

This unit includes**Vocabulary:** journeys • at the station • phrasal verbs • inventions and discoveries • parts of the car**Grammar:** the passive (present simple) • the passive (other tenses)**Skills:** listening and talking about important inventions**Writing:** an article**Workbook pages 50–57****Reading**

PAGES 52–53

Warm-up

- Look at the unit title and ask what kind of things people discover. [countries, historic buildings or monuments, scientific theories, treasure, medicines, new species of plants or animals]
- Read the title of the reading page, *Great explorers*. Explain that they are going to read a text about three explorers who travelled in the 13th–15th century. Ask students what they think these explorers were looking for. [adventure, gold, silk, new trading routes, new friends, new countries]

Before Reading

- Read the **Reading tip** as a class. Explain that thinking about a topic before reading helps you to understand the text and any difficult vocabulary.
- Read out the five explorer's names. Elicit any information that students know about who they were and where they went. Elicit other explorers (see *Background Notes*).

ANSWERS

Ferdinand Magellan sailed around the world. Christopher Columbus sailed from Spain to the Caribbean and Central America. Ibn Battuta was an Islamic scholar and traveller. Neil Armstrong was the first person on the moon. Ahmad Ibn Fadlan was a 10th century Arab traveller.

Background Notes

Another famous explorer is Lief Ericson, who was born in Iceland, lived in Greenland and sailed around the northern coast of Canada over a thousand years ago. In 1519, Portuguese explorer Ferdinand Magellan led the first expedition to sail around the world. Christopher Columbus, who was born in Genoa, Italy, led four Spanish expeditions across the Atlantic Ocean to the Caribbean between 1492 and 1504. Captain James Cook led three British expeditions to the Pacific between 1766 and 1779, and mapped many parts of the Pacific Ocean. On 20th July 1969, US astronaut Neil Armstrong landed on the moon with Edwin 'Buzz' Aldrin, in the Apollo 11 space capsule. Norwegian explorer Roald Amundsen led expeditions to the North and South Pole, and was the first person to reach the South Pole.

Read**Exercise 1**

- Students read the texts quickly and match the explorers with the routes. Check the answers.

ANSWERS

Marco Polo: C Ibn Battuta: B Vasco da Gama: A

Exercise 2 1.32

- Play the CD while students read the text and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- IB (Many of his contemporaries refused to believe the story of his travels ...)
- VG (Shortly after that, da Gama departed for home ...)
- MP (... his father and uncle, who were wealthy merchants ...)
- IB (... he set off from Tangier on the pilgrimage to Makkah ...)
- MP (After 17 years working for the emperor ...)
- VG (... he decided to return to India, but died in Goa shortly after arriving there ...)
- VG (while in jail [Marco Polo] wrote an account of his travels ..., Ibn Battuta wrote an account of his travels ...)
- IB (... he eventually arrived in Delhi. He stayed there for eight years ...)
- MP (... while in jail wrote an account of his travels ...)

Understanding Ideas

- Put students into pairs or small groups. Give each pair / group one question each to discuss and take notes about.
- Pairs / Groups present their ideas to the class.
- Discuss the answers as a class and vote for the best ones.

Teaching Tip: Voting

Voting is a good way to bring class or group discussions to a resolution. For the above activity, ask pairs or small groups of students to focus on different questions. Give them a time limit of two or three minutes to brainstorm ideas and take notes, then ask them to present their ideas to the class. Discuss all the answers as a class, then vote for the best one for each question.

