

**A great destination**

**4**

**In this unit, students:**

- read and understand a guidebook entry for a prominent building in a city
- develop a close understanding of the different components of the guidebook entry
- learn about adverbs in a dictionary; spell words with *-ture* / *-sure* endings; learn about complex sentences
- study and practise reported statements and commands with tense and other changes
- learn and practise the use of the present tense for future meaning
- learn about writing to inform and persuade; write a guidebook entry
- listen to a conversation about different schools
- make a short individual presentation about their own school

**Lesson 1 Check-in; Reading SB pp37-39**

**Lesson aims**

- to prepare for the topic of great destinations to visit and other aspects of work in Unit 4 through the Check-in page
- to read and gain a general understanding of a guidebook entry to the Grand Palace, Bangkok

**SB skills:** reading for general understanding; reading fluency; oral comprehension; vocabulary

**WB practice:** Unit 4 vocabulary list (pp138-139)

**Time division:** a rough guide to a 40-minute lesson

► Check-in - 10	► After reading - 10
► Before reading - 3	► Reading practice - 10
► Reading - 7	

Point out the unit title. Explain that some people visit natural destinations and some choose to visit buildings and cities. Give students a few moments to look at the pictures. Ask: *Do you recognise any of these places? Can you say which countries they are in?*

**Check-in**

- 1 Read the three statements about buildings.

**Task box** Elicit answers to the first question from around the class. Write on the board as many different buildings as students name. Ask individuals to give their views about the building they chose. Elicit as many ideas as the students could think of to find out about a building before visiting it. They should be able to suggest, e.g. *look on the Internet, in a guidebook, etc.*

- 2 Read the last statement.

**Reading**

- 1 Read the first information point.

**Task box** Ask the question. Elicit: *Bangkok.*

- 2 Read the next two statements.

**Task box** Ask the question. Elicit: *to affect what someone thinks and convince them to do something or to have a particular view about something.*

- 3 Ask the second question and elicit suggestions: the guide persuades people to visit the palace.
- 4 Read about the new words.

**Task box** Check the meanings of these words with the class.

- 5 Remind students that they will find the lesson and the unit easier if they prepare some of the vocabulary beforehand.

**Looking at language**

Read the work that will be covered.

**Task box** Elicit different words ending in *-ture* / *-sure* from around the class. They should remember, e.g. *adventure, furniture, treasure, measure.*

**Grammar**

- 1 Read the information about Grammar.
- 2 Ask the class if they can think of any phrasal verbs using *hang*. Give a clue, e.g. *What do you say to someone on the phone if you want them to wait a moment? hang on*

**Writing**

Read about the writing features and writing outcome.

**Task box** Ask the question. Elicit: *in the south-west of the USA.*

**Listening**

- 1 Read out the work that will be covered.
- 2 Ask students if they have ever been to a different school to their own, either for a visit or as a student there.

**Speaking**

Read the information about Speaking.

Unit 4: Lessons 1-7 Teacher's Guide **63**

## Reading: The Grand Palace SB pp38-39

### Before Reading

#### Pre-reading questions

- 1 Look at the pictures on the pages. Do you think this is a large place or not very large?
- 2 Students should recognise that it is large. Point out the map. *Do you think it has some of the oldest buildings in the world?*
- 3 Elicit ideas from the class. Tell them they will find out how old some buildings are when they read.
- 4 Ask: *Is the information in one piece of writing or is it divided up? It is divided up.*
- 5 Ask how. Students should be able to say: *It is divided into paragraphs with headings on the left page. It is also divided up by pictures on the right page. Some of the information is in a separate box on the right with headings.*

### Reading

- 1 Read the text to the class or play track 1.13.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

**Note:** Students will have the opportunity to check meanings of words as a homework task and will do further comprehension and vocabulary work in following lessons. It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

- 3 Words for Unit 4 in the Word list at the back of the WB may be checked in a dictionary during the lesson, if necessary.

### After reading

#### General questions

Check students' general level of understanding by asking questions on the gist of the text. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details, if necessary.

Use the following questions or any of your own:

- 1 Which country is the Grand Palace in? **Thailand**
- 2 What is the name of the city that it is in? **Bangkok**
- 3 How old is the Grand Palace? **over two hundred years**
- 4 What is it used for now? **government offices, important occasions and ceremonies**
- 5 What is a good way to approach the palace? **by boat**
- 6 Which people should visitors avoid? **the tricksters**

#### Reading practice

- 1 Divide the class into groups. Students take turns to read a paragraph each. Go around listening as they read. Take note of students who need more support to improve fluency.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

### Homework

Re-read the guide carefully and check meanings again as necessary.

## Lesson 2 Reading comprehension SB p40

### Lesson aims

- to re-read *The Grand Palace* (I) in full (II) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the Grand Palace of Bangkok

**SB skills:** reading for detail; identifying sections of the text and the key information they contain; the use of adverbs in the passage; vocabulary; critical thinking

**WB practice:** matching statements to subjects; gapfill; finding the incorrect word

**EPB link:** Test 2, Reading Q1

**Time division:** a rough guide to a 40-minute lesson

► Warm-up - 3	► Activity 2 - 6	► Vocabulary check - 4
► Re-reading - 5	► Activity 3 - 7	► Your views - 3
► Activity 1 - 6	► Activity 4 - 6	

### Warm-up

Check meanings of new words from the reading text.

Before starting this page, read *The Grand Palace* again or play track 1.13.

### Activity 1

- 1 Ask the literal comprehension questions to check whether the class has understood the guidebook information.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text.
- 3 Encourage them to turn back to the text to check answers.

