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Introduction to the Teacher

New Enterprise B1 is a modular course for young adults and adults studying British English at CEFR Level B1. It allows flexibility of approach, which makes it suitable for classes of all kinds, including large or mixed ability classes.

New Enterprise B1 consists of twelve units. Each unit consists of three lessons plus Culture sections, Reviews & Competences. The corresponding unit in the Workbook provides the option of additional practice.

COURSE COMPONENTS

Student's Book

The **Student's Book** is the main component of the course. Each unit is based on specific themes and the topics covered are of general interest. All units follow the same basic structure (see **Elements of the Coursebook**).

Workbook

The **Workbook** is in full colour and contains units corresponding to those in the Student's Book, with practice in Vocabulary, Grammar, Everyday English & Reading. There is a Revision Section every three units for students to revise the vocabulary and grammar taught. There is also a Skills Practice section for students to get more practice in Listening, Everyday English, Reading and Writing. All the exercises in the Workbook are marked with graded level of difficulty (*, **, ***).

Teacher's Book

The **Teacher's Book** contains step-by-step lesson plans and suggestions on how to present the material. It also includes answers to the exercises in the Student's Book, the audioscripts of all the listening material, suggested speaking and writing models, and evaluation sheets as well as the answers to the exercises in the Workbook and Grammar Book.

Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the monologues/dialogues and texts in the Listening and Reading sections, Values, Presentation Skills, Public Speaking Skills & CLIL sections as well as the Pronunciation/Intonation sections in the Student's Book, and the material for all listening tasks in the Workbook.

IWB

The IWB contains all the material in the Student's Book, Teacher's Book, Workbook, Grammar Book and Audio CDs and aims to facilitate lessons in the classroom. It also contains grammar presentations of all the grammar structures in the Student's Book as well as **videos** closely linked to the texts in the course and activities for Ss to

further practise their English and expand their knowledge, as well as **games** for students to revise the vocabulary and grammar taught.

Digibook applications

The **Digi apps** contain all the material in the Student's Book, Workbook and Grammar Book and help students monitor their progress and improve their stats which are stored so that they can be accessed at any time.

Grammar Book

The Grammar Book contains clear, simple presentations of all grammar structures that appear in the course with a variety of graded exercises.

ELEMENTS OF THE COURSEBOOK

Each unit begins with a brief overview of what will be covered in the unit.

Each unit contains the following sections:

Vocabulary

Vocabulary is introduced in a functional and meaningful context. It is practised through a variety of exercises, such as picture-word association and completing set phrases in order to help students use everyday English correctly.

Reading

Each unit contains reading texts, such as: articles, blog entries, articles, emails, tweets, forum entries, adverts, etc. These allow skills, such as reading for gist, for specific information, for cohesion & coherence etc to be systematically practised.

Grammar

The grammar items taught in each unit are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce learners' understanding and mastery of each item. Detailed explanations of all grammar points and exercises are in the Grammar Reference. The Workbook contains practice on each grammar structure presented within each unit.

Listening

Learners develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the unit in realistic contexts. This reinforces learners' understanding of the language taught in the unit.

Speaking

Controlled speaking activities have been carefully designed to allow learners' guided practice before leading them to less structured speaking activities.

Everyday English

Functional dialogues set in everyday contexts familiarise students with natural language. The dialogues are followed by language boxes to help learners practise.

Pronunciation/Intonation

Pronunciation/Intonation activities help learners to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Writing

There are writing activities throughout the units, based on realistic types and styles of writing, such as emails, letters, blogs, online forms, reviews, stories, articles, essays, news reports, etc. These progress from short paragraphs to full texts, allowing learners to gradually build up their writing skills.

Culture

Each unit is accompanied by a *Culture* section.

In each *Culture* section, learners are provided with cultural information about aspects of English-speaking countries that are thematically linked to the unit. Learners are given the chance to process the information they have learnt and compare it to the culture of their own country.

Study Skills

Brief tips, explanations and reminders at various points throughout each unit help learners to develop strategies which improve holistic learning skills and enable them to become autonomous learners of the English language.

Review

This section appears at the end of each unit, and reinforces students' understanding of the topics, vocabulary and structures that have been presented in the unit. A Competences marking scheme at the end of every *Review* section allows learners to evaluate their own progress and identify their strengths and weaknesses.

