

3

Museums & Collections



Unit plan

Reading:

multiple choice, thinking about whether options are true or false to eliminate wrong answers

Vocabulary:

words related to museums & collections, phrasal verbs, word formation, prepositions

Grammar:

present perfect simple, *have been* & *have gone*, present perfect simple & past simple

Listening:

note taking, spelling names and other words correctly

Speaking:

speaking cards, talking about museums, asking questions correctly

Writing:

postcard, using the right tenses, using linking words

Unit Opener (SB page 31)

- Ask students to read the title of the unit (*Museums & Collections*) and tell you which museums they have been to or have heard of.
- Ask students what kind of things people collect and if they have ever had a collection. If so, ask them what they collect.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students' own answers

It is the modern library of Alexandria – the Bibliotheca Alexandrina – with a surrounding wall, the sea and palm trees in the background.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.

Answers

Students' own answers

Suggested answers: Libraries are places where we can keep books and use them when we want to learn something; museums keep a record of history.

3

- Ask students to read the instructions and check that they understand what they have to do. Explain anything they don't understand.
- Students discuss in pairs before discussing as a class.

Answers

Students' own answers

Examples: Egyptian artefacts in the British Museum and other museums; the Parthenon Marbles in the British Museum

Background information

The Ancient Library of Alexandria was one of the largest and most important libraries of the ancient world. During the period of the Ptolemaic kings →

of Egypt it was a major centre of knowledge and study. It was built in the 3rd century BC and was used until the Roman conquest of Egypt in 30 BC. It was at around that time that it was destroyed, but we do not know with certainty what actually happened. The library had scrolls, lecture halls, meeting rooms and gardens. It was part of a larger institution called the Musaeum of Alexandria, where many of the most famous minds of the ancient world studied. The new library, known as the Bibliotheca Alexandrina, is located on Alexandria's ancient harbour in the historic part of the city. The library has 11 storeys. In addition to the library, the complex also has a planetarium, several museums, a school for information science and conservation facilities.



TOP TIP

Make the most of students' background knowledge and encourage them to talk about subjects they are familiar with. In this Opener, they could tell you how they do research for homework, if they use library facilities or the Internet, etc.

Let's talk about it!

- Describe a library you have used. How did you find the information you needed?
- Do you prefer to use a library or the Internet to do research? Why?
- Do you think museums should be free for everyone? If so, why?

DVD 3

Summary of DVD 3: The video is titled 'Bibliotheca Alexandrina'. Explain that 'bibliotheca' is the Greek word for 'library' and that it literally means 'a place to keep books'. The video is about the new library – its site and construction, the facilities it offers, and how it has brought attention back to the ancient city.

DVD link: <https://www.youtube.com/watch?v=aK6TC70y8tI>

Answer

18,000

Reading (SB pages 32-33)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the pictures to the names of the objects and then they must discuss the question.
- Ask students to read the names of the objects and explain anything they don't understand.
- Students work in pairs before checking answers as a class.
- Check pronunciation by saying each of objects to the students and asking them to repeat after you. Correct where necessary.
- Allow time for students in pairs to discuss the question.
- As individual pairs to discuss the question in front of the class.

Answers

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

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think about their answer before they read the text.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

books, and electronic copies of maps, newspapers, photos, films, sound recordings

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when dealing with multiple-choice questions, it's a good idea to eliminate the options they think are false based on the information in the text, and then focus on identifying the right options.

4

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the questions and options, and explain anything they don't understand.
- Remind students to eliminate the options that they think are wrong before choosing their answer.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1D *Alexander the Great established Alexandria in 332 BC ... and it was the most important city in the country for many years.*
- 2A *The Great Library of Alexandria contained thousands of books. They didn't look like the ones we use today.*
- 3C *We have never found out how or why the fire happened. Some people believe that Julius Caesar burnt it by mistake when he was at war with Ptolemy XIII; other people say that 'Amr Ibn Al 'Aas burnt it.*
- 4B *... the library also stores books, maps, newspapers, photos, films and sound recordings electronically.*

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they have to match the words in bold with their meanings and then they must answer the questions. Point out that the answers to the questions are in the article.
- Ask students to read the sentences and explain anything they don't understand.
- Before students do the task, ask them to cover column a-f and see if they can work out the meanings of the words by looking at them in context.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask if any of the meanings they came up with were correct.
- Allow time for students to answer the questions.
- Check answers as a class.