### Answers

- 1 Stunning, Dazzling, Like a dream, It's a must
- 2 more than 218,400 square metres
- 3 1,900m
- 4 King Rama I
- 5 three
- 6 government offices, important occasions, ceremonies
- 7 Thai, Chinese, Cambodian, European
- 8 four
- 9 No
- 10 shorts, sleeveless tops

### Activity 2

- 1 Explain the task.

2 Ask a volunteer to read out the sections of the text.  
3 Give students a time limit in pairs to number them in order.  
4 Check these answers.  
5 Give the class a time limit to read the information and write the section where they would expect to find it.

#### Answers

Important buildings 5; Architecture 4; The Grand Palace 1;  
Tips 6; History 3; Facts 2  
1 Facts 2 History 3 Important buildings  
4 The Grand Palace 5 Tips 6 Architecture

#### Activity 3

- 1 Students work in groups to discuss these questions. Appoint a spokesperson for each group.
- 2 Question 1: Ask the spokesperson to note how many agree with the comments and how many disagree.
- 3 Question 2: Ask the spokesperson to note how many find the style attractive and how many do not.
- 4 Advise all the group to note their views as they talk.

#### Example answers

The first two questions depend on personal views. Find out how much agreement there is within groups. Encourage all students to give reasons for their views.  
Question 3: Accept answers that suggest students understand that the palace is very important to Thai people. Because of this, people are not allowed to wear informal or untidy clothing when they visit.  
Question 4: Students might suggest that they should not listen to people who make special offers. They should go to the correct entrance and take advice from the palace staff.

#### Activity 4

- 1 Students may do this work in pairs or individually.
- 2 They should have a good idea about all these words if they checked meanings after the first reading. Advise them to check any they are unsure of in their dictionary.
- 3 Give them a time limit then check answers together.

**Answers** 1 lavishly 2 impressively 3 majestically  
4 uniquely 5 repeatedly

#### Vocabulary check

- 1 This activity gives students the opportunity to check how well they have taken in the vocabulary from the guidebook.
- 2 Ask students to find the word in the text. Ask a volunteer to read the sentence aloud. Ask an individual to explain the meaning in his/her own words. If no one can give a meaning, tell the class to find the word in their dictionaries.
- 3 Tell students to find the word in the text and to think of the meaning from the context. If they cannot recall it or they are unsure, they should look it up.

#### Your views

8  
7  
1

- 1 Ask the questions and elicit some immediate oral responses from around the class. Find out how many of the class think the palace is an impressive and attractive destination.
- 2 Each student should write their own response as an independent homework task.
- 3 Explain to the class how much you require them to write.

#### WB: Reading comprehension (WB p33)

##### Vocabulary check

##### Your views personal response

- Check that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

#### WB answers

##### Exercise 1

- Facts: 3, 4
- History: 7, 9
- Architecture: 2, 5
- Important buildings: 6, 8
- Tips: 1

**Exercise 2** 1 ceremony 2 magnificence 3 foreign  
4 residence 5 terraces, decorated 6 truly remarkable

**Exercise 3** 1 teenager, tourist 2 productive,  
protective 3 greatly, gradually 4 libraries, literature  
5 reception, residence 6 shirts, shorts

#### WB: Vocabulary (WB p34)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them.

#### WB answers

**Exercise 1** 1 adorn, decorate 2 design, style  
3 dazzling, stunning 4 remarkable, unusual

**Exercise 2** 1 decorated, plain 2 ignored, noticed  
3 fake, real 4 stunning, unimpressive

**Exercise 3** 1 architect 2 architecture 3 architectural  
4 guest 5 trickster

**Exercise 4** terrace, façade, office, library, gallery, hall

##### Exercise 5

nouns: destination, ceremony  
adjectives: royal, dazzling, decorated

### Lesson 3 Looking at language SB p41

#### Lesson aims

- to investigate adverb entries in a dictionary
- to study words with endings *-ture* and *-sure*
- to learn about complex sentences

**SB skills:** dictionary use; vocabulary development; spelling; pronunciation; sentence structure

**WB practice:** matching definitions; adverbs; sentence composition; sentence restructuring

**EPB link:** Test 2, Grammar and Vocabulary Q4, Q5

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5	► B Spelling – 10
► A Dictionary work – 10	► C Language development – 15

#### Warm-up

Ask two or three students to read their views from Your views on p40.

#### A Dictionary work

**Information box** Read the first information point in the box and go through how a common adverb is set out: entry / phonetic spelling / word class / definition. Explain that adverbs that are frequently used have their own entry and they will be listed in alphabetical order. Read the next information point. Explain that adverbs that are less frequently used do not have their own entry. Instead, they are given after the definition for the adjective from which they are formed. Go through the example in the box.

#### Activity 1

- 1 Students scan the text to find the adverbs.
- 2 Check answers together.

**Answers** 1 gradually 2 repeatedly 3 impressively  
4 lavishly 5 fiercely

#### B Spelling

**Information box** Read through the information in the box. Ensure that students understand the different sounds in the endings *-ture* and *-sure*. Read the example words and the class repeat them. Point out the information about the more common use of *-ture*. Tell the class that if they say the word to themselves before they write it, they should not make spelling mistakes with these word endings.

#### Activity 1

- 1 Give students a time limit to complete the activity in pairs.
- 2 Tell them to check in their dictionaries if they are not sure of the spelling of some of these words.
- 3 Check answers together.

**Answers** 1 picture 2 immature 3 signature

4 leisure 5 pleasure

#### C Language development

Read through the information point about simple sentences and remind the class that this is revision.

#### Activity 1 مُنْتَدِيَاتٌ صَفَرِ الْجَنُوبِ التَّعْلِيَّيْةِ I

Ask the question.

