dialogue.
- Have Ss do the activity and check answers.

Did ... take, got, had closed, parked, went,  
remembered, had left, ran, had happened, had  
taken, saw, was

KEY

## 5. SPEAKING

Aim: to give Ss practice in sequencing past events through a pair work activity

- Draw Ss' attention to the timeline of events.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer questions about the events they have included in their own timelines.
- Go round the class, helping Ss when necessary.
- Choose some pairs to act out the dialogues.

## WORKBOOK LISTENING ►19

For the listening transcript go to page 146.

**Functions**

Asking for and giving information about training courses

**Vocabulary**

as for... attend career certificate  
complete (v) cooking course fee gardening  
intensive practical work sign up well-organised

**WARM-UP**

**Aim:** to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the phrasal verb *sign up* (= enrol).
- Ask Ss to tell you what they think the lesson is about.

**1. VOCABULARY**

**Aim:** to present vocabulary related to training courses

- Ask Ss to read through the sentences 1-5.
- Draw Ss' attention to the words in bold.
- Have Ss deduce the meaning of the words in bold from the context.
- Check the answers with the class.

**fees** = the amount of money you pay to be allowed to do sth (e.g. attend a course)

KEY

**certificate** = a document that you receive at the end of a course

**attend** = go to, be present in

**career** = the period of time that you devote to your professional life trying to become better and successful

**practical work** = work relating to real action and experience

**complete** = finish successfully

**2. LISTENING ►► 10, 11****A. (PRE-LISTENING)**

**Aim:** to prepare Ss for the topic of the listening text

- Ask Ss the questions and generate discussion.

**B. Aim: to give Ss practice in listening for specific information about the training courses offered by a college**

- Ask Ss to read through the advertisement. Make sure that they do not have any unknown words.
- Play the CD twice.
- Have Ss listen to the recorded message carefully and complete the blanks.
- Check the answers with the class.

1. 18 and over

2. Teacher

3. Computer Science

4. Practical work

KEY

**LISTENING TRANSCRIPT**

**Recorded message:** Thank you for calling Top Class training courses. We provide a great variety of courses for people who are over 18 and want to get a head start or help their careers. Whether you want to learn some building skills to help you get a job on a construction site, or take a teacher training course to improve your classroom environment, we have courses for everyone.

If it's Computer Science you want, we have many courses with varying difficulties. The seminars take place in various colleges and institutions and you will also have the opportunity to do some practical work. We even offer distance learning courses, so you learn from the comfort of your home. When you complete the course, you will receive a certificate recognised throughout the country.

If you'd like more information about course dates and times, press 1.

If you'd like to find out more about a specific course, press 2. If you'd like to speak to one of our agents, press 3. Beep!

**C. Aim: to give Ss practice in listening for specific information about a training course offered by a college**

- Ask Ss to read through the notes.
- Ask Ss to say what they think the caller is going to ask.
- Elicit answers but do not correct Ss at this stage.
- Play the CD once and have Ss listen to the dialogue in order to check their predictions.
- Play the CD again and have Ss complete the blanks.
- Check the answers with the class.

1. gardening    2. no / none    3. 10  
4. 2    5. Wednesdays    6. €350

KEY

**LISTENING TRANSCRIPT**

**Agent** Top Class training courses, how can I help you?

**Caller** Hello, I'm interested in one of your courses but I'd like a bit more information.

**Agent** Certainly. Which course are you interested in?

**Caller** It's the one where you learn all about gardening. You see, I lost my job last year and I'd like to become a professional gardener.

