

10

Where on earth?

Unit plan

Reading: multiple choice, answering questions about what dates refer to

Vocabulary: words related to the world, language and culture, collocations & expressions, word formation, prepositions

Grammar: reported speech: statements, questions, commands & requests, reporting verbs

Listening: multiple choice, moving on to the next question

Speaking: choosing the best option, talking about culture and languages, giving advice

Writing: essay, writing long sentences, using words and phrases to link paragraphs and sentences

Unit Opener (SB page 121)

- Ask students to look at the main picture and describe what they see (*an ancient structure*). Ask them if they know the place (*It is a building at the ancient site of Petra, in Jordan. The building is known as the Monastery.*).
- Ask students to read the title of the unit and explain how it is connected to the picture (*The title is 'Where on earth?' and it is directly related to the picture of a world famous site.*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the pictures, describe what they see, and say what and where these famous places are.
- If students have problems identifying the sites, help them by telling them they are in India, England and Peru.
- Students discuss their answers with a partner before checking as a class.

Answers

- Taj Mahal, India: mausoleum
- Stonehenge, England: prehistoric monument
- Machu Picchu, Peru: city created by the Incas over 500 years ago

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to compare the three places and say how they are similar and different.
- Students can discuss in pairs before discussing as a class.

Suggested answers

Similarities: all are easily recognisable; none of them date from the modern era; visited by many people; historically important in their countries

Differences: the Taj Mahal is well preserved whereas the other two are ruins; Machu Picchu is on the top of a mountain; Stonehenge is the earliest and least sophisticated

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think of three famous places. Explain that they only need to write down the names of the places and where they are found.
- Give students one minute to write down their answers before discussing as a class.

Background information

Petra, Jordan: The city of Petra was carved out of the rock on a hillside. It was the capital of the Nabataean empire between 400 BC and 106 AD. There are approximately 800 structures at Petra, but the one in the main photo is known as the Monastery. It probably began as a temple and was converted into a monastery for monks in the Byzantine period. Petra was unknown to the Western world until a Swiss explorer came across it in 1812. Only 15 per cent of Petra has been explored by archaeologists. The rest is still underground. Petra Archaeological Park was classified as a UNESCO World Heritage Site in 1985.

Taj Mahal, India: The Taj Mahal is a white marble mausoleum located in Agra, India. It is an example of Muslim art in India. It was built by the emperor Shah Jahan in memory of his third wife, Mumtaz Mahal, and was built between 1632 and 1648. The materials for its construction came from all over India and central Asia. Precious stones for the decoration came from India, Iraq, Egypt, Persia, Russia, China, Afghanistan, Ceylon and the Indian Ocean. The unique style combines Persian, Central Asian and Islamic architecture. In 1983, it became a UNESCO World Heritage Site.

Stonehenge, England: Stonehenge is a prehistoric circle of upright stones in England. It is believed it was built in several phases from 2800-1800 BC. Its purpose remains a mystery. The biggest stones are up to 9 metres tall and weigh over 22 tons. It is believed that they were brought from an area 32 km away. The smaller stones, which weigh approximately 3.5 tons, were brought from an area 250 km away. It is unknown how people in antiquity moved them that far. In 1986, it became a UNESCO World Heritage Site.

Machu Picchu, Peru: Machu Picchu is a 15th-century Inca site located in the Andes, at a height of 2,430 metres above sea level. It is believed that it served as a home for the Inca emperor. In 1983, it became a UNESCO World Heritage Site. Machu Picchu is one of the most famous archaeological sites in the world today. In 1911, it was 'discovered' by explorer Hiram Bingham III, a professor at Yale University, who published its existence for the first time. The buildings were made in the typical Inca way – without mortar and with precisely cut stones. When the Inca civilisation collapsed in the 16th century, so did



TOP TIP

The topic of culture is a good one for class projects. Divide the class into groups and assign a different culture to each one. Ask them to collect information on aspects of the culture such as history, language, art, music and customs. There are many cultures students could research such as Australian Aboriginal, New Zealand Maori, Native American, Incas, Aztecs, etc.

Let's talk about it!

- Would you like to live in another country? Which one? Why?
- Do you enjoy listening to the traditional music of your country? Why?/Why not?
- Do you like learning about other countries and cultures?