**Answer** one

Read the information about compound sentences and remind students that this is also revision.

#### Activity 2

Students underline the main clauses. Elicit the answer.

**Answer** This building was a royal residence for nearly fifty years and foreign guests were received here.

- 1 Read the information about complex sentences and subordinate clauses.
- 2 Explain that a subordinate clause is a less important clause that gives extra information. A subordinate clause needs the main clause in order to make sense.

#### Activity 3

- 1 Ask a volunteer to read the example.
- 2 Write it on the board. Ask a volunteer to underline the main clause.
- 3 If necessary, remind the class that the main clause must make sense by itself.

**Answer** At first it was a group of traditional buildings

- 4 Ask the question and elicit a full answer that shows the class understands what the relative clause does in the sentence.

**Answer** It tells you who first used the group of traditional buildings and what he used them for.

- 5 Read the information about using simple sentences. Ask a volunteer to read the example with two sentences.
- 6 Read the information about clauses in a complex sentence.
- 7 Read the information about a participle clause.

#### Activity 4

- 1 Ask a volunteer to read the example from the guidebook.
- 2 Write it on the board. Ask a volunteer to underline the main clause. Check with the class that the clause makes sense on its own.

Ask how many subordinate clauses there are.

**Answers**

There are many other buildings to see in the Outer Court and Central Court.

There are two subordinate clauses: including libraries and galleries with murals showing historic events and battles.

1 Ask the class how to split the sentence into three.  
2 Make changes the class suggests then ask a volunteer to read the three sentences.  
3 Check with the class that they are all complete sentences.

**Answer**

There are many other buildings to see in the Outer Court and Central Court. These include libraries and galleries with murals. The murals show historic events and battles.

4 Invite students to make the comparison and think of reasons why a single sentence was used.  
5 Use the information below to help them to think of reasons.

**Example answer**

Students should notice that the single sentence has fewer words. Ask why this might be important. Elicit that a guidebook has to get a lot of information into a small space so structures that save words are useful. The single sentence avoids repeating words.

The single sentence presents one main clause with extra information. A tourist scanning for information quickly can see what the whole sentence is about from the main clause. The three sentences have to be read separately.

**WB: Looking at language (WB pp35-36)**

This work should be done as an independent homework task. Remind them they should think of interesting sentences and not just include the target word in as short a sentence as possible. Award more marks for more ambitious sentences.

Explain, e.g. *She sang beautifully*, is correct use of the adverb. *She sang so beautifully that everyone clapped loudly for several minutes when she finished*, is correct use of the adverb and an interesting sentence that is worth a higher mark.

**WB answers**

**Dictionary work**

**Exercise 1** 1 fiercely 2 richly 3 gradually 4 uniquely

**Exercise 2** 1 beautifully 2 incompetently 3 ludicrously 4 optimistically 5 proficiently 6 satisfactorily

**Exercise 3** Students' own answers

**Spelling**

**Exercise 1** 1 premature 2 composure 3 enclosure 4 texture 5 fracture

**Exercise 2** Students' own answers

**Language development**

**Exercise 1**

1 John arrived at the station. He found that the train had already left.  
2 Tall trees grew all over the hillside. They tossed their branches in the strong wind.  
3 The pretty vase was filled with roses. They smelled glorious.

**Exercise 2**

1 Mary carefully opened the box. It was decorated with strange letters. She did not recognise them.  
2 First the palace was built. Then a strong wall was built around it. The wall had four entrances.  
3 The people hurried through the streets. They were carrying bags and suitcases. These/The bags and suitcases contained all their clothes and possessions.

**Exercise 3**

There are other ways of arranging these sentences. Accept answers that are grammatically correct.

1 When / As soon as the sun rose, Ben jumped out of bed.  
2 The cat leaped onto the wall, holding a dead mouse in its mouth.  
3 Sam heard a car coming fast along the road, roaring like an angry beast.  
4 This museum used to be a castle with a moat all round it (which was) full of water.  
5 Tourists can get to the island by a boat which leaves early in the morning.

**Lesson 4 Grammar SB p42**

**Lesson aims**

- to learn about reported commands and reported statements
- to practise reporting commands and statements through oral activities

**SB skills:** reading, speaking, listening, grammar accuracy

**WB practice:** writing reported statements and commands; reporting a dialogue

**Time division:** a rough guide to a 40-minute lesson

► Warm-up - 3	► Activity 2 - 5	► Activity 4 - 9
► Activity 1 - 5	► Activity 3 - 10	► Activity 5 - 8

### Warm-up

Ask the class if they have ever visited an important place. Ask different questions, e.g. Who did you go with? Was there a guide? What was the guide like? Did you find the place interesting or not? Elicit answers from around the class. If some students have not been on a guided tour, ask them which place they would like to be taken round by someone who knows it well. Ask what they think it would be like. Ask what they would like the guide to tell them about.

### Activity 1

#### 1 Pre-reading questions

Where are these tourists? at the Grand Palace, Bangkok. What do you think the tourist guide is trying to do? Students' own suggestions, e.g. keeping everyone together, telling them information, answering questions, etc.

- 2 Ask different students to read the speech bubbles.
- 3 Ask another student to read the paragraph.
- 4 After reading the text, point out to the class the verbs in the speech bubbles and the words and phrases in bold in the paragraph. Ask the class: What happens to the verb in a statement when it is reported using the past tense? Students should recognise that it changes to the past tense.

### Activity 2

Ask the questions to practise the target structures. Students should be able to answer these by referring to the paragraph.