**Agent** Then, it's a great way to start.

**Caller** Do I need any qualifications to sign up for the course?

**Agent** No, but after the 20 lessons are over, there's an advanced class you can join.

**Caller** That's good to know. So, is it 20 lessons in 10 weeks?

**Agent** That's right, two a week.

**Caller** On which days?

**Agent** Let me see, yes, on Mondays and Wednesdays, and they start at ten.

**Caller** OK, that's good. Where do the classes take place?

**Agent** At Mewbury College, and the practical work is done in the college gardens.

**Caller** That's close to me, which is convenient. Could you tell me about the fees?

**Agent** The duration of the course is 50 hours in total and the price is €350.

**Caller** OK, thank you very much.

**Agent** No problem. If you need anything else, don't hesitate to call.

**Caller** Great.

**3. SPEAKING**

**Aim:** to give Ss practice in asking for and giving information about training courses through a pair work activity

- Ask Ss to look at the titles of the four courses on offer.
- Ask Ss to read through the prompts.
- Point out to Ss that Student B has to make up the information in order to answer Student A's questions.
- In pairs, Ss take turns to ask for and give information about the courses.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

**4. WRITING ►12**

**A. Aim:** to familiarise Ss with the purpose and content of an e-mail giving information

- Ask Ss to read through the e-mail.
- Ask Ss the questions 1-5.
- Check the answers with the class.

- To give him some information about the training course he attended.
- Information about the photography training course (e.g. how long the course lasted).
- Jerry might want to know about the number of students on the course, if he needs to have any qualifications or equipment, if they offer any practical classes, etc.
- He really liked it and found it very useful.
- Introduction: the reason for writing, Main part: giving all the information asked about the course, Conclusion: recommending the course

KEY

- Ask Ss some comprehension questions:

*What's Ross' job? He works as a photographer for a local newspaper.*

*What kind of course did he attend? A photography training course.*

*Was it well-organised? Yes, it was.*

*How long did it last? Four weeks.*

*How many times a week did he have lessons? Three.*

*What time did the lessons finish? At six in the evening.*

*When did the lessons take place? At Grand College.*

*What were the facilities like there? They were great.*

*What were the teachers like? They were experienced and very helpful.*

*Was it easy to work with them? Yes, it was.*

*Has he kept in touch with some of the teachers? Yes, he has.*

*What does he think of the fees? They were expensive but it was worth it.*

*What did he receive when the course was completed? A certificate.*

*Did it take him long to find a job? No, it didn't.*

**B. Aims:**

- to give Ss practice in expanding information taken from advertisements into sentences
- to familiarise Ss with the language used in advertisements

- Have Ss do the activity and check answers.

*Suggested answers*

- The computer course is offered on Mondays, Tuesdays and Wednesdays from 10:30am till 3pm.
- The course lasts 5 weeks and the fees are €250. / The fees for this five-week course are €250.
- Sign up now and get a 20% discount.
- For further/more information, contact Richard Robinson at 555-3246.

KEY

**C. Aim:** to give Ss practice in writing an e-mail giving information

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the advertisement. Make sure that they do not have any unknown words.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

# 7 Round-up

**Aim:** to help Ss revise the structures, functions and vocabulary presented in Module 7 through various activities

## VOCABULARY

A.

1. refuse
2. employer
3. cash
4. applicant
5. inform

KEY

B.

1. in
2. of
3. for
4. off
5. up
6. of
7. in

KEY

## GRAMMAR

C.

1. had arranged
2. got
3. had already gone
4. didn't know
5. waited
6. bought
7. got
8. had already seen

KEY

D.

1. by herself
2. them
3. yourself
4. it
5. myself
6. us

KEY

E.

1. Amanda is so rude.
2. The kids were making so much noise that I couldn't work.
3. Salim enjoys working as a teacher, doesn't he?
4. It had been such a tiring day that I didn't want to go out for dinner.
5. The place was so crowded that we couldn't sit anywhere.
6. What a great idea!

KEY

## COMMUNICATION

F.

have you, didn't you,  
don't I, do you, aren't  
they, will you

KEY

G.

1. 5, 4, 3, 6, 1, 7, 2
2. 3, 4, 2, 1, 5, 6

KEY

# 7 Round-up

## LISTENING ►13

- Ask Ss to read through the four questions and look at the pictures following each question.
- Play the CD twice.
- Alternatively, play each dialogue twice and have Ss decide on the correct answer.
- Check the answers with the class.

1. b 2. b 3. c 4. a

KEY

## LISTENING TRANSCRIPT

1.