DVD 10

Summary of DVD 10: The title of the video is 'Travel London: Day Trip to Stonehenge'. Presenter Sonia Gil goes on a tour of famous prehistoric sites in the English countryside. She visits Stonehenge, the most well-known prehistoric stone circle in the world. Then she goes to Silbury Hill, the largest prehistoric mound in Europe. It was built around 2400 BC and it is 39.5 metres high. As with Stonehenge, its purpose is unknown. Finally, she visits the village of Avebury. Although it is not so well known as Stonehenge, the site at Avebury is Europe's largest stone circle.

DVD link: <http://www.youtube.com/watch?v=j86TFF1OUA0>

Answer

Three huge stone circles

Reading (SB pages 122-123)

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, students must tick the criteria they agree with and then they must think of places that represent those criteria.
- Ask students to read the criteria and explain anything they don't understand.
- Explain to students that there are no right or wrong answers.
- Discuss as a class.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read

- Students do the task individually and discuss with a partner before checking answer as a class.

Answer

It can be removed from it (delisted). The information is in text D.

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 texts deal with the history or development of something – for example, a place, an invention or an organisation – they will usually include dates, such as when it was built, created or established, and other important stages in its progress. Tell students that in order to answer questions about dates, they need to work out what the date refers to.
- Ask students to look at the dates in text C and to say which each refers to.
- They then check their answers in pairs before checking as a class.

Answers

1974: year the warriors were unearthed

1987: year the site was added to the World Heritage list

259 BC: year in which Qin was born

210 BC: year in which Qin died

221 BC: year in which China was unified

3

- 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.
- Ask students to read the texts again and to look at the dates and underline what they refer to before looking for the information in the texts.
- Students work individually to answer the questions. Remind them to look back at all the texts in order to answer question 8.
- They then check their answers in pairs before checking as a class.

Answers

1b ... protect and preserve the cultural and natural heritage of the world ...

2d ... 759 cultural, 193 natural and 29 mixed properties.

3c ... the Committee considers that this criterion should preferably be used together with other criteria)

4b The figures all have different faces.

5a ... associated with an event of worldwide importance: the unification of the different Chinese territories into one country by the first emperor of China in 221 BC.

6d ... that number has fallen to 65 and the fact that the article is dated June 28, 2007

7b ... 90% of the site is being used to search for oil so that the sanctuary could not be conserved.

8b A: the Acropolis of Athens; C: Category:

4

- Ask students to read the instructions and check that they understand what they have to do. Explain to students that they should look for the words in the orange box in the texts and try to work out the meaning from the context.
- Ask students to read the words in the orange box and the definitions, and explain anything they don't understand.
- 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.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- inspiration
- masterpiece
- values
- representation
- diversity
- sanctuary
- heritage

5

- Ask students to read the instructions and check that they understand what they have to do. Refer them back to Reading, particularly text C, for a list of reasons why places are worthy of a heritage listing.
- Students work in pairs to think of a place and write down their reasons.
- Monitor and help with vocabulary and grammar if necessary.
- When students are ready, they can present the place of their choice to the class.

Answers

Students' own answers

► EXTENSION ACTIVITY

Ask students what they think about the decision to delist the Arabian Oryx Sanctuary. Have a class debate with one team for the delisting and one against the measure. Ask them to consider financial vs environmental concerns, and the future of the Oryx.


Vocabulary 1 (SB page 124)
1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the names of the continents in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the names in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to label the map.
- They then check their answers in pairs before checking as a class.

Answers

- North America
- Europe
- Asia
- Africa
- South America
- Antarctica
- Australia

2

- Ask students to read the instructions and check that they understand what they have to do.
- This can become a timed quiz. Ask students to work in pairs and write down as many countries as they can think of on the continents in 1.
- Check answers as a class.

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 place the correct word in each sentence.
- Ask students to read the words and the sentences and explain anything they don't understand.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class.

Answers

- capital city
- dual nationality
- personal beliefs
- ethnic groups
- native speaker
- official languages
- mother tongue
- non-verbal communication

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must place the words in the orange box with the groups that have similar meanings or a shared theme.
- Ask students to read the words in the orange box and the words in the groups, and explain anything they don't understand.
- Students work individually to complete the word groups.
- They then check their answers in pairs before checking as a class.