Values

This section aims to develop moral values learners need to have in our globalised world.

Public Speaking Skills

This section aims to help learners develop their public speaking skills, giving them guidance on how to become competent public speakers.

CLIL

The *CLIL* sections enable learners to link the themes of the units to an academic subject, thus helping them contextualise the language they have learnt by relating it to

their own personal frame of reference. Lively and creative tasks stimulate learners and allow them to consolidate the language they have learnt throughout the units.

Each *CLIL* section is aimed to be taught after the corresponding *Values & Public Speaking Skills* sections.

Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

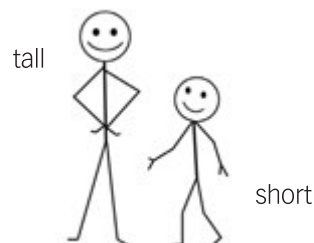
SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

The new vocabulary in *New Enterprise B1* is frequently presented through pictures. (See *Student's Book, Unit 4, p. 30, Ex. 1.*)


Further techniques that you may use to introduce new vocabulary include:

- **Miming.** Mime the word you want to introduce. For instance, to present the verb *sing*, pretend you are singing and ask learners to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: 'powerful'.
 - present the word **strong** by giving its opposite: 'weak'.
 - present the word **weekend** by paraphrasing it: 'Saturday and Sunday'.
 - present the word **famous** by giving its definition: 'very well-known (person or thing)'.
- **Example.** Use of examples places vocabulary into context and consequently makes understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the learners' country: 'Rome is a city, but Parma is a town.'
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Use of L1.** In a monolingual class, you may explain vocabulary in the learners' native language. This method, though, should be employed in moderation.
- **Use of a dictionary.** In a multilingual class, learners may refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or a definition.

Note:  **Check these words** sections can be treated as follows: Go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/ draw the meaning, or look up the meaning in their dictionaries.

B Choral & individual repetition

Repetition will ensure that learners are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask learners to repeat chorally before you ask them to repeat individually. Repeating chorally will help learners feel confident enough to then perform the task on their own.

C Reading & Listening

You may ask learners to read and listen for a variety of purposes:

- **Reading for detail.** Ask learners to read for specific information. (*See Student's Book, Unit 1, p. 5, Ex. 5. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)
- **Listening for detail.** Learners listen for specific information. (*See Student's Book, Unit 1, p. 8, Ex. 2.*)
- **Listening and reading for gist.** Ask learners to read and/or listen to get the gist of the dialogue or text being dealt with. (*See Student's Book, Unit 3, p. 20, Ex. 3. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)

Note: VIDEO

Main texts in the Student's Book are accompanied by videos that are included in the digi applications and the IWB. The videos can be watched after learners have read the texts. Activities that accompany the videos can be done in class or assigned as HW.

D Speaking

- Speaking activities are initially controlled, allowing for guided practice in language/structures that have just been learnt. (*See Student's Book, Unit 1, p. 8, Ex. 1b.*)
- Ss are led to free speaking activities. (*See Student's Book, Unit 1, p. 8, Ex. 4, where Ss are provided with the*

necessary lexical items and structures and are asked to act out their dialogues.)

E Writing

All writing tasks in *New Enterprise B1* have been carefully designed to closely guide learners to produce a successful piece of writing. They are fully analysed in the *Skills in Action* sections in the Student's Book with model texts and exercises that aim to help learners improve their writing skills.

- Make sure that Ss understand that they are writing for a purpose. Go through the writing task so that Ss are fully aware of why they are writing and who they are writing for. (*See Student's Book, Unit 4, p. 35, Ex. 9. Ss are asked to write an informal email.*)
- It would be well advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Assigning homework

When assigning homework, prepare learners as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned tasks include:

Dictation – learners learn the spelling of particular words without memorising the text in which they appear;

Vocabulary – learners memorise the meaning of words and phrases or use the new words in sentences of their own;

Reading Aloud – assisted by the digi apps, learners practise at home in preparation for reading aloud in class;

Writing – after thorough preparation in class, learners are asked to produce a complete piece of writing.

G Correcting learners' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the learners are doing.

• Oral accuracy work:

Correct learners on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing learners to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.

• Oral fluency work:

Allow learners to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

- **Written work:**

Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising learners is of great importance. Praise effort as well as success.