- Man 1** So, how's your new job?  
**Man 2** It's great, the salary's good and my colleagues are very friendly. And they offer some fantastic perks.  
**Man 1** What, like cash bonuses or free meals?  
**Man 2** No, but because it's a travel agency, we get free airline tickets every year to go anywhere in Europe.  
**Man 1** Not bad.

2.

- Man 1** How's work?  
**Man 2** It's pretty tiring but it's good fun. The project we're working on at the moment is about people at work.  
**Man 1** So, who did you photograph so far?  
**Man 2** Erm, lots of people, like plumbers, painters, artists...  
**Man 1** Sounds great. I'm looking forward to the exhibition.

3.

- Man 1** Quick, what time is it?  
**Man 2** Ermm... it's nine o'clock.  
**Man 1** I'm late!  
**Man 2** What for?  
**Man 1** I have an interview today. I have to be there at ten.  
**Man 2** You have loads of time.  
**Man 1** No, I have to catch the half past nine bus.  
**Man 2** Get going then!

4.

- Woman 1** So, what do you think?  
**Woman 2** It's delicious. Did you get the recipe from that recipe book you got?  
**Woman 1** No, I learnt this on that course I took, remember?  
**Woman 2** Yes, I do. I wanted to take a gardening course once. I also thought about learning French.  
**Woman 1** What stopped you?  
**Woman 2** It seemed like too much hard work.

## SPEAKING

A.

- Ask Ss to look at the two pictures.
- Ask Ss to tell you what the jobs of the people in the pictures are (*a secretary/an office worker and a lifeguard*).
- Ask Ss to read through the two boxes. Make sure that Ss do not have any unknown words.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to compare the two jobs in the pictures using the ideas in the boxes.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

B.

- Ask Ss the question in the rubric and draw their attention to the speech bubble.
- In pairs, Ss take turns to say which job they believe they are more suitable for giving reasons for their choice.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

## SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress  
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

**►|14**

Aim: to introduce Ss to various aspects of the culture of the English-speaking world

- A.
- Ask Ss the questions and elicit answers.
- B.
- Ask Ss to read through the sentences 1-3 and make sure that they do not have any unknown words.
  - Ask Ss to guess whether the sentences are True or False.
  - Elicit answers but do not correct Ss at this stage.
  - Ask Ss to read through the text and check their predictions.
  - Alternatively, you can play the CD and have Ss read and listen to the text and check their predictions at the same time.
  - Check the answers with the class.

1. F      2. F      3. T

**KEY**

- Ask Ss some comprehension questions:

*What was the silver coin that was used in Europe called? A thaler.*

*How long was it used for? For almost 400 years.*

*Where did the dollar sign '\$' first appear? In business documents between English-Americans and Spanish-Americans.*

*When did it appear? In the 1770s.*

*What does 'ps' mean? It's the plural for 'peso'.*

*Which letters are believed to have been mixed to form the dollar sign '\$'? The letters U and S.*

*What's a 'loonie'? The Canadian \$1 coin.*

*Which US dollar bills can last up to 8 years? The 50- and 100-dollar bills.*

*Which US bill has the most nicknames? The US \$100.*

C.

- Ask Ss to read through the questions 1-5 and their options.
- Have Ss do the activity and check answers.

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

**KEY**

- Explain any unknown words.

- Aims:
- to introduce the topic of the module and activate Ss' background knowledge
  - to present the learning objectives of the module

- Draw Ss' attention to the picture and ask them:

*What can you see? A patchwork quilt (a bed cover made from many different pieces of fabric sewn together).*

- Draw Ss' attention to the title of the module.
- Help Ss relate the title of the module to the picture (e.g. *different people, different ways of life/cultures*).
- Ask Ss what they think the module is about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

an e-mail of invitation: p. 112

a recipe for a Peruvian dish: p. 108

customs and gestures from different countries: p. 106

two friends talking about life on a farm: p. 104

a text about Alaska natives: p. 110

- Read out the objectives listed in the *In this module you will* section.
- Explain any unknown words.