Answers

- practice
- society
- planet
- idea
- dialect
- universal

► EXTENSION ACTIVITY

Students work in pairs. Ask them to write about a custom or tradition from their country without naming it. When they are ready, they read out their descriptions and the class must guess which custom or tradition is being described.

Extra Task (for early finishers)

See photocopyable material on page 156.



Grammar 1

(SB page 125)

Before you read the Grammar box

- Revise reported speech. Ask a strong student to explain the difference between direct speech and reported speech (*direct speech is the exact words we speak; reported speech is what we use when we repeat someone's words*).
- Explain that reported speech covers statements, questions, commands and requests.
- Remind students that certain changes take place in reported speech, but do not go through the changes at this stage.

1

- Read through the grammar theory with the class.
- Remind students that when a question begins with an auxiliary verb, we use *if* or *whether* in the reported question. It may be easier for students to understand this if you explain that questions requiring a yes or no answer use *if/whether* in the reported question. Point out, too, that there are no question marks at the end of a reported question and that the syntax follows that of a statement, not a question.
- Write these statements and questions on the board and ask individual students to come to the board and write the reported form.

1 'Do you speak French?' she asked. (*She asked if/whether I/we spoke French.*)

2 'These are the timetables,' said Joe. (*Joe said (that) those were the timetables.*)

3 'We will visit the museum today,' Jim told me. (*Jim told me (that) we would visit the museum that day.*)

4 'How long did you stay?' Julie asked. (*Julie asked how long we had stayed.*)

- Read out these commands and requests, and ask students to write down the reported forms.

1 'Sign here,' he said to me. (*He told me to sign there.*)

2 'Please don't take photos,' he said to us. (*He asked us not to take photos.*)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to identify whether the sentence is a question, a positive request or a negative command and then rewrite the sentence using reported speech.
- Ask students to look at the sentence 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

It's a negative command.

The officer told me not to leave the country.
The reporting verb *tell* is used.

Read 10.1-10.3 of the Grammar Reference on pages 173-174 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do (*rewrite the sentences in reported speech*).
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Remind them to pay attention to the words and tenses that need to change.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- They said that they might have Chinese food that night.
- She asked me if/whether I could help her with her project on UNESCO.
- The student asked the teacher if/whether he/she had heard of that civilisation.
- The teacher said that Africa was there on the map.
- The guard told me not to touch the statue.
- He asked what the capital city of Australia was.
- Mr Jones said that they were going to learn about Machu Picchu that day.
- She said that she would visit Stonehenge the following day.
- She told Guy to put his camera away.
- I said that I had been reading about the Pyramids.

► EXTENSION ACTIVITY

Ask students to write a statement, a question, a command and a request (in direct speech) of their own. When they are ready, ask them to swap with a partner who must write the reported forms. Students check each other's work before reading out their sentences to the class. Correct where necessary.

Extra Task (for early finishers)

See photocopyable material on page 156.

a-z

Vocabulary 2

(SB page 126)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the statements to form dialogues and they must also work out what the expressions in bold mean.
- Ask students to read the sentences and responses, and explain anything they don't understand.
- Students work individually to match the sentences with the responses.

- After answers have been checked, elicit what the expressions in bold mean.

Answers

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

have the world at your feet: be successful and admired by many people

be dead to the world: be very tired

be a woman of the world: be a woman with a lot of experience of life and people

be in your own little world: be thinking your own thoughts and not paying much attention to what is happening around you

not be the end of the world: not be a serious problem

it's a small world: said to show your surprise that people or events in different places are connected

have all the time in the world: have a lot of time available

be worlds apart: be completely different or opposed

2

- Before students look at the task, ask them to tell you some endings for nouns and adjectives. Write them on the board and then ask students to give you examples of nouns and adjectives with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do (*form nouns or adjectives from the words given*).
- Ask students to read the words in the table and explain anything they don't understand.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 civilisation
- 2 national
- 3 geographical
- 4 location
- 5 customary
- 6 existence

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use some of the words from 2 to complete the sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to look at each sentence and decide if a verb, a noun or an adjective is required for the gap.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 civilisation
- 2 national
- 3 location
- 4 customary
- 5 existence

4

- Ask students to read the instructions and check that they understand what they have to do. Explain that they will need to use one of the prepositions twice.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that each phrase is formed with a verb and a preposition.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 for
- 2 in
- 3 for
- 4 of
- 5 with
- 6 to

► EXTENSION ACTIVITY

Ask students to choose three of the words from 2 that were not used in 3 and use them to write gapped sentences like those in 3, with the root word given in brackets. For example, *Archaeologists are looking for the _____ (locate) of the tomb of Alexander the Great*. They then swap with a partner who must write the correct words in the gaps.