H Class organisation

- **Open pairs**

The class focuses its attention on two learners doing the set task together. Use this technique when you want your learners to offer an example of how a task is done. (See *Student's Book, Unit 1, p. 8, Ex. 1b.*)

- **Closed pairs**

Pairs of learners work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See *Student's Book, Unit 1, p. 8, Ex. 4b.*)

- **Stages of pairwork**

- Put Ss in pairs.
- Explain the task and set a time limit.
- Rehearse the task in open pairs.
- In closed pairs, get Ss to do the task.
- Go around the class and help Ss.
- Open pairs report back to the class.

- **Group work**

Groups of three or more Ss work together on a task or activity. Class projects or role-play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

- **Rolling questions**

Ask Ss one after the other to ask and answer questions based on the texts.

I Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

Abbreviations used in the Student's and Teacher's Books.

T teacher	p(p). page(s)
S(s) student(s)	e.g. for example
HW homework	i.e. that is
L1 students' native language	etc et cetera
Ex(s). exercise(s)	sb somebody
	sth something

Key to symbols used in the Student's/Teacher's Books



audio



pairwork



groupwork



words to be explained using the context each appears in



tasks to help learners develop research skills



suggestions to help learners become autonomous



suggestions to help learners develop their writing skills



sections to develop Ss' critical thinking skills



texts to familiarise Ss with the culture of English-speaking countries and develop cross-cultural awareness

VALUES sections to help Ss develop critical thinking skills and values

CLIL sections that link the themes of the units to a subject from the core curriculum

Topic	
In this unit, Ss will explore the topic of travel and means of transport.	
3a Reading & Vocabulary	20-21
<p>Lesson objectives: To learn vocabulary for means of transport, to read for gist, to listen for specific information, to read for specific information (T/F/DS statements), to learn prepositional phrases, to practise words easily confused, to learn phrasal verbs with <i>run</i>, to talk about a visit to a place, to write a comment on a blog</p> <p>Vocabulary: Means of transport (<i>reindeer sled, Monte toboggan, rainforest zip-line tour, reed boats, bamboo train, classic cars</i>); Nouns (<i>ride, platform, wheel, railway track, uniform, travel, journey, trip</i>); Verbs (<i>shine, whizz</i>); Phrasal verbs (<i>come across, set up, run into/after/out of/over</i>); Adjectives (<i>early, foreign</i>)</p>	
3b Grammar in Use	22-23
<p>Lesson objectives: To learn/revise the present perfect and the present perfect continuous, to learn/revise the <i>past perfect</i> and the <i>past perfect continuous</i>, to learn/revise the definite article (<i>the</i>)</p>	
3c Skills in Action	24-25
<p>Lesson objectives: To learn vocabulary for parts of an airport, to listen for specific information (gap fill), to read for cohesion & coherence (missing sentences), to act out a dialogue and practise everyday English for reporting lost luggage, to learn the pronunciation of silent letters, to read for cohesion & coherence (word formation), to write an article describing a journey</p> <p>Vocabulary: Parts of an airport (<i>departures, arrivals, check-in, passport control, information, baggage reclaim, duty-free, customs</i>)</p>	
Culture 3	26
<p>Lesson objectives: To scan a text, to listen and read for specific information (sentence completion), to talk and write about a symbol of one's country/capital city</p> <p>Vocabulary: Nouns (<i>underground railway, line, diamond, curve, symbol</i>); Verb (<i>change</i>); Adjectives (<i>confusing, straight, bold, amusing</i>); Phrase (<i>at the bottom of</i>)</p>	
Review 3	27
<p>Lesson objectives: To test/consolidate vocabulary and grammar learnt throughout the unit, to practise everyday English</p>	

Go through the objectives box and tell Ss that these are the topics, skills and activities this unit will cover.

3a

Vocabulary

1 **Aim** To generate vocabulary for means of transport

- Ask Ss around the class to name different means of transport we use while on holiday. Write them on the board under each category.
- Ask individual Ss which their favourite means of transport is and why.

Suggested Answer Key

by air: plane, helicopter

by rail: train

by road: coach, bus, car, motorbike, scooter, rickshaw, taxi, quad bike

by water: boat, ship, gondola, ferry

My favourite means of transport while on holiday is a plane because I get excited on the journey to a faraway place. It's comfortable and safe, too.