**Functions**

Talking about life on a farm  
Reporting

**Structures**

Reported Speech (statements)

**Vocabulary**

barn cereal chores cow dawn describe  
full-time goat insist laugh (n) milk (v)  
oversleep pick starve skip task

**Phrases**

at best dead tired long time no see lucky you!  
not my cup of tea rise and shine

**WARM-UP**

**Aim:** to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce that when we say *Not my cup of tea*, we mean something we are not interested in.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

**1. LISTENING & READING ►15**

**A. Aim:** to introduce the topic of the dialogue by relating it to Ss' personal preferences

- Ask Ss the questions and generate discussion.

**B. Aims:** • to present vocabulary, functions and structures in the context of a dialogue  
• to give Ss practice in reading for gist

- Ask Ss to look at the picture.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen to the dialogue and check their predictions.
- Alternatively, play the CD and have Ss read and listen to the dialogue at the same time.

He is on a farm.

- Ask Ss some comprehension questions:

*Who is Victor? He is Bob's nephew.*

*What time did Uncle Bob wake Victor up? At five o'clock.  
Did Victor skip breakfast that day? No, he didn't.*

*Did Victor think life on the farm was easy? No, he didn't.  
What does Victor usually have for breakfast? He has a glass of milk, at best.*

*Did Victor have to drink goat's milk? No, he didn't.*

*Was breakfast tasty? Yes, it was.*

*Was Victor hungry after all the chores? Yes, he was.*

**C. Aim:** to give Ss practice in identifying specific information in the dialogue

1. Because there was a lot of work to do on the farm.
  2. Yes, he does.
  3. Jay and Victor.
  4. He had to feed the cows, milk them, clean the barn and pick lots of fruit and vegetables.
  5. He had a good time with his uncle, but he thought that life on the farm was very tiring.
- Explain any unknown words and choose Ss to act out the dialogue.

KEY

**2. VOCABULARY**

**Aim:** to give Ss practice in using words that can be easily confused

- Ask Ss to read through the sentences and the words in the boxes.
- Have Ss do the activity, one set at a time. For each set of words, refer Ss to the text and/or provide them with definitions and/or examples.
- Check the answers with the class.

**LANGUAGE PLUS**

**chore** = a task that you have to do often  
**job** = work sb does in return for money

**say** and **tell** have a similar meaning (=to speak to sb or give information about sth) but are structured differently. In specific, we say sth to sb: *I said 'hello' to Eric*, but we tell sb sth: *I told Eric 'hello'*.

**want** = wish for sth

**need** = want sth which is necessary or very important

**ideal** = suitable, perfect

**favourite** = sth you like more than other things

KEY

1. job
2. chores
3. say
4. tell
5. want
6. need
7. favourite
8. ideal

**3. GRAMMAR****Aim:** to present Reported Speech (statements)

- Ask Ss to read through the examples.
- Ask Ss the questions.
- Elicit the answers that we use Reported Speech when we want to report someone's actual words. The tenses, the personal pronouns and the possessive adjectives have changed according to the meaning of the sentences in Direct Speech.
- Refer Ss to the Grammar Reference (p. 133) to study the changes.
- Ask Ss to read through the rules. Make sure that Ss do not have any unknown words.
- Allow Ss some time to complete the rules.
- Check the answers with the class.

tell, say, Past, Past Perfect, should

KEY

**4. PRACTICE****Aim:** to give Ss practice in using Reported Speech (statements) in context

- Ask Ss to read through the speech bubbles.
- Have Ss do the activity and check answers.

- (that) the hotel looked really amazing and (that) he liked it.
- (that) he wanted to visit that place too and (that) he would go the following year with his family.
- (that) his brother had been there the previous year and (that) he had had a great time.
- (that) he had never seen such a beautiful view before.

KEY

**5. INTONATION ►16****Aim:** to give Ss practice in identifying the intonation of statements in Reported Speech

- Play the CD and have Ss repeat each sentence as they hear it.
- Ask Ss the question in the rubric and elicit the answer that the underlined words are stressed.