Answers

- 1f 2d 3a 4e 5c 6b
- 1 in 332 BC
- 2 the Ptolemy family
- 3 thousands
- 4 rolled up like carpets
- 5 the Mediterranean Sea
- 6 writing in 120 languages

6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the book titles and explain anything they don't understand.
- Explain that the names of the authors are connected to the book titles.
- Do the first item together so that students understand how to connect the titles and the author names.
- Students discuss in pairs before discussing as a class.

Answers

Doris Open sounds like *Door is open*.
Yin Pain sounds like *You're in pain*.
Sandy Rhodes sounds like *Sandy roads*.
Hugo First sounds like *You go first*.
Howard Yu sounds like *How are you?*.
I. C. Waters sounds like *Icy waters*.
Aaron Quigley sounds like *I run quickly*.
Teresa Green sounds like *Trees are green*.
Students' own answers

▶ EXTENSION ACTIVITY

Ask students to work in pairs and come up with their own book titles and authors. Tell them they can look through their Student's Book at previous units for ideas about topics and vocabulary.

Vocabulary 1 (SB page 34)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are pairs of words which are commonly confused because they have similar meanings.
- Ask students to read the words and the sentences, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 borrow, lend
- 2 collect, gather
- 3 take, bring

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that two of the words in each group are synonyms and one is not.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------|-------------|
| 1 expensive | 4 available |
| 2 classical | 5 total |
| 3 clear | 6 final |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that all of the verbs are in the past simple tense.
- Ask students to read the words in the orange box and the text, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|--------------|-------------|
| 1 discovered | 5 created |
| 2 recorded | 6 preferred |
| 3 belonged | 7 copied |
| 4 grew | 8 shared |

▶ EXTENSION ACTIVITY

Ask students to write gapped sentences of their own using the odd words out in 2. Monitor and help with vocabulary and grammar. When students are ready, they swap with a partner and complete their sentences. Students check each other's work.

Extra Task (for early finishers)

See photocopiable material on page 120.

Grammar 1 (SB page 35)

Before you read the Grammar box

- Revise/Introduce the different forms (affirmative, negative, question) and short answers of the present perfect simple with the class.
- Write the following sentence from the Reading text on the board: *It's a cultural centre which has already delighted millions of visitors*. Ask a student to come to the board and underline the tense and the time expression (*has already delighted*), and ask students if it means 'from the time it was opened' to 'now' (yes).
- Ask students to give you some examples of the tense by telling you about things they have or haven't done.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board (in mixed up order) in one column and the uses of the tenses in another column. Ask students to match the sentences with the uses of the tenses.
- Check the answers as a class.

Answers

I have visited the British Museum. → something that happened in the past, but we don't know or say when
The new library has opened, so we can use it. → something that happened in the past and has a result in the present
She's read two books this week. → something that happened during a period of time that is not finished at the time of speaking

- Revise/Introduce the time expressions used with the present perfect simple. Ask students to use them in sentences.

2

- Ask students to look at the sentences and tell you how 'for' differs from 'since'. Elicit that the first sentence shows a period of time and that the second sentence shows a point in time when something started.
- Then ask them to complete the sentences.
- Check the answers as a class.

Answers

- a since
b for

Read 3.1-3.2 of the Grammar Reference on page 138 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Remind them to use the present perfect simple and also that some verbs are irregular.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------|---------------------|
| 1 have seen | 5 has Robert stored |
| 2 has created | 6 Have they shared |
| 3 Have you read | 7 hasn't lent |
| 4 haven't copied | 8 has discovered |

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogues and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the dialogues.
- They then check their answers in pairs before checking as a class.

Answers

- 1 ever
- 2 since
- 3 already
- 4 never
- 5 yet
- 6 just
- 7 for

EXTENSION ACTIVITY

Ask students to write sentences about themselves and what they have done using the time expressions *for*, *since*, *already*, *ever*, *never*, *yet* and *just*.

Extra Task (for early finishers)

See photocopiable material on page 120.

a-z Vocabulary 2 (SB page 36)

1

- Ask students to read the instructions and check that they understand what they have to do (*match the phrasal verbs in bold with their meanings*).
- Ask students to read the sentences and explain anything they don't understand.
- Before students do the task, ask them to cover column a-g and see if they can work out the meanings of the phrasal verbs by looking at them in context.
- Ask students to read the meanings and explain anything they don't understand.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask if any of the meanings they came up with were correct.

Answers

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

2

Books closed. Ask students to tell you some common negative prefixes (beginnings) for adjectives. Write them on the board and ask for examples of adjectives that begin with those prefixes. Write them on the board.