### Answers

- 1 The young man thought the palace was magnificent and his wife said that she loved the style of architecture.
- 2 The elderly tourist said he would take some photos of the statues.
- 3 The small boy was fed up because he was dying of thirst.
- 4 His mother told him to stop complaining.
- 5 The tourist guide asked everyone to follow her because there was lots more to see.

### Remember!

Go through the information and the examples with the class and check that they remember the structure and have understood the examples.

In particular, make sure students understand the last information point, that reporting using the present tense means the verb does not change tense.

### Activity 3

- 1 If your class is confident, let them do the activity in pairs.
- 2 Or go through each sentence with the class making sure they understand the correct structure. Then let the class repeat

the activity in pairs. Go around listening to check for mistakes.

### Answers

- 1 The tourists said that the Grand Palace was dazzling.
- 2 The guide told the visitors that the statues represented legendary creatures.
- 3 The guide explained that visitors could not enter the Inner Court.
- 4 She said that everyone had to wear suitable clothes.
- 5 The guidebook promised that it would be an unforgettable visit.

### Remember!

Go through the commands and the reporting sentences. Make sure students understand when to use tell and ask.

### Activity 4

Deal with the activity in one of the ways suggested for Activity 3, as appropriate for your class.

### Answers

- 1 The woman told Billy to stop complaining.
- 2 The guide asked everyone to notice the remarkable murals.
- 3 King Rama I ordered his architects to decorate the palace wall lavishly.
- 4 The guide asked the tourists not to enter the Inner Court.
- 5 The guide told her group to ignore the tricksters.
- 6 She told them not to believe what they say.

### Remember!

Go through the other word changes that happen in reported speech.

### Activity 5

- 1 As before, either go through this with the whole class or let students report the sentences in pairs.
- 2 Point out that the sentence beginnings are given to help them.
- 3 Remind them to think of the meaning of the reported sentence to help them get the pronoun changes right.
- 4 Remind them not to forget about changing the verb tense.

### Answers

- 1 Jack told Laura that he would help her.
- 2 The teacher asked the class to hand in their work.
- 3 The boy said that the book wasn't his.
- 4 The girls told me that they couldn't remember my name.

## WB: Grammar (WB p37)

These exercises are for independent homework. Check students understand the tasks. Point out the examples and remind students to read the speech bubble and follow the advice.

### WB answers

#### Exercise 1

- 1 The guide said that the Grand Palace was magnificent.
- 2 She explained that the buildings were highly decorated.
- 3 The tourists said that they were enjoying their tour.
- 4 One man said that he would definitely return to Thailand.
- 5 One woman said that her guide spoke excellent English.
- 6 A girl said that she couldn't believe how hot the weather was.

#### Exercise 2

- 1 Miss Mae, our guide, asked everyone to follow her.
- 2 The mother told her son to drink plenty of water.
- 3 The guide told us not to wear shorts and sleeveless tops.
- 4 Jack asked Laura to lend him her camera.
- 5 Laura told Jack to give it back to her immediately.
- 6 Mr Day told his students to take his advice and prepare thoroughly for their exams.

#### Exercise 3

Ross said that he couldn't find his mobile. Holly said that she thought there was one in the kitchen. She added that she was always losing her mobile. Ross said that there was a mobile on the kitchen table but it wasn't his. It was pink. Holly exclaimed that it was her mobile.

## Lesson 5 Grammar in use SB p43

### Lesson aims

- to listen to, read and understand a short conversation
- to understand and practise the present simple
- to understand and practise phrasal verbs

**SB skills:** listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

**WB practice:** gapfill, answering questions; choosing phrasal verbs

**EPB link:** Test 2, Grammar and Vocabulary Q1, Q2, Q3, Q6

### Time division: a rough guide to a 40-minute lesson

► Warm-up - 4	► Activity 3 - 7	► Grammar extra - 6
► Activity 1 - 6	► Activity 4 - 7	
► Activity 2 - 5	► Remember! - 5	

### Warm-up

Ask a pair of volunteers to read aloud the dialogue they completed on WB p31. Other students listen and follow. If there is time, let another pair read again.

### Activity 1

- 1 Point out the characters.

#### 2 Pre-listening questions

Ask: Where are Jack and Laura going? **to school**  
What is Laura doing? **She is looking at her mobile phone.**  
What might she be doing? **She might be reading a message.**  
3 Play track 1.14. Students listen and follow in their books.  
4 Point out the present tenses in bold. Ask: **Do** they refer to events in the past, present or future? Students should realise that they refer to future events.

### Activity 2

- 1 Students cover the text.

2 Read out the statements. Students tell you if they are true or false. Invite volunteers to correct the false statements.

**Answers** 1F: Their bus leaves in two minutes. 2T  
3T 4F: The twenty-fifth is next Tuesday. 5F: There's a solar eclipse in Nairobi next week. 6F: Laura thinks it is on Saturday.

### Activity 3

- 1 Students complete this activity working in pairs.
- 2 Go around as they ask the questions and answer.
- 3 Take note of any errors.

### Answers

- 2 What date is it tomorrow? It's the ...
- 3 What date is it next Saturday? It's the ...
- 4 When are the next exams? They're in/on ...
- 5 When is the next holiday? It's in ... weeks. / It's on the ... minutes.
- 6 When is the next break? It's at ... o'clock; It's in ...
- 7 What is the next lesson? It's ...
- 8 What programmes are on TV this evening? ... is on at ... etc.

### Activity 4

- 1 Students work in pairs. Give them a time limit.
- 2 Go around listening as they work then go through the questions and answers with the whole class.

### Answers

- 2 When does the plane land? It lands at a quarter to five.
- 3 When do the exams start? They start on Tuesday.
- 4 What time does the film begin? It begins at half past three.
- 5 What time do the shops shut tomorrow? They shut at half past five.