**6. SPEAKING****Aim:** to give Ss practice in using the functions, the structure and some of the vocabulary presented in this lesson through a pair work activity

- Ask Ss to read through the questions and the speech bubble.
- In pairs, Ss take turns to ask and answer the questions.
- Go round the class helping Ss when necessary.
- Choose some Ss to report their partner's answers to the class.

**WORKBOOK LISTENING ►17**

- For the listening transcript go to page 146.

**Functions**

Talking about customs from different countries  
Reporting

**Structures**

Reported Speech (questions, commands and requests)

**Vocabulary**

a short while cheek cheerfully clear up  
custom enjoyable finger greet halfway through  
interrupt introduce kiss (v) misunderstand  
misunderstanding occur remove shake hands  
silently skin uncomfortable

**WARM-UP**

**Aim:** to help Ss make hypotheses about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.
- Ask Ss if they already know of any cultural differences, if they are interested in finding out more, etc.
- Elicit answers.

**1. READING ►18****A. (PRE-READING)**

**Aim:** to introduce the topic of the text by activating Ss' background knowledge

- Ask Ss the question and generate discussion. If necessary, explain the meaning of the words *gesture* (= a movement of the hands to express a feeling) and *custom* (= an established and socially accepted way of behaviour and belief).

**B. Aims:** • to help Ss make hypotheses about the text

- to present vocabulary, functions and structures in the context of a text
- to give Ss practice in reading for gist

- Ask Ss to read through the questions 1-3 and their options. Make sure that Ss do not have any unknown words.
- Allow Ss some time to answer the questions.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to look at the layout of the text and tell you what it is (*an article*) and where it can be found (*in a magazine*).
- Draw Ss' attention to the title (*They do it differently!*) and to the names and places at the end of each paragraph.
- Ask Ss to tell you what the magazine article is about (*about cultural differences/things that are different in different cultures*).
- Ask Ss to read through the text and check their answers to questions 1-3.
- Alternatively, play the CD and have Ss read and listen to the text and check their predictions.

1. b 2. a 3. a

KEY

- Ask Ss some comprehension questions:

*How did John's friend ask him not to interrupt? He put his finger to his lips.*

*What did John do? He walked back in and sat down.*

*How long did they all sit silently? For a minute.*

*What does Jack think is the only way to greet someone when you meet them for the first time? To shake hands.*

*Who was he introduced to in Belgium? To his friend's brother.*

*Did things go the usual way? No, they didn't.*

*What did the others do when they saw his reaction? They started laughing.*

*Where does Peter's friend come from? From Japan.*

*What is his name? Daiki.*

*What did Daiki ask Peter on the second day of his visit?*

*He asked if Peter wanted to have dinner with them.*

*Did Peter accept? Yes, he did.*

*Why did Daiki's brother get upset with Peter? Because he saw him pulling the skin down under his eye.*

*How did Peter find out why Daiki's brother got upset with him? He asked Daiki.*

**C. Aim:** to give Ss practice in identifying specific information in the text

- Have Ss do the activity and check answers.

1. Because talking would bring bad luck.  
2. He felt a bit embarrassed. He walked back in and sat down.  
3. To say 'hi'.  
4. He felt uncomfortable. / He went red.  
5. Because he got something in his eye.  
6. He apologised to Daiki's brother and tried to explain.

KEY

**D. Aim:** to give Ss practice in deducing the meaning of some unknown words/phrases from the text through a matching activity

- Refer Ss to the highlighted words/phrases 1-5 in the text.
- Ask Ss to read through the options following each word/phrase. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

1. a 2. b 3. b 4. a 5. a

KEY

- Explain any unknown words and choose Ss to read the text aloud.

**E. (POST-READING)**

**Aim:** to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss the questions and initiate a short discussion.

**2. VOCABULARY**

**Aim:** to present and give Ss practice in using verbs followed by prepositions

- Ask Ss to read through the box containing verbs followed by different prepositions. Make sure that Ss do not have any unknown words.
- Ask Ss to read through the sentences 1-7. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

KEY

- invite
- apologise
- laugh
- forget
- wait
- lie
- argue

**3. GRAMMAR****REPORTED SPEECH (questions)**

**Aim:** to present Reported Speech (questions)

- Ask Ss to read through the direct questions.
- Ask Ss to read through the respective reported questions.
- Ask Ss the questions and check answers.