SAMPLE ANSWERS

- Perhaps it takes longer to travel overland than by sea. Perhaps Marco Polo and his family went slowly because they were trading along the way. Perhaps the Silk Road is not the quickest route to China. Perhaps it took a long time because the route goes through the mountains.
- Perhaps they didn't believe him because nobody in his country had travelled to those places before. Perhaps his account had so many amazing stories in it that people didn't believe it.
- Perhaps they wanted to see new places, make money, draw maps, trade with new people, discover new products, colonize new territories.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 destination 2 pilots 3 cargo 4 route 5 retired
6 theology 7 pilgrimage 8 caravan 9 contemporaries
10 merchants 11 abandoned 12 coast 13 shipwrecks
14 ambassador 15 inspired

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

abandon is a regular verb which means to leave something, usually permanently, because you can't use it anymore. The third person form is *abandons* and the past simple form is *abandoned*.

ambassador is a noun which means an important person who represents their country in another country.

caravan is a noun which means a group of people and traders travelling overland by camels and horses. Caravans often travel across desert areas.

cargo is a noun which means the goods that a ship carries.

coast is a noun which means an area of land which is next to or very close to the sea.

contemporary is a noun which means a person who live at the same time as somebody else.

destination is a noun which means the place where you are going.

inspire is a regular verb which means to make somebody want to do or create something. The third person form is *inspires* and the past simple form is *inspired*.

merchant is a noun which means a person who buys and sells goods, often travelling to take the goods from one place and sell them in another.

pilgrimage is a noun which means a journey to a holy place for religious reasons.

pilot is a noun which means a person who helps to guide a ship. A pilot is also a person who flies a plane. The verb form is *to pilot*.

retire is a regular verb which means to stop working for life. The third person form is *retires* and the past simple form is *retired*.

route is a noun which means the way from one place to another.

shipwreck is a noun which means an accident at sea in which a ship is destroyed and the ship sinks. A person or ship becomes *shipwrecked*.

theology is a noun which means the study of religion.

Exercise 2

- Students find verbs 1–6 in the text and match them with phrases a–f. Check the answers.

ANSWERS

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

Exercise 3

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Elicit whether each word is a noun, verb or adjective. [Nouns: account, civil servant, diplomat. Verbs: appreciate, depart, imprison. Adjectives: impressed, wealthy.]
- Read out the following sentences. Say 'blank' or 'gap' when you come to each gap. Students write the correct words.

- 1 A _____ is a person who represents his country in another place, similar to an ambassador. [diplomat]
- 2 A _____ person has a lot of money. [wealthy]
- 3 When you _____, you leave a place. [depart]
- 4 We often _____ somebody after they commit a crime. [imprison]
- 5 To _____ something means to respect or value something very much. [appreciate]
- 6 When you feel _____ by something or someone, you think it / he / she is really good. [impressed]
- 7 Many explorers write an _____ about the things that happened to them. [account]
- 8 A _____ is a person who works for the government. [civil servant]

Quick Test: Noughts and crosses

Draw a 3x3 grid on the board and play a game of noughts and crosses with one student, to remind students how to play. Then draw a new 3x3 grid and write a word from **Vocabulary** in each square. Divide the class into two teams (Noughts and Crosses). Noughts choose a square and help while one team member writes a definition for that word on the board. If the definition is correct, they draw a nought in that square. If it is incorrect, the square remains in play. Then Crosses play. Continue until one team has made a line of three.

More practice

Workbook page 50

Vocabulary

PAGE 54

Target Vocabulary

Great journeys: abandon ambassador caravan cargo coast contemporary destination inspire pilgrimage pilot retire route shipwreck theology

At the station: cafeteria carriage departures board guard information desk locomotive passenger platform sleeping car ticket office waiting area

Phrasal verbs: travel: blast off check in check out drop sb off get back get off get on pick sb up set off touch down

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's another word for 'holy journey'?* [pilgrimage]
- Students complete the sentences. Check the answers with the class.

ANSWERS

1 cargo, destination, pilot 2 theology, inspired
3 shipwreck, coast, route 4 pilgrimage, caravan
5 contemporaries 6 ambassador 7 retired, abandoned

Extend

Exercise 1 At the station

- Focus on the picture and the words in the box. Ask students what they can see.
- Students label nine of the items in the picture with the words in the box. Check the answers.