2 a) **Aim** To present vocabulary related to unusual means of transport

- Ask Ss to look at photos 1-6 and read the list of countries and decide in pairs which form of transport they think comes from which country.
- Ask various Ss to tell the class.

Ss' own answers

b) **Aim** To listen for specific information

Play the recording. Ss listen and find out if their guesses were correct.

Answer Key

- | | |
|--------------|------------|
| 1 Finland | 4 Peru |
| 2 Portugal | 5 Cambodia |
| 3 Costa Rica | 6 Cuba |

Reading & Listening

3 **Aim** To introduce the topic of a text and listen and read for gist

- Ask Ss to skim the text quickly and elicit which photos each one relates to.
- Play the recording. Ss listen to and read the text to check.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| A 6 | B 5 | C 3 | D 2 |
|-----|-----|-----|-----|

4 **Aim** To read for specific information (T/F/DS statements)

- Ask Ss to read the statements and then give them time to read the text again and mark them accordingly.
- Check Ss' answers and then give Ss time to look up the meanings of the words in bold in the Word List or in their dictionaries and elicit definitions from Ss around the class.

Answer Key

- T (a 1950s American car)
- DS
- DS
- F (wasn't very comfortable)
- T (I spent ... the trees!)
- F (We're about ... tourist)

- Elicit meaning of bolded words. Alternatively, give Ss time to look up the meanings of the words in the **Check these words** box in the Word List or their dictionaries.

Suggested answer key

early (adj): near the beginning of sth

shine (v): to sparkle

foreign (adj): coming from a country that is not yours

come across (phr v): to meet by chance

set up (phr v): to establish a business

whizz (v): to move fast

uniform (n): a special set of clothes worn when doing some jobs

- Play the video for Ss and elicit their comments.

Background Information

Portugal (the Portuguese Republic) is a country in Southern Europe bordering Spain and the Atlantic Ocean. The capital city is Lisbon and the population is 10.4 million people. It is a popular tourist destination.

Cuba (the Republic of Cuba) is a Latin American island country in the north Caribbean. The capital city is Havana and the people speak Spanish. The population is 11 million.

Finland (the Republic of Finland) is a Scandinavian country between Norway, Sweden and Russia. The capital city is Helsinki and the population is 5.5 million people.

Peru (the republic of Peru) is a country on the west coast of South America. The capital city is Lima and the population is 32 million people. The people speak Spanish.

Background Information

Costa Rica (the Republic of Costa Rica) is a country in Central America. The capital city is San José and the population is 4.9 million people. The people speak Spanish.

Cambodia (The Kingdom of Cambodia) is a country in Southeast Asia. The capital city is Phnom Penh and it has a population of 15.2 million people. It was previously the Khmer Empire and it borders Thailand, Laos and Vietnam.

5 **Aim** To consolidate new vocabulary

- Give Ss time to read the words in the list and the paragraph and replace the bold words with their opposites using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Suggested Answer Key

- | | |
|---------------|-----------|
| 1 long | 6 fast |
| 2 modern | 7 hot |
| 3 wide | 8 amazing |
| 4 comfortable | 9 cheap |
| 5 huge | |

6 **Aim** To consolidate new vocabulary & practise collocations

- Ask Ss to choose the correct verbs to match the items a and b.
- Check Ss' answers and then give Ss time to use the collocations in sentences.
- Ask various Ss around the class to share their sentences with the rest of the class.

Answer Key

- | | |
|----------|--------|
| 1 a go | b have |
| 2 a take | b go |
| 3 a go | b do |
| 4 a do | b go |
| 5 a make | b go |
| 6 a take | b go |

Suggested Answer Key

I would like to **go on holiday** tomorrow.

Are you going to **have a holiday** this year?

Let's **take a trip** this weekend.

Where would you like to **go on a trip**?

Mary loves **going shopping**.

I have to go to the supermarket later to **do some shopping**.

Do you usually **do some sightseeing** when you are on holiday?

Let's **go sightseeing** in Paris.

Tom is **making a journey** to Wales to see his mum.

I'd like to **go on a journey** across Australia.

Have you ever **taken a ride** on a camel?

I'm **going for a ride** on my bike later.

7 Aim To consolidate prepositional phrases from a text

- Give Ss time to read the gapped phrases and fill in the gaps with the correct prepositions.
- Then check Ss' answers.