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to write the adjectives.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the negative adjectives to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|---------------|-----------------|
| 1 inactive | 5 uncomfortable |
| 2 incomplete | 6 unimportant |
| 3 incorrect | 7 unkind |
| 4 inexpensive | 8 unusual |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogues and explain anything they don't understand.
- Tell students to read the whole sentence first and then to look at the table in 2 before writing their answers.
- Students work individually to complete the dialogues.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|-----------------|
| 1 incorrect | 3 uncomfortable |
| 2 inexpensive | 4 unusual |

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Explain to students that in this exercise they need to choose the correct preposition.
- Tell students to read the whole sentence first and then to look carefully at the words after the preposition in order to make the correct choice.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------|--------|
| 1 by | 4 for |
| 2 in | 5 on |
| 3 at | 6 with |

EXTENSION ACTIVITY

Individually, students write three gapped sentences using the phrasal verbs from 1. The missing word in each sentence must be the verb. They then swap with a partner who must write the correct verbs in the gaps to complete the phrasal verbs.

Extra Task (for early finishers)

See photocopiable material on page 120.

Grammar 2 (SB page 37)

Before you read the Grammar box

- Write the following sentences on the board.

1 *Max has been to the British Museum. He said it was great!*

2 *Max has gone to the British Museum. He will return later.*

- Ask students to tell you which sentence means Max is at the museum (*sentence 2*) and which means he went in the past, but we don't know when (*sentence 1*).

- Revise/Explain the difference between the past simple and the present perfect simple by writing the following sentences on the board.

1 *He borrowed a book from the library yesterday.*

2 *He has borrowed a book from this library before.*

- Ask students which sentence tells us when he borrowed the book (*sentence 1*) and which doesn't (*sentence 2*). Elicit which tense is used in each sentence (*sentence 1 – the past simple, sentence 2 – the present perfect simple*).

1

- Read through the grammar theory with the class.
- Make sure they understand the difference between *have been* and *have gone* by asking them to write sentences using them.
- Ask them to read out their sentences and clear up any problems before continuing.
- Ask a strong student to explain the difference between the past simple and the present perfect simple.
- Make sure they understand the difference between the two tenses by asking them to write sentences using them.
- Ask them to read out their sentences and clear up any problems before continuing.

2

- Ask students to read the sentences and to look for clues that will help them to decide why each tense has been used (*last week* and *isn't at home*).
- Then ask them to complete the task and check the answers as a class.

Answers

- a past simple; This tense is used because we know and say when the action happened.
- b present perfect simple; This tense is used because we don't know when the action started; *has gone* is used because Jason has not returned yet.

Read 3.3-3.4 of the Grammar Reference on pages 138-139 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to look at the first gap and elicit what clue will help them to make the correct choice (*'Mark's house', 'They're finishing' – use of the present continuous to say what is happening now*).
- Ask students to read the rest of the sentences carefully and to underline any clues that will help them to choose the correct phrase.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------|----------------|
| 1 has gone | 5 haven't gone |
| 2 has been | 6 have gone |
| 3 have ... been | 7 hasn't gone |
| 4 has been | 8 have been |

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogue and explain anything they don't understand.
- Ask students to read the dialogue carefully and to underline any clues that will help them to choose the correct tense.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------|---------------------|
| 1 have you heard | 6 liked |
| 2 opened | 7 spoke |
| 3 haven't heard | 8 have already gone |
| 4 has been | 9 have been |
| 5 went | 10 felt |

EXTENSION ACTIVITY

Ask students to write their own two-line dialogues using the past simple and the present perfect simple. They then swap with a partner and check each other's work. Ask students to read out their dialogues to the class.

Extra Task (for early finishers)

See photocopiable material on page 120.

Listening (SB page 38)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Read out each letter, one by one, and have students repeat after you.
- Ask students to work in pairs and to read out the alphabet to each other.

- Write the alphabet on the board. Say a letter and ask individual students to point to the letter on the board.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Play the recording for students.
- Ask students which letters of the English alphabet they have trouble distinguishing.

Answers

Students' own answers

See the recording script on page 114.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must spell and write down the words, and then they need to say what the difference in meaning is between the words in each pair.
- Ask students to read the words and explain anything they don't understand.
- Students work in pairs to complete the task.
- They then check the meanings of the words as a class.