ANSWERS

1 locomotive 2 platform 3 guard 4 ticket office
5 passengers 6 waiting area 7 departures board
8 cafeteria 9 information desk
Carriage and sleeping car aren't illustrated.

Optional Activity: Describing things

Aim: To practise the words in Extend exercise 1.

Preparation: Put students in pairs.

Students take turns to describe an item in the picture in Extend exercise 1, without saying the name. e.g. *This is the place where you buy tickets.* Their partner says the word. [ticket office]

Exercise 2 Phrasal verbs: travel

- Students match the phrasal verbs to their definitions. Check the answers.

ANSWERS

1 get back 2 set off 3 check in 4 blast off 5 get on
6 touch down 7 drop sb off 8 check out 9 get off
10 pick sb up

Teaching Tip: Phrasal verb cards

Making phrasal verb cards is a good way to help students learn and remember phrasal verbs. Students write each phrasal verb on one side of a piece of paper or card, and write a definition or example sentence, or draw a picture, on the other. You or the students can then use the cards in class activities, e.g. holding up the card (phrasal verb showing) to the class, while they say the definition.

Exercise 3

- Read the instructions and the example as a class. Students complete the exercise individually, then check their answers in pairs.
- Students read out the sentences to the class.

ANSWERS

1b set, got 2c checked, checking 3d drop, pick
4e get, get 5a blasted, touched

Optional Activity: Missing prepositions

Aim: To practise the phrasal verbs in Extend exercises 2–3.

Preparation: Read out the following sentences, saying 'blank' or 'gap' when you come to each gap. Students listen and write the missing prepositions.

- I'm going to check at the hotel and stay for one night. [in]
- The rocket blasted from Cape Canaveral last night. [off]
- We ran to get the train before it left. [on]
- We must check of the hotel before twelve o'clock. [out]
- Can you drop me outside the school? [off]
- My mum picks me after school and takes me home. [up]
- Our plane touched in Cairo 20 minutes late. [down]
- Get the bus at the last stop. [off]
- Dad often gets from work really late. [back]
- What time do you want to set tomorrow? [off]

Quick Test: Initial letters

Write the following initial letters (in bold) on the board. Read out the definitions, pausing while students write the answers.

- T** *D* To come back to the ground in a rocket or a plane. [touch down]
- P** *A* journey to a religious place. [pilgrimage]
- D** *B* This tells you when trains are leaving. [departures board]
- D** *O* To stop a car and leave a person somewhere. [drop (somebody) off]
- T** *O* You buy train tickets here. [ticket office]
- G** *B* To return to a place that you left earlier. [get back]
- C** *P* People who live at the same time as someone. [contemporaries]
- S** *C* This is where you stay at night on a train. [sleeping car]
- C** *O* To leave a hotel. [check out]
- M** *T* This person buys and sells things. [merchant]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 51

Grammar

PAGE 55

The passive (present simple)

Explore

Exercise 1

- Students quickly read the text. Read the **Learn this!** box as a class. Check understanding. Ask: *Do we always say who performed an action in a passive sentence? [No]*
- Students look at the text again and complete the rule in the **Learn this!** box. Check the answer.

ANSWER

to be

Exercise 2

- Students find the other examples of the passive in the exercise 1 text. Check the answers.

ANSWERS

Passive with *is*: *Oil is found deep under the ground.*

Passive with *are*: *Many plastics are made from oil.*

Passive with *by*: *... global warming is caused by the burning of oil ...*

Teaching Tip: The passive

Explain that the object of an active sentence becomes the subject in a passive sentence. Write on the board:

We use oil to make plastic. (Active sentence: object = 'oil')
Oil is used to make plastic. (Passive sentence: subject = 'oil')

Follow-up

Grammar Reference page 72

Exploit

Exercise 1

- Students choose the correct words. Check the answers.