Extra Task (for early finishers)

See photocopyable material on page 156.



Grammar 2

(SB page 127)

Before you read the Grammar box

- Revise reporting verbs. Ask students to tell you some verbs other than *say* and *tell* which can be used to report speech. Write them on the board. Elicit that reporting verbs express different things.

1

- Read through the grammar theory with the class.
- Point out that there are a number of reporting verbs and that these are followed by different structures.
- Write these sentence stems on the board and ask students to complete them in their own words and with the correct structure depending on the reporting verb.

 - 1 *She demanded ... (to speak to the manager)*.
 - 2 *He accused me of ... (stealing the statue)*.
 - 3 *We complained ... (that the rooms were dirty)*.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that they must decide what function is being expressed before rewriting the sentence using 'suggest' and three different structures.
- Ask students to look at the sentence and explain anything they don't understand.
- Refer them to the grammar theory to help them answer the question.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

It expresses a suggestion.

She suggested taking Spanish lessons.

She suggested that we take Spanish lessons.

She suggested that we should take Spanish lessons.

Read 10.4 of the Grammar Reference on page 174 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct reporting verbs.
- 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 task.
- They then check their answers in pairs before checking as a class.

Answers

1b 2c 3b 4c 5a 6a

4

- Ask students to read the instructions and check that they understand what they have to do (*rewrite the sentences in reported speech with the reporting verbs given*).
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Remind them to pay attention to the structures that follow the reporting verbs.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- Helen offered to take me to the emperor's tomb.
- Steve agreed to come to Europe with me/us.
- He demanded to see my ticket.
- Lynn apologised for breaking the clay bowl.
- He explained that the warriors were very old.
- She denied stealing the masterpiece.
- They refused to help me/us close the national park.
- He informed us that UNESCO had a great website.

**EXTENSION ACTIVITY**

Students work in pairs. They choose a reporting verb from the Grammar Reference and their partner must use the verb in a reported statement. Students swap roles and continue until they have had three turns each.

Extra Task (for early finishers)

See photocopyable material on page 156.

**Listening** (SB page 128)**1**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box 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.
- Once the answers have been checked, 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

- disposable nappies
- pram
- mattress
- bedding

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must listen for phrases that mean the same as the phrases 1-7.
- Ask students to read the phrases and explain any unknown words.
- Play the recording and ask students to write 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

- expectant mothers (*It's important that expectant mothers eat a very healthy diet.*)
- is worth more (*Luckily for us, our house is worth more than it was five years ago.*)
- ecological concerns (*Manufacturers have had to change their methods because of ecological concerns.*)
- that hasn't been proved (*We may think that eating a lot of salt is bad for us, but actually that hasn't been proved.*)
- on a low income (*I get discounts on public transport because I'm on a low income.*)
- an infant (*Jake, you're 10 years old but sometimes you still behave like an infant!*)
- childcare (*Single mothers obviously spend a lot of time on childcare, which makes it difficult for them to do other things.*)

See the recording script on page 145.

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 it is a bad idea to spend too much time on a question they are unsure of because it will take up too much of their overall time and they may miss the following question as well. Tell students to move on quickly in order to be able to listen for the

3

- 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 any unknown words.
- Remind students to listen carefully for rephrased words and not to get stuck on any one question.
- Play the recording and ask students to write 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

1B ... the government had a clever idea. It said that mothers could only receive the box if they went to see their doctor in the first three months of pregnancy. This made sure that the health and welfare of all mothers was checked ...

2C Mothers are offered a new box for every child they have ...

3A The nappies were actually changed back to old-fashioned cotton nappies, however, because people complained that disposable nappies were bad for the environment.

4C The box, and the mattress it contains, can be used as the baby's bed, and this has encouraged parents to give children their own beds, which is better for them than sleeping with their parents.

5C The belief is that fresh air is healthier for the children than being together in the same room all day ...

6B ... parents often only start to bring their children inside when the temperature falls below about minus 15 degrees. The limit for some parents is minus 10, but others will just put an extra blanket over the pram at this temperature.