KEY

- The same question word that the direct question begins with.
- (We use) the word *if/whether*.
- (They are) in the affirmative form.

**OPTIONAL ACTIVITY**

Give Ss some direct questions to turn them into Reported Speech,  
e.g. '*What time does the documentary start?*', *Mary asked.*

*Mary asked what time the documentary started.*

'*Did you buy your car last year?*', *Joe asked John.*

*Joe asked John if/whether he had bought his car the previous year/the year before.*

'*Will you go abroad this summer?*', *Clive asked Bob.*

*Clive asked Bob if/whether he would go abroad that summer.*

'*How many books have you read this year?*', *Mr Wilson asked Jim.*

*Mr Wilson asked Jim how many books he had read that year.*

**REPORTED SPEECH (commands-requests)**

**Aim:** to present Reported Speech (commands-requests)

- Ask Ss to read through the sentences in Direct Speech.
- Help Ss understand that the first sentence is a request while the second one is a command.
- Ask Ss to look at the box containing the rule.
- Have Ss complete the rule and check the answers with the class.
- Draw Ss' attention to the NOTE and explain it.

tell, ask

KEY

- Refer Ss to the Grammar Reference (p. 134).

**4. PRACTICE**

**Aim:** to give Ss practice in using Reported Speech (questions, commands and requests)

- Have Ss do the activity and check answers.

KEY

- what I was eating.
- to let her borrow her jacket.
- to stop right there.
- if I needed any help.
- not to open that window.
- me why I had come back so soon.

**Functions**

Talking about food and quantities  
Giving and following instructions

**Vocabulary****Verbs related to cooking**

add boil chop fry mash melt  
mix peel place pour slice spread stir  
whisk wrap

**Kitchen utensils**

bowl chopping board fork frying pan  
oven dish plate potato masher saucepan  
tablespoon whisk (n) wooden spoon

**Other words and phrases**

a couple of aluminium foil cocoa powder  
crumb decorate gram ingredients  
instructions layer mayonnaise olive  
olive oil recipe roll (n) tin

**WARM-UP**

Aim: to introduce the topic of the lesson

- Ask Ss to look at the title of the lesson.
- Draw Ss' attention to the pictures on the page.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.
- Ask Ss to tell you when we ask the question *What's cooking?*
- Point out to Ss that the question *What's cooking?* is not used to ask about food that is being cooked but rather to ask about what is happening or what someone is planning (e.g. *Everybody looks serious – what's cooking?*). Here, the title aims to create a rather humorous effect and make direct reference to the topic of the lesson.

**1. VOCABULARY**

**A.** Aim: to activate Ss' background knowledge about the topic of the lesson by relating it to their personal experience

- Ask Ss the questions and generate discussion.

**B. Aim:** to present vocabulary related to cooking

- Ask Ss to look at the pictures and read through the phrases underneath them.
- Draw Ss' attention to the verbs in bold.
- Explain to Ss that these are verbs related to cooking.
- Help Ss deduce the meaning of the verbs in bold by relating them to the content of the respective pictures.
- If necessary, provide Ss with any further explanations and/or examples and explain any unknown words.

**2. LISTENING ►19**

**A. Aim:** to give Ss practice in listening for specific information regarding the ingredients of a recipe

- Ask Ss to read through Donna's notes of the ingredients used in a recipe for a Peruvian dish called *causa*.
- Make sure that Ss do not have any unknown words.
- Play the CD and have Ss listen to the dialogue carefully and complete the blanks with the ingredients that are missing.
- Check the answers with the class.

potatoes, tuna, onion, vegetable, lemon, egg slices

**B. Aim:** to give Ss practice in listening for specific information regarding the instructions for a recipe

- Ask Ss to read through the instructions 1-5.
- Make sure that Ss do not have any unknown words.
- Play the CD again and have Ss do the activity.
- Check the answers with the class.