ANSWERS

1 are 2 is 3 are 4 aren't 5 is 6 is 7 are 8 is

Exercise 2

- Focus on the photos. Elicit or explain difficult vocabulary.
- Students complete the sentences, then number the photos in the correct order. Check the answers.

ANSWERS

1 is surveyed 2 is located 3 is located 4 are erected
5 are drilled 6 is pumped 7 is carried 8 is separated
9 are used 10 are combined 1 E 2 B 3 D 4 A 5 C

Optional Activity: Reconstructing a process

Aim: To practise the present simple passive.

Prepare: Write *pump*, *locate*, *separate*, *erect*, *combine*, *survey*, *drill* and a flow chart with seven empty boxes on the board. Students read the text in exercise 2 again.

As a class, complete the flow chart with the verbs in the order that they occur in oil processing. [*survey* → *locate* → *erect* → *drill* → *pump* → *separate* → *combine*]

Students reconstruct the stages of oil processing around the class. e.g. Student 1: *The ground is surveyed by geophysicists.* Student 2: *The oil is located, etc.*

Exercise 3

- Read the example as a class. Students write the questions.
- Check the answers.

ANSWERS

- Where is the oil located?
- How is the oil brought to the surface?
- How is the oil carried to the refinery?
- What products is the oil separated into?
- What are gasoline, kerosene and diesel oil mostly used for?
- Why are some of the products combined with other things?

Quick Test: Sentence transformation

Dictate the following sentences. Students transform them into the passive. Do number 1 as an example.

- They make lots of things out of plastic.*
[Lots of things are made out of plastic.]
- They don't grow tea in Britain.*
[Tea isn't grown in Britain.]
- They sell gasoline in petrol stations.*
[Gasoline is sold in petrol stations.]
- People send millions of emails every day.*
[Millions of emails are sent every day.]
- They post the magazine to me every month.*
[The magazine is posted to me every month.]
- They don't sell football match tickets here.*
[Football match tickets aren't sold here.]
- We play football at school in Britain.*
[Football is played at school in Britain.]
- They don't speak Spanish in Brazil.*
[Spanish isn't spoken in Brazil.]

More practice

Workbook page 52

Grammar Builder page 73, exercises 1–4

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 1

1 is grown 2 are worn 3 is spoken 4 is drunk
5 is taught 6 are eaten

Exercise 2

1 is contacted 2 is sent 3 is interviewed
4 are taken 5 is written 6 is paid

Exercise 3

1 is grown 2 are sold 3 is spoken 4 is made
5 are sent 6 are eaten 7 is visited

Exercise 4

1 A lot of cardboard and paper is recycled in Britain.
2 Books aren't sold in this shop.
3 English isn't spoken in Germany.
4 Recycled paper is used in newspapers.
5 Oranges aren't grown in Antarctica.
6 Tap water isn't drunk in some countries.

Inventions and discoveries

Target Vocabulary

Inventions and discoveries: airplane antibiotics bicycle camera combustion engine contact lenses dishwasher freezer frozen food gravity hovercraft microwave oven mobile phone MP4 player nuclear power paper pasteurized milk penicillin printing press telegram telephone telescope waterwheel X-rays

Vocabulary

Exercise 1

- Students match the words in the box with the pictures.

ANSWERS

1 combustion engine 2 frozen food 3 nuclear power
4 telescope 5 contact lenses 6 gravity 7 X-rays
8 printing press 9 pasteurized milk 10 penicillin

Exercise 2

- Students complete the table with words from exercises 1 and 2, and their own ideas. Elicit or explain new words.

SUGGESTED ANSWERS

Transport: airplane, bicycle, hovercraft, combustion engine

Domestic appliances: dishwasher, freezer, microwave oven

Media and entertainment: camera, MP4 player

Communication: mobile phone, paper, telegram, telephone, printing press

Science and medicine: antibiotics, contact lenses, frozen food, gravity, pasteurized milk, penicillin, telescope, X-rays

Energy: nuclear power, waterwheel

More practice

Workbook page 53

Listen

Exercise 1 1.33

- Play the CD twice. Students listen and write the three inventions. Check the answers.