7A It does seem to make the children sleep better, and for longer ...

See the recording script on pages 145-146.

Speaking (SB page 129)

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

sentences which give advice).

- Ask students to read the sentences and explain anything they don't understand. Point out that there may be more than one possible answer.
- Tell students to read the whole sentence, not just the words before and after the gap, to see what kind of word is needed.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- were
- advice/suggestion/recommendation
- would
- shoes/position
- should
- better/best

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Tell students that their partner will give them most of the information they need to complete the task, so they will need to listen very carefully when their partner is speaking.

3

- Go through the *Language Bank* with the students and make sure they understand the phrases for giving advice and how to use them.
- Ask students to read the instructions and check that they understand what they have to do. (*Student A has a problem and will use the information on page 190 to explain the situation to Student B. Student B will find out what the situation is by asking the questions on page 129. Student A must tell Student B three things: what the options are, what the advantages of each option are, and what the disadvantages of each option are. Once Student B has received all of the information from Student A, he/she must give Student A advice on the best option and also say why it is the best. In addition, Student B must explain why he/she rejected the other option.*) Make sure students understand the mechanics of the task as it is quite difficult to grasp. If necessary, ask a strong student to explain in L1.
- Stress the importance of listening carefully to Student A because the information Student B requires in order to do the task is provided by Student A.
- Point out to Student A that they will have to make slight changes to some of the information on page 190. For example, *Improve English ...* → *I could improve my English.*
- Students work in pairs to complete the task.
- 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.

Answers

Students' own answers

and vice versa. The pictures for the task are on page 190 and the information about the problem is on page 191. (*Student B has a problem and will use the information on page 191 to explain the situation to Student A. Student A will find out what the situation is by asking the questions on page 190. Student B must tell Student A three things: what the options are, what the advantages of each option are, and what the disadvantages of each option are. Once Student A has received all of the information from Student B, he/she must give Student B advice on the best option and also say why it is the best solution. In addition, Student A must explain why he/she rejected the other option.*)

- Stress the importance of listening carefully to Student B because the information Student A requires in order to do the task is provided by Student B.
- Point out to Student A that they will have to make slight changes to some of the information on page 191. For example, *Opportunity to spend ...* → *She would have the opportunity to spend ...*, etc.
- Remind students to use words and expressions from the *Language Bank*.
- Students work in pairs to complete the task.
- 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.

Answers

Students' own answers

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

TOP TIP

This particular speaking task is quite complex and students will need a lot of practice before they feel comfortable doing it. Make sure your students are well prepared by giving them plenty of opportunities to practise. Create your own exam situations and test them regularly.

Writing (SB pages 130-131)

Essay: Writing long sentences

- Ask students to carefully read the information on essays and writing long sentences.
- Explain to students that an essay should have both short and long sentences. Whereas short sentences are easy to write, longer sentences often contain more

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that sentences *a-c* link contrasting ideas and that they will use these linking words and phrases to rewrite the sentence highlighted in yellow.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to circle the linking words and phrases, and to underline the structures that follow them. Tell them they will need the words and structures to rewrite the sentence highlighted in yellow.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Although/Even though Chinese is a difficult language, many people are learning it.
- 2 In spite of/Despite the fact that Chinese is a difficult language, many people are learning it.
- 3 In spite of/Despite being a difficult language, many people are learning Chinese.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that sentences *a* and *b* link similar ideas and that they will use these linking words and phrases to rewrite the sentence highlighted in yellow.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to circle the linking words and phrases, and to underline the structures that follow them. Tell them they will need the words and structures to rewrite the sentence highlighted in yellow.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 As well as speaking English, many Danish people also speak German.
- 2 Many Danish people not only speak English, but they also speak German.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the writing task and underline what they have to give their opinion about.
- Ask students to read the task and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

Students should underline: *Do you think staying in another country and experiencing its language and culture adds to a young person's education?*

4

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

opening paragraph, *a* or *b*, correctly answers the task question in 3, and what the writer's opinion is.