Answer Key

- | | |
|--------------------|------|
| 1 in (BUT: by car) | 4 by |
| 2 on | 5 at |
| 3 by | 6 in |

8 Aim To understand words easily confused

- Explain the task and give Ss time to use their dictionaries to help them complete it.
- Check Ss' answers.

Answer Key

- | | | |
|----------|--------|-----------|
| 1 travel | 2 trip | 3 journey |
|----------|--------|-----------|

9 Aim To learn phrasal verbs with **run**

- Tell Ss to add the phrasal verbs to the Phrasal Verbs list at the back of their notebooks and include the definitions. Tell Ss to revise this list from time to time and to add to it every time they come across a new phrasal verb.
- Ask Ss to read the phrasal verbs box and make sure that they understand the definitions.
- Give Ss time to complete the task, then check their answers.
- Then ask various Ss around the class to make up a short story using the phrasal verbs and share it with the class.

Answer Key

- | | | | |
|--------|---------|----------|--------|
| 1 over | 2 after | 3 out of | 4 into |
|--------|---------|----------|--------|

Suggested Answer Key

Yesterday, I **ran into** an old school friend, Tom. He was walking his dog and I had **run out of** milk so I was on my way to the shops. We were chatting when a cat walked past and his dog got off its lead and **ran after** it. He dashed into the road and almost got **run over** by a car. It was very scary.

Speaking & Writing

10 Aim **THINK** To talk about an unusual form of transport

- Give Ss time to consider their answers and talk in pairs about either the reindeer sled or the reed boats and tell their partner about travelling on one.
- Then ask various Ss to tell the class.

Suggested Answer Key

Last year, I went to Finland and I got the chance to ride a reindeer sled. It was a fantastic experience and lots of fun. We sat in the sled with warm blankets on us and the reindeer pulled us along.

11 Aim To write a comment on a blog

- Ask Ss to use their answers from Ex. 10 and the texts in Ex. 3 to help them write a comment to post on Vince's blog about an unusual means of transport.
- Then ask various Ss to read their comment to the class.

Suggested Answer Key

Lisa Lewis: Great stories, guys! Last year, I went to Finland and I got the chance to ride a reindeer sled. It was a fantastic experience and lots of fun. We sat in the sled with warm blankets on us and the reindeer pulled us along.

3b Grammar in Use

1 Aim To learn/revise the present perfect and the present perfect continuous

- Ask Ss to read the tweets and identify the tenses. Elicit how we form the perfect tenses and then elicit which tense we use for each of the situations presented.
- Refer Ss to the **Grammar Reference** section for detailed information.

Answer Key

past simple: we won

present perfect: Have you ever visited, We've had, who've booked, who've already flown, storm's left, Kauai has already started

present perfect continuous: we've been showing, that's been travelling, have been happening, we've been cleaning up

We form the present perfect with **have/has (not) + past participle**.

We form the present perfect continuous with **have/has (not) + been + main verb with -ing**.

We use the present perfect for:

- actions that happened at an unstated time in the past
- actions that started in the past and continue up to the present
- to talk about a past action that has a visible result in the present.

We use the present perfect continuous:

- to put emphasis on the duration of an action that started in the past and continues up to the present
- for actions that started in the past and lasted for some time and whose results are visible in the present.

We use the past simple:

- for actions that happened in the past at a specific time.

Background Information

Kauai is the fourth largest and the oldest of the Hawaiian Islands. It is called the Garden Isle and it is 5 million years old. About 67,000 people live there. It has got a tropical climate and it is a popular film location and tourist destination.

Hawaii is the 50th state of the USA and it is an archipelago of hundreds of islands in the Pacific Ocean spread over 2,400 km. The biggest island is also called Hawaii. It is a popular destination for tourists, surfers, biologists and volcanologists.

2 **Aim** To practise the present perfect and the present perfect continuous

- Explain the task. Ss complete the task.
- Check Ss' answers.