ANSWERS

The mobile phone, antibiotics and writing.

TAPESCRIT

Simon So, which three inventions and discoveries shall we choose?
Jeff Well, I think we should include the telephone.

Simon Really?

Jeff Yes, before the invention of the telephone, communication was really slow. You had to send a letter or maybe a telegram. But now you can contact people anywhere in the world in just a few seconds.

Simon Let's choose the mobile phone, then, because you don't even need to be in a building or a phone box to make a call.

Jeff OK. The mobile phone, then.

Simon What about our second choice? I think we should include a medical discovery of some sort.

Jeff OK, what about pasteurized milk and frozen food? These processes mean that food can last longer and can be transported further. So, generally people can have a better diet and are more healthy.

Simon Mmm, those are certainly important discoveries, but I think antibiotics, like penicillin, is a more significant invention. Before antibiotics millions of people died from simple infections. Eating good food keeps people healthy, but antibiotics can prevent people from dying.

Jeff Yes, I agree with you. I think antibiotics should be on our list.

Simon OK, so we've chosen two. We need one more. What about the aeroplane?

Jeff That's certainly a very important invention. But all it's done is made it easier and quicker to travel. It's also done a lot of damage to the environment.

Simon Like the car.

Jeff Yes, that's right. Let's not include those two.

Simon I know, what about paper or writing?

Jeff What do you mean?

Simon Well, before writing and paper were invented, people couldn't record anything. They could talk to one another, but the information was quickly forgotten.

Jeff That's a good idea. Shall we say paper, then?

Simon Well, I think the invention of writing is more significant. It doesn't matter what you write on, does it?

Jeff OK, let's go for writing, then.

Simon So, who invented writing, then?

Exercise 2 1.33

- Play the CD again while students complete the sentences. Check the answers.

ANSWERS

1 which 2 should 3 Before 4 choose 5 choice
6 significant 7 agree 8 list 9 certainly 10 not

Speak

Exercise 1

- In pairs, students discuss their three top inventions, using the phrases in Listen exercise 2. Monitor and help.

Optional Activity: Dialogue

Aim: To practise talking about inventions.

Preparation: Write the following dialogue on the board.

A So which three inventions shall we choose?

B I think we should include the combustion engine. It's important because it saves a lot of time. Without it we couldn't travel long distances, and modern life would be impossible.

A Yes, I agree with you. I think we should include the printing press too, because it's useful for publishing books and newspapers. Without it, we couldn't educate large numbers of people or communicate ideas and information.

B That's certainly an important invention. What about our third choice?

A I think penicillin is a very significant invention. It saves a huge number of lives.

Students practise the dialogue in pairs, then swap roles. Then rub out the underlined words. Students repeat the activity, inserting their own ideas.

Exercise 2

- Pairs choose one invention from their list and make notes about why it is important. Pairs present their notes to the class.

Grammar

PAGE 57

The passive (other tenses)

Explore

- Students read the text. Ask: *What three things were invented by Arab mathematicians?* [the number zero, algebra and geometry]
- Look at the table as a class. Elicit the forms of these tenses. Write them on the board. (see Grammar Reference on page 72)
- Students complete the table with the passive forms from the text. Check the answers.

ANSWERS

1 are used, are based, is considered 2 was taken
3 wasn't invented 4 has been named
5 will always be remembered

Follow-up

Grammar Reference page 72

Exploit

Exercise 1

- Elicit or explain *dynamite, solar system, navigate* and *renewable energy*.
- Students match the active and passive sentences, then complete them. Check the answers with the class.