- Ask students to read the paragraphs 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

Opening paragraph *b* is correct. The writer's opinion is that experiencing other cultures opens young people's minds to new ideas.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the essay in 5 is in answer to the question in 3 and that they must answer questions about it.
- Read out the essay or ask a strong student to do so.
- Ask students if they think it is a good essay. If yes, elicit why. Then look at the questions in depth to analyse the task.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- Students should underline: *gives you a chance to understand and appreciate a different way of life and are bound to absorb some of it during their stay.*
- 3
- such as, for instance, for example*
- Students should highlight: *As well as ... also, although, not only ..., but also.* Yes, they've been used correctly.
- First of all, Moreover, To sum up*

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the gaps in the text with the linking words and phrases in the orange box.
- Ask students to read the words in the orange box and the text, and explain anything they don't understand.
- Ask students which words/phrases have similar meanings (*furthermore + in addition; however + on the other hand*).
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- In addition/Furthermore
- On the other hand/However
- In addition/Furthermore
- On the other hand/However
- Consequently
- All in all

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the two sections with language for living alone and living at home.
- Make sure students know how to use the words and

► EXTENSION ACTIVITY

Time permitting, have a class discussion about living alone. Ask students if they would like to live alone, what the advantages would be and how they think it would benefit them. Students can take notes and use them when they write their essays.

7

- Read the task out to students and explain anything they don't understand.
- Remind them to underline what they must give their opinion about.
- Go over the *Plan* with the students.
- Ask students to write short notes for each paragraph and go round checking as they write.
- 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 of the importance of reading the task carefully in order to fully understand what they must give their opinion about. Also, remind them to write some long sentences and to join the ideas in them with linking words and phrases.

Reload 10 (SB page 132)

Objectives

- To revise vocabulary and grammar from Unit 10.

Revision

- Tell students that Reload 10 revises the material they saw in Unit 10.
- 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 and 2: Revise the names for the continents by naming some countries and asking students to tell you which continent they belong to (*Thailand, Cambodia, Nepal – Asia; Malta, Iceland, Denmark – Europe; Chad, Mali, Zimbabwe – Africa; Canada, Mexico – North America; Uruguay, Argentina, Chile – South America*).

3: Revise the words for language and culture by writing one half of the compound noun in one column and the other half of the compound noun (in mixed up order) in another column and asking students to match them. Once they have matched them and formed the words for language and culture, ask students to use them in sentences.

4: Revise the word groups by writing the first column from the Student's Book on the board (*custom, culture, world, belief, speech, global*) and reading out the other two words from each group (*tradition + practice; civilisation + society; globe + planet; concept + idea; language + dialect; international + universal*) one by one. Ask students to match them.

Vocabulary 2

- 1: Practise collocations and expressions. Read out each expression and ask individual students to give you the meanings.

have the world at your feet: be successful and admired by many people

dead to the world: very tired

a woman of the world: a woman with a lot of experience of life and people

in your own little world: thinking your own thoughts and not giving much attention to what is happening around you

not the end of the world: not a serious problem

it's a small world: said to show your surprise that people or events in different places are connected

have all the time in the world: have a lot of time available

be worlds apart: be completely different or opposed

- 2 and 3: Practise word formation. Write one of the parts of speech on the board and ask students to give you the other forms. Then they must use one of the words in a sentence.

• 4: Practise prepositions. Write the prepositions on the board (*in, of, with, to, for*) and read out the verbs one by one. Ask individual students to give you the preposition that goes with the verb and then to use the phrase in a sentence. Remind students that one of the prepositions goes with two verbs.

(allow for, believe in, call for, consist of, interfere with, object to)

Grammar Revision

Grammar 1

Practise reported statements, questions, commands and requests.

- Revise reported statements, questions, commands and requests by writing these sentences on the board and asking students to rewrite them in reported speech.

1 'Where have they been?' Tim asked. (*Tim asked where they had been.*)

2 'Don't talk!' said the guide to the tourists. (*The guide told the tourists not to talk.*)

3 'Please look at the brochures,' the travel agent said to us. (*The travel agent asked us to look at the brochures.*)

4 'Sue can't come with you today,' said Ben. (*Ben said/told us/me that Sue couldn't come with us/me that day.*)

Grammar 2

Practise reporting verbs.

- Write these sentences on the board and ask students to tell you what the direct form is.

1 Tom apologised for being rude. (*I'm sorry I was rude,' said Tom.*)

2 Dad suggested going to the museum. (*'Let's go to the museum,' Dad said.*)

3 Andrea refused to speak to me. (*'No, I won't speak to you,' said Andrea.*)

4 The guard explained that the site was closed. (*'The site is closed,' said the guard.*)

- Students are now ready to do Reload 10.