1. F 2. T 3. F 4. T 5. F

**LISTENING TRANSCRIPT**

June Hello?  
 Donna Hi June. How are things?  
 June Not too bad. And you?  
 Donna Well, I need some help. I'm having some friends over for dinner tomorrow and I have no idea what to cook. And you know me, I'm not the best chef in the world!  
 June What about *causa*? It's a Peruvian dish.  
 Donna Sounds a bit exotic. I hope it's not too difficult and doesn't need ingredients I don't have.  
 June Don't worry. It's very simple. And it's not exactly the way they make it in Peru. It's my recipe. I made it the other day and it turned out lovely.  
 Do you have a pen?  
 Donna Yeah, go on.  
 June Right, you need about a kilo of potatoes.  
 Donna OK.  
 June You also need a tin of tuna, some mayonnaise and a small onion.  
 Donna (writing) Tuna, mayonnaise and an onion. OK, so what do I do?  
 June First, you peel and boil the potatoes. Then, you mash them with some oil.  
 Donna Olive oil?  
 June Yeah, or vegetable oil. Also add some lemon juice and some salt and pepper to the mash and leave it aside.  
 Donna What next?  
 June Chop up the onion, put it in a bowl and mix it with the tuna and some mayonnaise.  
 Donna How much mayonnaise?  
 June About a cup. Don't put too much. It won't be nice.  
 Donna Yeah, and it's not very healthy.  
 June That's true! Finally, you take a dish and spread some mayonnaise on the bottom. Then, add a layer of mashed potato. Next, add a layer of the tuna-mayonnaise mix. Finally, add another layer of mashed potato on top.  
 Donna That's easy!  
 June I know. And it's delicious! Then, put it in the fridge for a while to cool.  
 Donna That's it?  
 June Yeah! Oh, and don't forget to add some olives or boiled egg slices for decoration before you serve it.  
 Donna Lovely! What's it called again?  
 June *Causa*. C-A-U-S-A. I know a very nice Peruvian salad recipe, too.  
 Donna Hold on! Let me get more paper...

**POST-LISTENING**

- Ask Ss some questions:  
e.g. *Do you think that 'causa' is delicious?*  
*Would you ever try to make it?*
- Elicit answers.

**3. SPEAKING**

Aim: to give Ss practice in talking about a recipe

- Ask Ss to think of a dish they know how to prepare.
- Draw Ss' attention to the questions in the rubric and the speech bubble.
- Allow Ss some time to think of the steps they follow to prepare the dish.
- Ask Ss to tell you the steps they follow.

**4. WRITING ►20**

- A. Aim:** to prepare Ss for the writing task by relating it to their personal opinion and experience
- Ask Ss the questions and generate discussion.
- B. Aim:** to help Ss transfer from verbal to visual information in the context of a recipe

**LANGUAGE PLUS**

- tbsp is an abbreviation for tablespoon (= the amount a large spoon can hold)
- tsp is an abbreviation for teaspoonful (= the amount a teaspoon can hold)

- Ask Ss to look at the title of the recipe and the accompanying pictures.

- Ask Ss:

*Have you ever tried it?*

*Would you like to try it?*

*Do you think it will be difficult to prepare it?*

- Elicit answers.
- Ask Ss to read through the ingredients. Make sure that they do not have any unknown words.
- Ask Ss to read through the instructions. Make sure that they do not have any unknown words.
- Ask Ss to look at the pictures.
- Have Ss do the activity and check answers.

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

KEY

**C. Aim:** to give Ss practice in writing a recipe

- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Choose some Ss to read out their recipes.