Answer Key

- 1 has flown, before (emphasis on numbers)
- 2 ever, landed (personal experience)
- 3 received, yet (action started in past – evidence in present)
- 4 risen, since (action started in past connected to present)
- 5 been waiting, for (emphasis on duration of action that started in past and continues up to present)
- 6 visited so far (emphasis on number)
- 7 already, frozen (action started in past and whose result is visible in present)
- 8 been travelling, since (past action of certain duration having visible results in present)
- 9 just, arrived (a recently completed action)
- 10 been reading, since (action started in past and continues up to present – emphasis on duration)

Background Information

El Salvador (the Republic of El Salvador) is a country in Central America. It is the smallest and most populated country in the region. The capital is San Salvador and the population is 6.3 million people.

3 **Aim** To practise *been/gone*

- Explain that *been* is the past participle of *be* and *gone* is the past participle of *go*. Elicit that we use *have been* to say that sb was somewhere but they aren't anymore and *have gone* to say that sb has gone somewhere and they are still there.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|--------|--------|--------|
| 1 been | 3 been | 5 been |
| 2 gone | 4 gone | |

Background Information

Dubai is the largest city in the UAE and one of the emirates that make up the country.

Spain (The Kingdom of Spain) is a country in southwestern Europe. 45 million people live there and the capital city is Madrid. The people speak Spanish and they have a king and a prime minister.

4 **Aim** To practise the present perfect through role play

- Explain the task and ask Ss to read the dialogue. Ss work in pairs and act out similar dialogues using the notes.
- Monitor the activity around the class and then choose various pairs to act out dialogues in front of the class for three more situations.

Suggested Answer Key

A: Have you ever been in a helicopter?

B: Yes, I have.

A: When was that?

B: Two weeks ago.

A: What was it like?

B: It was exciting.

A: Have you ever gone out in a thunderstorm?

B: Yes, many times.

A: When was the last time?

B: Last autumn.

A: What was it like?

B: It was thrilling.

A: Have you ever driven a car?

B: Yes, I have.

A: When was that?

B: A month ago.

A: What was it like?

B: It was difficult.

- ride/a quad bike – yesterday/strange

- go on/package holiday – last June/interesting

- hire/rickshaw – never

A: Have you ever ridden a quad bike?

B: Yes, I have.

A: When was that?

B: Yesterday.

A: What was it like?

B: It was strange!

A: Have you ever gone on a package holiday?

B: Yes, I have.

A: When was that?

B: It was last June.

A: What was it like?

B: Interesting.

A: Have you ever hired a rickshaw?

B: No, I haven't. I've never hired a rickshaw.

5 **Aim** To present the past perfect and the past perfect continuous

- Write on the board: Sam **had gone** to the market before Kate arrived. Elicit tenses (*had gone* – past perfect; *arrived* – past simple) Elicit that we form the past perfect with *had* (not) + the past participle of the main verb.
- Explain/Elicit that we use this tense to talk about an action that happened in the past before another past action.
- Write on the board: We **had been waiting** for an hour before the plane landed.
- Explain that *had been waiting* is the past perfect continuous. Elicit how the tense is used (*to put emphasis on the duration of an action that happened before another past action*) and how it is formed (*had + been + main verb + -ing form*).
- Ask Ss to read the theory. Refer Ss to the **Grammar Reference** section for more information.
- Elicit examples from the tweets on p. 22.

Answer Key

We form the past perfect with *had* (not) + past participle. – *it had passed*

We form the past perfect continuous with *had* (not) + *been* + verb + *-ing*. – *they'd been calling*

6 **Aim** To practise the past perfect and the past perfect continuous

Explain the task and give Ss time to complete it and then check their answers around the class.

Answer Key

- 1 *had shown* (action that happened before another past action)
- 2 *hadn't left* (action that happened before another past action)
- 3 *had been travelling* (emphasis on duration of an action that happened before another past action)
- 4 *had been walking* (action that lasted for some time in the past and whose result was visible in the past)
- 5 *had you been saving up* (emphasis on duration of an action that happened before another past action)
- 6 *had broken* (action that finished in the past whose result was visible in the past)

Speaking

7 **Aim** To practise the past perfect and the past perfect continuous

- Explain the task and read out the example exchange.
- Have Ss complete the task in pairs.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the rest of the class.

Suggested Answer Key

A: Why was Mary upset?

B: She had missed her flight.

A: Why were you on foot?

B: My car had broken down.

A: Why were Kelly's legs sore?

B: She had been cycling all day.

A: Why were John's parents late?

B: The snow had delayed them.