- 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 5c 6a 7d 8a 9b

Grammar

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

Objectives

- To revise vocabulary and grammar from Units 9 and 10.

Revision

- Tell students that Progress Review 5 revises the material they saw in Units 9 and 10.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress 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 40 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

Revise words for holiday activities.

- Unit 9, Vocabulary 1, Exercise 1: Write the activities on the board and ask individual students to describe an activity. (*backpacking, deep-sea fishing, dining out, kayaking, rock-climbing, sightseeing, sunbathing, whale-watching*)

Revise compound nouns for travel and accommodation.
Unit 9, Vocabulary 1, Exercises 2 and 3: Read out the compound nouns one by one and ask individual students to use them in a sentence. (*city break, connecting flight, 5-star hotel, first-class travel, package holiday, peak season, self-catering accommodation, travel insurance*)

Revise words for travel.

- Unit 9, Vocabulary 1, Exercise 4: Write the verbs on the board in one column (*arrange, confirm, contact, exchange, hire, pack, reach, renew*) and the nouns in another (*accommodation, car, currency, destination, flight, passport, suitcase, travel agent's*). Ask individual students to match them and then use them in a sentence. (*arrange accommodation, confirm a flight, contact a travel agent's, exchange currency, hire a car, pack a suitcase, reach a destination, renew a passport*)

Revise the continents.

Unit 10, Vocabulary 1, Exercises 1 and 2: Write the names of the continents on the board and ask individual students to name countries that are on those continents. Ask them what they know about Australia and Antarctica (*Australia – island continent, largest island in the world, strange animals; Antarctica – cold, penguins, South Pole*).

Revise the words for language and culture.

Unit 10, Vocabulary 1, Exercise 3: Read out the words and ask individual students to explain what they mean

Revise the word groups.

Unit 10, Vocabulary 1, Exercise 4: Write the second column from the Student's Book on the board (*tradition, civilisation, globe, concept, language, international*) and ask students to give you two synonymous words for each (*custom, practice; culture, society; world, planet; belief, idea; speech, dialect; global, universal*).

Revise commonly confused words.

Unit 9, Vocabulary 2, Exercise 1: Ask students to explain the difference between an aisle and a row (*an aisle is like a corridor; it's where you can walk / a row is a line of seats next to each other*); to fasten and to tie (*when you tie something, you use knots / when you fasten something, you do it up or close it*); a gate and a door (*a door opens and closes, allowing you into or out of a place / a gate is an exit from an airport building to an aircraft*); rough and uneven (*a landing or a surface can be rough, which means they are not smooth / an uneven surface is not level*).

Revise word formation.

Unit 9, Vocabulary 2, Exercises 2 and 3: Read out a noun or an adjective and ask individual students to tell you its adjective or noun form (*adventure / adventurous; insurance / insured; energy / energetic; resident / residential; mobility / mobile; skill / skilled, unskilled; connection / connecting; benefit / beneficial*).

Unit 10, Vocabulary 10, Exercises 2 and 3: Read out a noun or an adjective and ask individual students to tell you its adjective or noun form (*civilisation / civilised; nation / national; geography / geographical; custom / customary*). Read out the word *exist* and ask students to tell you the noun and adjective forms (*existence, existing*). Read out the verb *locate* and ask students to tell you the noun form (*location*).

Revise prepositions.

Unit 9, Vocabulary 2, Exercise 4: Write the phrases on the board with gaps for the prepositions. Ask individual students to complete the phrases with *in* or *of* (*take pleasure in, have all the comforts of, have no intention of, take no notice of, a rise in, on behalf of, a reduction in, the leader of*).

Unit 10, Vocabulary 2, Exercise 4: Write the verbs on the board. Ask individual students to give you the prepositions that go with the verbs (*allow for, believe in, call for, consist of, interfere with, object to*).

Revise collocations and expressions.

Unit 10, Vocabulary 2, Exercise 1: Write the expressions on the board. Then read out the meanings (in mixed up order) and ask students to tell you which expression they go with.

have the world at your feet: be successful and admired by many people

dead to the world: very tired

a woman of the world: a woman with a lot of experience of life and people

in your own little world: thinking your own thoughts