**Functions**

Talking about imaginary situations  
Making wishes

**Structures**

Conditional Sentences Type 2  
Wishes

**Vocabulary**

climate community hunting impress  
inhabitant landscape normally pretty prey  
rely on respect (n/v) state tradition traveller  
unique village villager

- Ask Ss some comprehension questions:

*Why will Alaska impress the traveller? Because of its spectacular landscapes and unique climate.*

*Who are the Inupiat? One of the many peoples of Alaska.  
What is Barrow? It is the most northern city in Alaska and the United States.*

*Is it warm in Barrow in winter? No, it isn't.*

*What is it like in July there? It is always day.*

*What are the Inupiat like? They are peaceful people with respect for the environment and their traditions.*

*What do they rely on for their survival? They rely on salmon fishing and hunting.*

*What do Inupiat women do? They either work or stay at home and make warm clothes for their family.*

**WARM-UP**

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss what they think the lesson is about.
- Elicit answers.

**1. READING ➤ 21****A. (PRE-READING)**

**Aim:** to prepare Ss for the topic of the reading text by activating their background knowledge

- Draw Ss' attention to the map on p. 111.
- Ask Ss the question and elicit answers, but do not correct Ss at this stage.

**BACKGROUND NOTE**

Alaska is the largest state by area in the United States but compared to other states it has the least population. It is situated in the northwest of North America, with the city of Barrow being America's most northern city. Alaska's capital is Juneau and the largest city is Anchorage. Almost 90% of the population speaks English. Alaskan climate varies according to the area and the highest and lowest temperatures always occur in the interior. The highest recorded temperature was 38 °C and the lowest was -62 °C.

**B. Aims:**

- to present vocabulary, functions and structures in the context of a factual text
- to give Ss practice in reading for specific information

- Draw Ss' attention to the pictures and ask them to tell you what they think the text will be about.
- Draw Ss' attention to the TIP and explain it.
- Ask them to read through the text without worrying about unknown words. Alternatively, play the CD and have Ss read and listen to the text at the same time.
- Point out the picture dictionary at the bottom of the page.

**LANGUAGE PLUS**

Point out to Ss that when we refer to peoples, we mean ethnic groups.

- Have Ss read the text again and answer the questions 1-5.
- Check the answers with the class.

1. It offers visitors a pretty sight but also a fascinating opportunity to meet wonderful people and a different culture.
2. They live in the north and north-western areas of Alaska.
3. Because Alaska is very close to the North Pole.
4. They eat caribou, fish, especially salmon, and whales.
5. They share it among all the members of the community.

KEY

**C. Aim:** to give Ss practice in deducing the meaning of some unknown words in the text

- Refer Ss to the highlighted words in the text.
- Encourage Ss to deduce the meaning of these words from the context.
- Ask Ss to read through the definitions a-e. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

1. e
2. a
3. d
4. b
5. c

KEY

1. community
2. rely
3. landscape
4. prey
5. inhabitants

- Explain any unknown words and choose Ss to read the text aloud.

**D. (POST-READING)**

**Aim:** to give Ss the opportunity to have a further discussion on the topic of the reading text

- Ask Ss the question and initiate a short discussion.

**2. GRAMMAR**

**CONDITIONAL SENTENCES TYPE 2**

**Aim:** to present Conditional Sentences Type 2

- Ask Ss to read the example. Draw their attention to the words in bold.
- Ask Ss the questions and check answers.

- It refers to the present/future.
- No, they haven't.

KEY

- Draw Ss' attention to the table containing the rule about the formation of Conditional Sentences Type 2. Make sure that Ss do not have any unknown words.
- Have Ss complete the rule.
- Check the answer with the class.

would

KEY

**WISHES**

**Aim:** to present Wishes

- Ask Ss to read the example. Draw their attention to the words in bold.
- Ask Ss the questions and check answers.

KEY

- It refers to the present/future.
- No, it isn't.
- They don't like it.

- Draw Ss' attention to the table containing the rule about the formation of Wishes. Make sure that Ss do not have any unknown words.
- Refer Ss to the example and have them complete the blank.
- Check the answers with the class.

Past

KEY

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 134).

**3. PRACTICE**

**Aim:** to give Ss practice in using Conditional Sentences

Type 2 and Wishes in the context of a dialogue

- Ask Ss to read through the dialogue. Make sure that they do not have any unknown words.
- Have Ss do the activity and check answers.

were, would go, had, had, would be, could

KEY