8 **Aim** To practise the present/past perfect and the present/past perfect continuous through sentence transformations

- Explain the task.
- Give Ss time to complete the task by completing the second sentences using the words in bold.

Answer Key

- 1 *haven't been fishing since*
- 2 *first time she has eaten*
- 3 *it been since he went*
- 4 *hadn't eaten out for*
- 5 *had been raining*

9 **Aim** To revise/present the definite article (*the*)

- Explain that we use *the* with nouns when talking about something specific or something that has already been mentioned. (*I caught a train home. The train was late.*)
- Elicit other uses of *the*. We use *the*: with the names of rivers (*the River Thames*), groups of islands (*the Balearic Islands*), mountain ranges (*the Himalayas*), deserts (*the Gobi Desert*), oceans (*the Atlantic Ocean*); countries when they include words such as States, Kingdom, Republic (*the United Kingdom*); with the names of musical instruments (*the piano*); families (*the Jones*) and nationalities ending in *-sh*, *-ch* or *-ese* (*the Chinese*); with the words *morning*, *afternoon* and *evening*; with superlative forms.
- Explain that we do not use *the* with uncountable and plural nouns when talking about something in general. (*Cars are everywhere.*)
- Elicit other cases where we don't use *the*: with proper names, months and days of the week (*Lisa's birthday is in March.*); with languages (*He speaks Dutch.*); with the names of countries (*France*), streets (*Main Street*), parks (*Hyde Park*), cities (*Paris*), mountains (*Everest*), individual islands (*Ibiza*), lakes (*Lake Baikal*) and continents (*Asia*).
- Refer Ss to the **Grammar Reference** section for more details.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | | |
|---|---------------------------|----------------------------|
| 1 | -, -, - | Heathrow |
| 2 | <i>the, the</i> | Yes |
| 3 | <i>the, -, -</i> | Tower Bridge |
| 4 | <i>the, the, the, the</i> | The Alps |
| 5 | <i>the, -</i> | six months |
| 6 | <i>the, the</i> | No – in the Atlantic Ocean |
| 7 | <i>the, the, -, -</i> | November |

Background Information

Heathrow is a major international airport in London, UK. It is the busiest airport in the UK and in Europe, and in 2017, it handled 78 million passengers. It is located 23 km west of Central London. It has two runways and four terminals. It covers an area of 12.27 km².

Gatwick is a major international airport in London, UK. It is the second busiest airport in the UK. It is located 47.5 km south of Central London. It has two terminals and one runway.

Background Information

Times Square is a major intersection and tourist destination in Midtown Manhattan in New York. It is a busy pedestrian area and is also called 'the Crossroads of the World'. 50 million people visit it every year. It used to be called Longacre Square but they renamed it after the *New York Times* newspaper made its headquarters there in 1904.

The River Thames is a 246 km long river that runs through London. The London Eye, Big Ben, the Houses of Parliament and the Tower of London are along its banks. You can cross the river by bridges or a cable car.

Tower Bridge is a moveable suspension bridge over the River Thames in London. It was built between 1886 and 1894. It has two bridge towers and it has become a symbol of London. It is used by pedestrians and vehicles. The bridge opens to let ships pass under. It is 244 metres long and 65 metres high.

Brooklyn Bridge is a suspension bridge over the East River in New York. It was built between 1869 and 1883. It is the oldest bridge in the USA. It has become a symbol of New York. It is used by pedestrians and vehicles. It is 1,825 metres long and 84.3 metres high.

The Alps is the highest and biggest mountain range in Europe. It is 1,200 km long and stretches across France, Switzerland, Italy, Monaco, Austria, Germany and Slovenia. The highest mountain in the Alps is Mont Blanc at 4,810 metres.

The Andes is the highest and biggest mountain range in South America and the longest mountain range in the world. It is 7,000 km long and stretches across Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile and Argentina. The highest mountain in the Andes is Aconcagua at 6,961 metres.

The Canary Islands are a group of islands in the Atlantic Ocean belonging to Spain. They are located 100 km west of Morocco. There are seven main islands (Tenerife, Fuerteventura, Gran Canaria, Lanzarote, La Palma, La Gomera and El Hierro) and a number of smaller islands. They are a popular tourist destination.

The Pacific Ocean is the largest and deepest ocean. It covers 165,250,000 km² which is 46% of the Earth's water surface. It stretches from the Arctic to the Antarctic and from Asia and Australia to America.