6 When does the taxi get here? It gets here at a quarter past seven.

#### Remember!

Go through the information and examples.  
Ask students to find other examples in the text.  
Ask different pairs to suggest a sentence. Ask the rest of the class if the sentence shows the correct use.

#### Grammar extra (SB p128)

Ask a volunteer to read the bubble.

##### Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 If necessary, help the class to work out the meaning.
- 4 Continue with the other sentences.

**Example answers** 1 wait 2 being somewhere without doing anything in particular 3 ended the call 4 keep 5 stay in the background

##### Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

**Example answer** The cats are hanging around outside the restaurant waiting for food.

##### Activity 2

Students in pairs may think of their own sentences using the phrasal verbs.

#### WB: Grammar in use (WB p38)

These exercises should be completed independently as a homework task. Point out that complete sentences are required in answers for Exercise 2.

##### WB answers

**Exercise 1** 1 A: Are B: is, starts 2 does, arrive 3 does ... leave, takes off 4 is, is 5 are 6 is

##### Exercise 2

- 1 It starts at a quarter past five.
- 2 It's on at half past six.
- 3 There are two news programmes tomorrow evening.
- 4 The first half finishes at a quarter past eight.
- 5 The news and weather interrupts the sports programme.
- 6 The football continues at half past eight.
- 7 The film starts at half past nine.
- 8 There is one music programme tomorrow evening.

**Exercise 3** 1 hangs onto 2 are hanging around 3 hang back 4 Hang on 5 hung up

#### Lesson 6 Writing SB pp44–45

##### Lesson aims

##### SB

**Stage 1:** to investigate texts and language designed to inform and persuade, i.e. a guidebook

**Stage 2:** to work collaboratively to produce a piece of informative/persuasive writing based on a fact file of the Grand Canyon

##### WB

**Stage 3:** to produce a piece of informative/persuasive writing based on a local attraction

**SB skills and WB practice:** recognising and using vocabulary designed to have an effect on the reader, i.e. to persuade

**EPB link:** Test 2, Writing

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5  
► Stage 1 – 10  
► Stage 2 – 20  
► Stage 3 – 5

##### Warm-up

In pairs or groups, ask students to list the five best attractions to visit as a day trip in the local area. List all the places they think of in a corner of the board and leave it there until going through the WB task.

#### Stage 1 Features of writing to inform and persuade

##### Information box

Read through the box with the class. Make sure students understand all the terms used. Ask them to explain the following:

**non-fiction:** writing that gives facts or recounts events that happened and are not made up

**information:** knowledge or facts about someone or something

**persuade:** to make someone do or think something by giving particular information

Ask for examples when students might need to 'inform' somebody, and when they need to 'persuade' somebody. They should be able to give examples of information, such as a report of an event, and persuasion such as encouraging or asking a friend to do something.

##### ► Tenses

- 1 Read the first information point.

- 2 Ask students for examples of past and present tenses, e.g. *I came to school this morning. I am listening to my teacher.*
- 3 Read about how past tenses are used in the guide.
- 4 Ask a student to read the example sentence beginnings.
- 5 Read about how present tenses are used in the guide.
- 6 Ask a student to read the example sentences.

#### Activity

Students scan the reading passage to find three more examples.

#### Example answers

past tense	present tenses
... the king <b>used</b> for his residence.	The Palace <b>is</b> one of the sights ...
King Rama <b>encouraged</b> us ...	The Grand Palace <b>stands</b> ...
He <b>took</b> us there ...	

#### ► Information

- 1 Read the first information point.
- 2 Read out the different kinds of information asking students to read the examples.
- 3 Ask students to explain these terms (example answer in brackets):  
historical information:  
*(Information about something that has happened in the past)*  
descriptive information:  
*(Information which describes what something looks like, etc.)*  
practical information:  
*(Information which the reader will find useful)*
- 4 Ask students to give examples based on their school, e.g. historical: *The school was built in 1980.*  
descriptive: *It is a two-storey building made of sandstone.*  
practical: *The school opens at 7.30 every morning.*

#### Activity

Students scan the reading passage to find an example of each type of information.

#### Example answers

historical: 1982 was the 200th year of Bangkok ...  
descriptive: Statues representing legendary creatures stand fiercely on guard at entrances ...  
practical: Take an umbrella. It will either pour with rain or the sun will burn you ...

#### ► Persuasive language

- 1 Read the first information point.
- 2 Ask different students to read the examples that are used and the language that is not used.
- 3 Ask the students if they can see the difference.
- 4 Ask: Which of the phrases would encourage you to visit? Why?
- 5 Read the second information point about opinion.
- 6 Ask different students to read the examples.

- 7 Ask: What do you think 'positive opinions' are? Encourage students to explain, e.g. *thinking something is good.*
- 8 Ask: Why do you think this feature is included in the guidebook? Students should be able to say, e.g. *It is included to make other people want to go there.*

#### ► Layout

- 1 Read the information point.
- 2 Explain or help students to explain the terms that are used:  
Layout: *how text and pictures are arranged*  
presentational devices: *ways of making something look interesting, e.g. laying photos over each other.*
- 3 Ask the class if they can think of any others. They should be able to mention things like colouring (tinting) part or all of the page as a background; using different fonts and different size of text; putting some information into boxes, etc.
- 4 Ask for their opinion on the layout of the guidebook. Do they find it interesting/attractive/boring? Why?

#### Activity

- 1 Students look at the reading passage to find examples of presentational devices. They may do this in pairs or small groups.