ANSWERS

1e was invented 2d have been discovered 3a used
4f will be remembered 5c consider
6b have been developed

Background Notes

Dynamite is a powerful and stable explosive. It was invented by Swedish chemist and engineer Alfred Nobel in 1866. He was also the founder of the Nobel Prizes. Johann Gutenberg invented the first mechanical printing press in Germany, around 1450. Several hundred planets have been discovered outside our solar system, most of which are large planets made of gas, like Jupiter.

Exercise 2

- Students read and complete the text. Check the answers.
- Ask: *What is a wiki website?* [a website written by people who use the website] *When was the first wiki website created?* [1995] *How many people regularly work on Wikipedia?* [about 20,000]

ANSWERS

1 is used 2 are written 3 was created
4 have been published 5 have been added 6 is done

Exercise 3

- Students complete the questions. Check the answers.

ANSWERS

1 was ... won 2 are sold 3 was ... invented
4 was founded 5 was used 6 was sent

Exercise 4

- In pairs, students look back through units 1–5 and find the answers to the questions in exercise 3. Give clues if necessary. Check the answers.

ANSWERS

1 1998 (page 4)
2 45 million (page 28)
3 Sven Jaschan (page 44)
4 Monowi (page 12)
5 The Statue of Liberty (page 20)
6 Vasco da Gama (page 53)

Optional Activity: General knowledge quiz

Aim: To practise forming passive questions.

Preparation: Divide the class into small teams. Give each team two pieces of paper. Write the following topics on the board: *famous buildings, science, sport*.

Brainstorm one question for each topic and write them on the board in the passive form, e.g. *Where was the Eiffel built? Who was radiation discovered by? Where was baseball invented?*

Each team writes five passive questions, with answers, for each category. Monitor and help, making sure no questions are duplicated.

Teams take turns to read out their questions while the other teams write the answers. Collect teams' answer papers and add up the scores.

Quick Test: Dictation

Instructions: See Quick Test on page 17.

The first airplane was flown in 1903. Twenty-four years later, the first airplane was flown across the Atlantic Ocean from New York to Paris. Since then, airports have been built all over the world, and airplanes have changed our lives. A lot of pollution and noise is produced by plane engines, but in the future, better planes will be built. They will be designed to take us around the world in a few hours!

More practice

Workbook page 54

Grammar Builder page 73, exercises 5–7

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 5

1 was made 2 was written 3 were invented

4 was murdered 5 was discovered

Exercise 6

1 My camera has been stolen.

2 The bus stop has been vandalized.

3 The new DVDs have been taken by shoplifters.

4 Their house has been burgled.

5 Three people have been murdered.

6 Three suspects have been interviewed by the police.

Exercise 7

1 will be collected 2 will be cleaned 3 will be polished

4 will be taken 5 will be hoovered 6 will be returned

Writing

PAGE 58

An article

Target Language

Article: but for example furthermore however so in my view the first / second thing I'd ... the problem with ... is that ... to sum up what is more the reason I'd like to ... is that ...

Warm-up

- Brainstorm inventions that students don't like on the board. Ask: *Which of these would you most like to 'uninvent' if it were possible?*

Read

- Students read the article and answer the questions in their own words. Check the answers.

ANSWERS

- 1 Antibiotics
- 2 The main reason the writer gives is that there are too many plastic bags, because people just throw them away instead of reusing them.
- 3 The additional reason is that they aren't biodegradable, so they take many years to decompose.
- 4 The main reason is that the ringtones are irritating.
- 5 The additional reason is that people always shout when they use them.

Prepare

Exercise 1

- Students find phrases in the article to match with the functions. Check the answers.

ANSWERS

- 1 the first thing I'd 'uninvent' is ..., the second thing I'd 'uninvent' is ...
- 2 the problem with ... is that, the reason I'd like to ... is that
- 3 furthermore, what is more
- 4 to sum up
- 5 in my view
- 6 for example
- 7 but, however

Teaching Tip: Conceding and contrasting arguments

In essays and articles, we often write arguments which acknowledge the opposing point of view. We then write contrasting arguments which support our own view. Phrases to introduce conceding arguments: *Admittedly, Again, It's true that, Of course, I admit that*.