Answers

- | | |
|-----------------------------|---|
| 1a listen | 4a we eat it |
| 1b nearby | 4b to see someone for the first time |
| 2a ocean | 5a a boy child |
| 2b use the eyes | 5b something in the sky |
| 3a possessive | 6a have clothes on you |
| 3b in that direction | 6b place, destination |

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at each pair of names and note what the differences in spelling are.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1** Cathy
- 2** Benny
- 3** Jayne
- 4** Jerry
- 5** Natalie

See the recording script on page 114.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in note-taking listening tasks, they may

have to write a name or address. If that is the case, the words will probably be spelt out and they must write them correctly. Tell them to listen carefully and write what they hear the first time they listen and then check their spelling when they hear the recording again.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the note and explain anything they don't understand.
- Remind them to check their spelling the second time they listen.
- Play the recording and ask students to complete the questions. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- | | |
|---------------|------------------------|
| 1 IMAX | 3 0870 870 4868 |
| 2 9 | 4 10 |

See the recording script on pages 114-115.

Speaking (SB page 39)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Encourage discussion even when the topic may not be of immediate interest to all of the students. After answering the discussion questions in the Student's Book, ask students why they feel the way they do about the topic and allow them to express themselves freely.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to form complete questions from the words given.
- Ask students to read the words and explain anything they don't understand.
- Point out that all of the questions relate to a museum.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Where is the museum?
- 2 How can/do I/we get there?
- 3 Is there a restaurant? / Does the museum have a restaurant?
- 4 What can you see there/at the museum?
- 5 What time does it close?

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they will have to ask their partner questions and that it is important to form the questions correctly. In order to do so, they should take a bit of time to think about how to ask the question correctly so that they don't make a mistake.

3

- As this may be the first time students have attempted this particular exam task, allow plenty of time to explain the mechanics of it.
- Ask students to read the instructions and check that they understand what they have to do.
- Explain that the task involves asking and answering questions. Tell them that Student A will have a card with information about a place (*the British Museum*) and that Student B will have a different card with questions to ask about it. Remind students that the questions may just be a few words and that they will need to use them to form complete questions, as in 2.
- Go through the *Language Bank* with the students and make sure they understand the question forms. Ask them to look back at 2 to see how they formed questions there.
- Explain to students that the person answering the questions should give complete answers and not just repeat the words on their card.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Suggested answers

What is the name of the museum? It's the British Museum.
What is the address of the museum? It's in Great Russell Street, London.
Is there a café/restaurant? / Has the museum got a café/restaurant? Yes, there is. / Yes, it has.
What can you see there/at the museum? You can see incredible works of art from all over the world.
Is there a website? / Has the museum got a website? Yes, there is. / Yes, it has.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will now swap roles and that Student A will ask questions about a place while Student B will give answers.
- Remind students that the questions may just be a few words and that they will need to use them to form complete questions, as in 2. Remind them also to give complete answers.

- Remind them to use the *Language Bank* to help them form their questions.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Suggested answers

What is the name of the museum? It's Madame Tussauds London.
What are the opening hours? It's open daily from 9.30 a.m. to 5.30 p.m.
What are the ticket prices? / What are the prices of the tickets? The tickets are 30 pounds for adults and 28 pounds 80 pence for children.
Where can I eat at the museum? You can have a snack at Café Nero.
How can/do I get there? You can take the bus, train or tube.

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 40-41)

Postcard: Using the right tenses

- Ask students to read the information on postcards and using the right tenses.
- Explain to students that a postcard usually contains information about different activities and that they should use the correct tenses when writing about them.
- Remind them to use the past simple for activities done at a definite time in the past; the present perfect simple for activities done at an indefinite time in the past; the present continuous for activities happening at the time of writing; and *be going to* or the present continuous for activities that are planned or arranged for the future.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Point out that the tenses they need to use are the past simple, the present perfect simple, the present continuous and *be going to*.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that for one of the sentences there are two possible answers.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 am having
- 2 visited
- 3 went
- 4 have eaten
- 5 are going (to go)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
- Ask students to read the writing task and answer any queries they might have about it.
- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 visiting lots of sights
- 2 yes
- 3 what I am going to do (before I go home)

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the postcard has been written in answer to the writing task in 2.
- Ask students to read the postcard and explain anything they don't understand.
- Point out that the questions they need to answer will help them to understand the use of tenses in a postcard. Encourage them to look back at 1 if they need to see an example of the tenses in use.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------------|------------|
| 1 present continuous | 3 no |
| 2 yesterday | 4 tomorrow |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look for the linking words in the model postcard in 3.
- Students work individually to complete the task.
- Check answers as a class.