#### Example answers

- a sub-heading: Architecture
- b map: location map of Bangkok Palace
- c plan: small plan of palace showing three sections
- d photo: photos of the buildings
- e caption: This building in the Central Court was first a royal residence. Now it is used for royal ceremonies.
- f tip box: Ignore the tricksters

Note: Students may find different but similar examples.

- 2 Ask students why they think the writer has used these different presentational devices? How do they make the pages more interesting?

#### Stage 2 Writing together

**Task box** Read out the task box and ensure the students understand it. Explain, if necessary, that a canyon is a very deep valley.

- 1 Point out the photo. Tell them to look back quickly at p37. The main photo is also of the Grand Canyon.
- 2 Ask if the class already know anything about the Grand Canyon. They should realise from the viewing platform shown in the Check-in page picture that it is a sight that people visit.
- 3 Elicit any other information they can give.
- 4 Explain that there is information in the fact file that will help them to write interestingly and persuasively about the canyon.

#### Activity 1

- 1 Read the information in the fact file to the class.

2 Explain that the Native American tribes, the Hopi /'haʊpi:/, the Navajo /'nævə,boʊ/, Havasupai /'hævəsʊpi/ and Paiute /'paɪət/ are the people who have lived in the area for thousands of years.

#### Activity 2

1 Ask what are the different kinds of information they discussed on p44. Elicit: **historical, descriptive, practical**. Write the words as headings on the board.

2 Ask the class to look at the different pieces of information in the fact file and suggest which heading they belong with.

3 Help the class to organise the information logically under the three headings, e.g.

historical: *formation / when it became a national park*

descriptive: *location / size / population / plants and animals*

practical: *exploring the Grand Canyon / visitors / opening times*

#### Activity 3

1 Tell students they have a double page spread for the information and illustration.

2 Draw the double page on the board.

3 Ask the class: *How should the text be set out? What illustrations could be used? What title should the pages have?*

4 Elicit various suggestions from the class and gradually draw the layout on the pages (which area is text, where the title and pictures should go). Be prepared to make changes as better ideas come forward and encourage the class to review the appearance of the pages as the layout progresses.

#### Activity 4

1 Point out the persuasive vocabulary below the fact file.

2 Ask students what else they can add. Tell them to look at the photo to give them ideas as to what could be said about the canyon.

3 Note ideas for other words or phrases on the board.

#### Activity 5

1 Use the notes on the board to write three informative/persuasive paragraphs.

2 Elicit sentences from the class using the three sections of information: historical information forms the first paragraph; the descriptive information is the second and the practical information forms the third.

3 When the first draft has been completed, ask a volunteer to read it through. Ask the class to think whether the correct features have been included, e.g.

- Does the text use present and past tenses appropriately?
- Are the various types of information included?
- Has vocabulary been chosen to persuade the reader?
- Have presentational devices and layout been carefully thought about in order to make the article attractive?

4 Make any changes that you and the class agree to.  
5 Ask a student to read the leaflet a final time.

#### Stage 3 WB: Individual writing (WB p39)

1 Read the Information box and explain the task.

2 Point out the box reminding them to look back at SB p44 for the features of this kind of writing.

3 Explain that the first task is to choose a local place and research it. Remind them of the places they thought of at the beginning of the lesson.

4 Point out the information that is given on the page to help them: research advice; suggestions about persuasive language and layout.

5 Suggest to students that they should write the information that they find following the three-paragraph plan:

1 historical 2 descriptive 3 practical.

This can form their first draft.

6 They can then use some or all of the *Useful vocabulary* as well as their own ideas to add the 'persuasive' element into their writing.

7 Tell the class that once they have written and proofread the text, they should think about the layout.

8 If they have access to a computer, they can manipulate the text and add illustrations, change font colours and sizes, etc.

9 If they are doing the pages by hand, they should do as much as possible by way of a *guidebook* layout to interest the reader but they may have to indicate where illustrations will go as opposed to actually having illustrations there.

10 After writing the first draft, tell them to check the *Remember* box, make improvements and proofread.

11 After that, they should create their final copy.

#### Assessment

In assessing this work, look for:

- appropriate use of tenses
- interesting and useful information
- persuasive language
- appropriate and varied presentational devices/layout.

#### Lesson 7 Listening and speaking SB p46

##### Lesson aims

- to listen to and understand the gist of a dialogue about different schools
- to hold a similar discussion in groups
- to listen to a dialogue about schools for gist and detail
- to prepare and deliver a presentation about students' own school

**SB skills:** listening for gist and detail; listening and speaking in groups; individual speaking

**WB practice:** dialogue completion; preparation for individual spoken presentation

**EPB link:** Test 2, Listening Q3, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson  
► Warm-up - 3 ► Listening comprehension - 10  
► Conversation practice - 20 ► Individual speaking - 7

#### Warm-up

Ask the class if any of them ever went to a different school. If any did, ask: Was it different to this school? Ask the whole class questions about their school, e.g. What age do students start and finish at the school? How many students are there? How many classes? How many teachers?

#### Conversation practice

##### Activity 1

- 1 Explain that Ross and Holly are talking together.
- 2 Give the class a moment to look at the photos.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: What do the photos show? Elicit answers.
- 5 Ask: What are Ross and Holly talking about? Elicit that they are talking about schools – probably their own schools.

##### Activity 2

Play track 1.15. Students listen and decide if they correctly predicted the conversation.