Phrases to introduce contrasting arguments: *However, Even so, Nevertheless, Still, Nonetheless*.

Exercise 2

- Brainstorm things that students would like to 'uninvent'.
- Students use the headings to make notes about two things they would like to 'uninvent'. Monitor and help.

Write

- Read the **Writing tip** and the **Check your work** box as a class. Make sure students understand what they are going to write.
- Students use the phrases and notes from exercises 1 and 2 to write their articles. If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Students use the **Check your work** box to check their finished articles.
- Ask students to check each other's writing. Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Most inventions have made our lives easier and safer. But are all inventions a good thing? There are two things that I would 'uninvent' if I could.

The first thing I would like to 'uninvent' is cars. Admittedly, cars are very useful. However, they create a lot of pollution. What is more, millions of people are injured in car accidents every year. If we didn't have cars, everyone would travel by train or bicycle, which would be much safer.

I'd also 'uninvent' television. Of course, there are lots of interesting programmes on TV. But often, families don't talk to each other very much at home because they're watching TV. In addition, watching TV isn't a social activity. It's much better to go out with friends.

To sum up, both cars and televisions have changed our lives, but in my opinion, the world would be a much better place without them.

Marking scheme

- Use of four separate paragraphs. [1 mark]
- Main part of article divided into two paragraphs. [1 mark]
- First paragraph attracts the readers' attention with a question. [1 mark]
- Use of phrases from exercise 1. [1 mark]
- Use of conceding and contrasting arguments. [1 mark]
- Conclusion sums up student's views and feelings. [1 mark]
- Correct word length. [1 mark]
- Use of formal article style. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 55

Language Skills

Exercise 1



1.34

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 inspired 2 named 3 route 4 set 5 shipwrecked
6 abandoned 7 destination 8 was 9 back 10 killed

Exercise 2

- Students read the dialogue again and answer the questions. Check the answers.

ANSWERS

1 A school project.
2 An explorer.
3 The route from the Atlantic Ocean to the Pacific Ocean (through the southern part of South America).
4 The expedition was successful because they reached their final destination but it was also unsuccessful because only one ship and 18 men successfully made the return journey back to Spain.
5 He was killed on an island in the Pacific.

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

1 is grown 2 was ... invented
3 wasn't washed / hasn't been washed
4 will be remembered 5 was discovered
6 are made 7 has been employed 8 was taught

Dictionary Corner

Teaching Tip: American and British English

There are slight differences in vocabulary and spelling between American and British English. British English dictionaries indicate American English variations by listing them after the abbreviation *AmE*.

Activity: Students use their dictionaries to find two other words in the exercise which are different in American English. [indicator. *AmE* = *turn signal*; *windscreen*. *AmE* = *windshield*] Then they find one word in the exercise with a different spelling in American English. [tyre. *AmE* = *tire*.]

Parts of a car

bonnet /'bonət/ noun [C] 1 (*AmE* *hood*) the front part of a car that covers the engine 2 a type of hat which covers the sides of the face and is fastened with strings under the chin

- Students turn to the entry for *bonnet* in their dictionaries. Elicit or highlight the following information:
 - bonnet* is a countable noun (noun [C]) with two meanings. The first meaning refers to cars.
 - The letters *AmE* show that in American English, we say *hood*, not *bonnet*.

- Students look up the rest of the words and match them to the parts of the car. Check the answers.

ANSWERS

1 bumper 2 front grille 3 bonnet 4 windscreens
5 windscreens wiper 6 rear window 7 wing mirror
8 door handle 9 indicator 10 wheel 11 tyre
12 headlight

Follow-up

Self Check, Workbook pages 56–57

Test Unit 7, Teacher's Book pages 82–83