Answers

Paragraph 2: and, too because
Paragraph 3: also, and, but
Paragraph 4: and

5

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that we use linking words to do different things, such as give extra information, give the reason for something and to show difference.
- Ask students to read the questions and explain anything they don't understand.
- Students work individually to complete the task.

- They then check their answers in pairs before checking as a class.

Answers

- 1 also, and, too
- 2 because
- 3 but

6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the paragraph and explain anything they don't understand.
- Remind students to think about the function of each linking word (*add information, give a reason, show difference*) before they write their answers.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 and
- 2 but
- 3 also
- 4 too
- 5 because

LANGUAGE BANK

- Quickly go through the words and phrases in the *Language Bank* and explain anything students don't understand.
- Remind students that they can use words and phrases from all of the sections in the *Language Bank*.

7

- Read the task out to students and explain anything they don't understand. Elicit that they must write a postcard.
- Go over the *Plan* with the students.
- Remind them to use different tenses to talk about activities done at different times, and to use linking words to link their ideas and make their postcard more interesting for the reader.
- Remind them also to begin and end their postcards with suitable phrases, as they did in Unit 1.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to use the correct tenses when talking about activities done at different times.
- Remind them also to use suitable linking words that can connect their ideas.
- Remind them to use suitable beginnings and endings, as they did for their emails in Unit 1.

EXTENSION ACTIVITY

Time permitting, students can write brief notes for each of the paragraphs of their postcard. Help with vocabulary if necessary.

Reload 3 (SB page 42)

Objectives

- To revise vocabulary and grammar from Unit 3.

Revision

- Tell students that Reload 3 revises the material they saw in Unit 3.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the verbs by writing them on the board (in mixed up order) and asking students to pair them. Then ask individual students to explain the difference in meaning between the words in each pair and to give you sentences that show the difference.
- 2: Write all of the words on the board and ask students to pair the synonyms. Then ask individual students to explain what the odd words out mean.
- 3: Write the infinitive form of the verbs on the board and ask individual students to give you sentences using them.

Vocabulary 2

- 1: Practise phrasal verbs. Ask the following questions.
 - 1 What can you add to a stamp collection? (another stamp)
 - 2 What can you come across in a library? (a book)
 - 3 Where do fossils come from? (the ground, in rocks, etc)
 - 4 What can you look up? (a name, an address, a phone number, etc)
 - 5 When do people give up? (When they're tired, etc)
 - 6 Where can you find out about the past? (in a museum, etc)
 - 7 What do people look for on the beach? (shells, etc)
- 2 and 3: Practise word formation. Write these adjectives on the board and ask students to tell you their negative form using the correct prefix.
 - 1 active (inactive)
 - 2 kind (unkind)
 - 3 important (unimportant)
 - 4 expensive (inexpensive)
 - 5 complete (incomplete)
 - 6 usual (unusual)
 - 7 correct (incorrect)
 - 8 comfortable (uncomfortable)
- 4: Practise prepositions. Write these words and prepositions on the board: *hand, ancient times, night, sure, an island, the help of, at, by, for, in, with, on*. Then ask individual students to come to the board and match the words with the prepositions they are used with. Ask students to give you example sentences using the phrases.

Grammar Revision

Grammar 1

Practise the present perfect simple.

- Revise all forms of the tense. Then write the following gapped sentences on the board and ask students to complete them.

- 1 I _____ (live) in Egypt for five years. (have lived)
- 2 Mark _____ (not visit) the British Museum. (hasn't visited)
- 3 _____ (Rob / lose) the map? (Has Rob lost)

- Write the time expressions on the board: *yet, already, never, ever, for, since, just*. Ask individual students to give you example sentences using them.

Grammar 2

Practise *have been* and *have gone*.

- Write the following sentences on the board and ask students the questions about them.

- 1 Dad has gone to the museum. / Is he there now? (yes)
- 2 She's been to Cairo. / Is she there now? (no)
- 3 The students have gone to the library. / Are they there now? (yes)
- 4 The girls have been to London. / Are they there now? (no)

- Ask individual students to give you their own examples using *have been* and *have gone*.

Practise the present perfect simple and the past simple.

- Ask students when we use the past simple and when we use the present perfect simple. Elicit that the past simple is used to talk about a definite time in the past, and that the present perfect simple is used for an indefinite time in the past. Ask for time expressions that are used with the tenses and write them on the board.
- Ask individual students to give you examples using them.

- Students are now ready to do Reload 3.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1c 2a 3c 4a 5b 6c 7a 8c 9c 10a

Grammar

1b 2b 3c 4c 5a 6c 7c 8a 9c 10b