#### Audiodescript

##### Track 1.15 Activities 2 and 3

Holly: What's your school like, Ross?  
Ross: My school? Well, it's pretty big. There are about 1,500 students.  
Holly: Wow! That is big!  
Ross: It's a new school. It was built three years ago. So it's very modern and it's got great facilities. And we've got fantastic grounds, too, where we can do sport. Football in the winter and athletics in the summer.  
Holly: Hmm ... Sport's not really my thing ... What are the classrooms like?  
Ross: Oh, brilliant. They're bright and comfortable and we've got all the latest technology – computers and so on.  
Holly: It sounds amazing. Much more up-to-date than my school.  
Ross: It's great. We've got a huge sports hall where we do gymnastics and basketball and there's another big hall, too, with a stage where we put on plays.  
Holly: Oh, you're so lucky! I love acting! I wish we had a hall with a stage.  
Ross: Let's see ... What else can I tell you ...? We've got some great science labs with all the latest equipment.

Holly: Do you have lunch at school? Have you got a canteen?  
Ross: Well ... we have got a canteen but it feels more like a proper restaurant really. And the food's out of this world.  
Holly: You're making me jealous! Your school sounds perfect. It sounds so much better than mine. I bet your school uniform is amazing, too – something really fashionable.  
Ross: Actually, it's not. Our uniform's absolutely awful.  
Holly: Ha! I knew it was too good to be true.

#### Activity 3

- 1 Ask a volunteer to read the phrases.
- 2 Play track 1.15 again.
- 3 Remind the class to raise their hands when they hear one of the phrases from the box.

#### Activity 4

- 1 Remind students of the short discussion in the Warm-up at the beginning of the lesson.
- 2 Give them a few moments to list facilities.
- 3 Point out the suggestion for the start of the discussion.
- 4 Go around listening as they work. Note any major errors that you hear and find another moment in a lesson to explain the mistake and correct.

#### Listening comprehension

##### Activity 1

- 1 Explain that Izzie and Dan go to different kinds of schools and these are shown in the photos opposite.
- 2 They must listen to the conversation and decide who goes to School A and who goes to School B.
- 3 Play track 1.16.

#### Audiodescript

##### Track 1.16 Activity 1

Izzie: What's your school like, Dan?  
Dan: My school? Well ... it's pretty small. There are only about 250 students, I think.  
Izzie: Wow! That is small. My school's huge! There are 1,500 of us.  
Dan: What else can I tell you ...? Let's see ... It's very old. It was built over 300 years ago.  
Izzie: Really? My school's quite modern. Do you like your school?  
Dan: Yes, I do. I like it a lot. It's old but it's got great facilities. We've got fantastic grounds where we can do sport and we've got a swimming pool, too.  
Izzie: A swimming pool? Really? Lucky you! It's a boarding school, isn't it?  
Dan: Yep.

Izzie: I don't think I'd like that. I can't imagine staying at school all the time and sleeping there. Don't you miss your family?  
Dan: Sometimes. But I see them in the holidays and sometimes at weekends.  
Izzie: Aren't you lonely?  
Dan: Not at all! I've got loads of friends.  
Izzie: How big is your class?  
Dan: There are 12 of us in my class.  
Izzie: Twelve? Is that all? There are 29 in mine. Do you have to wear a uniform?  
Dan: Yes, we do – but not after school or at weekends. How about you?  
Izzie: Yes, we have to wear a uniform, too. It's dark green. I hate it.  
Dan: Ours isn't too bad.  
Izzie: Isn't there anything you dislike about your school?  
Dan: Well ... sometimes I think it would be nice if there were girls at the school as well as boys.  
Izzie: There are no girls at your school?  
Dan: No, only boys. Is yours a mixed school?  
Izzie: Yes, it is. Boys and girls. Is yours a private school?  
Does your family pay to send you there?  
Dan: Yes, they do. It's quite expensive. How about your school?  
Izzie: My school's a state school so it's free. My parents don't have to pay anything.  
Dan: Do you like your school?  
Izzie: Yes, I do. Most of my teachers are really nice and I've got lots of good friends. It's great.

**Answers** Izzie goes to School A and Dan goes to School B.

- 4 Ask different students to read out the questions.
- 5 Play track 1.16 again. Students listen and note their answers. Be prepared to play the track a third time if necessary.
- 6 Go through the answers together by asking different students to reply to each question.

**Answers** 1 Izzie's 2 Dan's 3 Dan's 4 It is a school where students stay all the time and sleep there as well. 5 in the holidays and sometimes at weekends 6 Izzie's 7 her school uniform 8 there are no girls, only boys 9 It is a school with both girls and boys. 10 A state school is free but parents pay to send a child to a private school.

#### WB: Individual speaking (WB p40)

- 1 Explain that students are going to talk about their school.
- 2 Tell students to look at WB p40. Explain that ideas are given to help them but they may use their own ideas if they wish.

- 3 Explain that the questions are arranged in sections so they can easily make notes and then write the information.
- 4 Point out the suggestions for beginning and ending the talk.
- 5 Remind them to check what they have written and to practise their talk. It should last between one and two minutes.
- 6 Encourage students to use what they have written to help them speak and look up at their audience, rather than reading every single word they have written without looking up at all.

#### WB: Listening and speaking (WB p40)

##### Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for the words and expressions from the grey box.

##### WB answers

###### Exercise 1

Izzie: pretty, equipment, lab, up-to-date  
Dan: my thing, facilities  
Izzie: Let's see, hall, grounds, though  
Izzie: mixed, state  
Dan: canteen  
Izzie: out of this world, I bet  
Dan: not bad  
Izzie: Of course, boarding, meals

#### WB: Check-out 4 (WB p41)

Students complete this page as an independent task. They may do this for homework before the lesson. It reminds students of the key points they have learned in the different skill areas. Tell them they should be able to complete it easily.

#### Check-out 4 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities to go through the page and make sure that independent Writing has been completed.
- 3 Ensure that all students have presented their individual speaking task.

#### Check-out 4 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through the answers with the class
- remind them that this page is to help them to find out how well they have taken in the work in the unit
- take in completed Writing assignments.

#### Unit 4 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Hold a short class discussion. Ask: Do you think your school is very different or similar to schools in the UK?

#### Check-out 4 answers

**Reading** 1 The Grand Palace, Thailand 2 plan, photo, map

#### Vocabulary destination

#### Looking at language

1 Dictionary work: a truly b gradually c colourfully d richly

2 Spelling: a pleasure b signature c leisure d literature

3 Language development: The palace is a complex of several buildings. It stands close to the Chao Phraya river.

#### Grammar

1 Susie said that the palace was magnificent and she asked Harry to take a photo.

2 What time is the next train to London?  
3 hang up

#### Writing

1 information, facts, persuades

#### Homework after Check-out 4

Students read the Check-in page for Unit 5 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

#### Revision 2 (Units 3 and 4) (WB pp42–43)

#### WB answers

**Exercise 1** 1 had given 2 had fallen 3 had... completed 4 had made 5 had drenched

**Exercise 2** 1 had been flickering 2 had been saving 3 had been hovering 4 had been trying 5 had been operating

**Exercise 3** 1 so that 2 to (in order to) 3 to (in order to) 4 so that

#### Exercise 4

- 1 Harry learned Spanish so that he could talk to his Spanish cousins. or Harry learned Spanish in order to talk to his Spanish cousins.
- 2 You should start revising early so that you avoid doing it in a rush. or You should start revising early in order to avoid doing it in a rush.

#### Exercise 5

- 1 The friendly man said that the palace was closed today (that day).
- 2 Joe replied that he was sure it was open.
- 3 Freddy suggested that they could go and see if it was open.
- 4 The man said that he could take them to another palace.

#### Exercise 6

- 1 The guide asked them to show him their tickets.
- 2 He told them to take a (that) plan of the palace.
- 3 Joe told Freddy not to stand too long in the sun.
- 4 Freddy asked Joe if he could have some water.

**Exercise 7** is, starts (begins), begins (starts), continues, closes

#### Exercise 8

**Exercise 9** 1 drank 2 blew 3 lost 4 stood 5 sprang

**Exercise 10** truly, majestically, gradually, fiercely 1 majestically 2 fiercely 3 gradually 4 truly

**Exercise 11** 1 cough f 2 roughly f 3 flight s 4 graph f 5 through s

**Exercise 12** 1 treasure 2 pressure 3 culture 4 measure 5 feature 6 creature 7 pleasure

**Exercise 13** The palace was fascinating but we were very tired and we agreed to sit down and rest.

**Exercise 14** The building, which was dark inside, had many passages where (in which) it would be easy to lose your way. or The building was dark inside, with many passages where (in which) it would be easy to lose your way.

**Exercise 15** set in, set about

**Exercise 16** hanging around, hung back

# Beyond this world

In this unit, students:

- read and understand an extract from a science fiction story
- develop a close understanding of the story and the features of science fiction
- learn about compound words; spell words with y sounding /i/ or /aɪ/; learn about informal styles in fiction; study words with the prefix *trans-*
- learn and practise changes in reported statements from the past to the past perfect and present perfect to past perfect
- learn and practise using quantifiers: *few, the fewer, fewest, little, less, the least*
- write continuations of the science fiction story
- listen to a conversation about performance arts
- make a short individual presentation about a theatre or cinema visit

## Lesson 1 Check-in; Reading SB pp47–49

### Lesson aims

- to prepare for the topic of science fiction and other aspects of work in Unit 5 through the Check-in page
- to read and gain a general understanding of a science fiction story extract

**SB skills:** reading for general understanding; oral comprehension; reading fluency; vocabulary work

**WB practice:** Unit 5 vocabulary list (p139)

### Time division: a rough guide to a 40-minute lesson

► Check-in – 10	► After reading – 10
► Before reading – 3	► Reading practice – 10
► Reading – 7	

Point out the unit title and give students a few moments to look at the pictures.

Ask: *What things do you recognise in the photos and can you name them in English?* Elicit words and note them on the board. Give the English for anything students recognise but cannot name.

### Check-in

1. Read the first two statements.

**Task box** If students did not already know the answers to these questions, they should have looked them up.

2. Elicit answers from around the class.

### Answers

350,000–400,000 kms depending on the orbit  
Gravity is the force that pulls things together.  
Gravity on the Moon is one sixth of gravity on Earth.

3. Read the sentence about the story.

### Reading

1. Read the first statement. Students should be familiar with *fiction*: a story that is made up from a writer's imagination.

**Task box** Elicit any science fiction books or films the class has read, seen or heard of.

2. Read the next two statements.

**Task box** Elicit answers from the class. If they have seen science fiction films, ask: *Do you think of them only as stories or do you think about the inventions, machines and way of life, etc. that are shown in them?*

3. Read the next statement. Explain that Kepler is a boy they will find out about.

**Task box** Elicit students' ideas. They should immediately recognise that the Moon has a bare landscape so all plants and animals would be strange. They may also realise that the Moon has no running water and no atmosphere so there are no clouds or weather as we know it.

4. Read about the new words and elicit meanings.

### Looking at language

1. Read through the language work that will be covered.

2. Ask the class if they can name any compound nouns. They should remember, e.g. *football, sunlight*, etc. If necessary, remind them that a compound noun is made up of two separate nouns joined together to make a new word.

### Grammar

Read the information about Grammar.

**Task box** Elicit phrasal verbs. Students should be able to suggest, e.g. *take out, take away, take off*.

### Writing

1. Read about the writing features and writing tasks.

2. Ask the class if they have ever wondered what it would be like to take a flight to the Moon.