3c Skills in Action

Vocabulary

1 a) **Aim** To present vocabulary for parts of an airport

- Ask Ss to read the signs and then match them to what passengers do there using the Word List or their dictionaries to help them as necessary.
- Check Ss' answers.

Answer Key

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

b) **Aim** To consolidate new vocabulary

- Explain the task and read out the example exchange. Have Ss complete the task in pairs using the words in the list.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

Suggested Answer Key

A: How much is this perfume?

B: You're at duty-free.

A: I can't wait for my mum's plane to land.

B: You're at arrivals.

A: When do we fly out?

B: You're at departures.

A: When's the next flight to Malaga?

B: You're at information.

A: Here's your boarding pass. You board at Gate 23A.

B: You're at check-in.

Listening

2 **Aim** To listen for specific information (gap fill)

- Read out the **Study Skills** box and tell Ss this tip will help them to complete the task successfully.
- Ask Ss to read the gapped boarding pass and try to predict the missing words.
- Play the recording. Ss listen and fill in the gaps.
- Check Ss' answers.

Answer Key

1 AG533 3 24A 5 7:30
2 New York 4 23

Everyday English

3 a) **Aim** To test cohesion & coherence (missing sentences)

Ask Ss to read sentences a-f and then give Ss time to read the dialogue and complete the gaps with the missing sentences.

b) **Aim** To listen and read for specific information

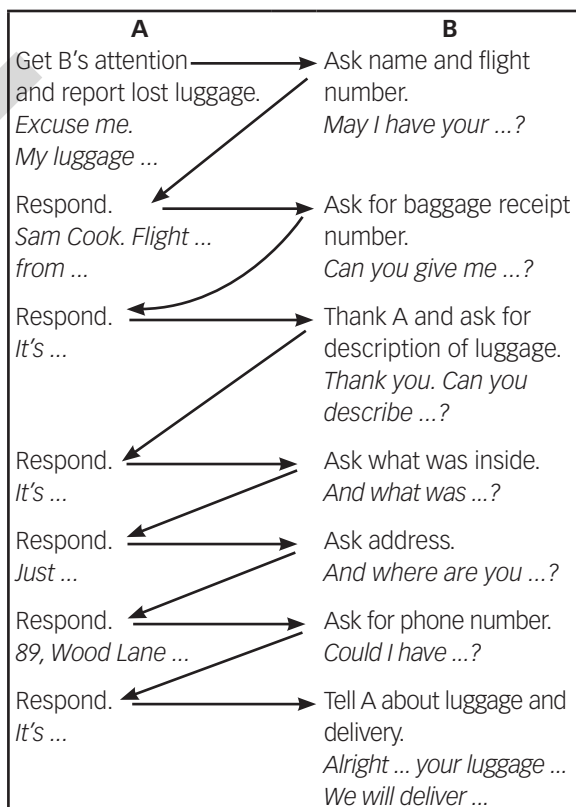
Play the recording. Tell Ss to follow the dialogue in their books and check their answers in Ex. 3a.

Answer Key

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

4 **Aim** To role-play a dialogue reporting lost luggage

- Explain the task and ask Ss to act out a similar dialogue to the one in Ex. 3 in pairs using the prompts.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and offer assistance as necessary.
- Then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Excuse me. My luggage never came out at baggage reclaim.
 B: May I have your name and flight number, please?
 A: Sam Cook. Flight EX147 from Glasgow.
 B: Can you give me your baggage receipt number?
 A: It's ML 45 87 66.
 B: Thank you. Can you describe your luggage?
 A: It's two small blue suitcases.
 B: And what was in them?
 A: Just clothes and papers.
 B: And where are you staying?
 A: 89, Wood Lane, London E12 6PQ.
 B: Could I have a contact number?
 A: It's 733 456 1290.
 B: Alright, Mr Cook, your luggage was put on a later flight. We will deliver it to you before 7 pm.

Pronunciation**5 Aim To identify silent letters**

- Play the recording. Ss listen and underline the silent letters, i.e. the ones they do not hear.
- Check their answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.

Answer Key

- | | | |
|-----------------------|-------------------|----------------------|
| 1 <u>i</u> nteresting | 3 sa <u>f</u> ety | 5 fo <u>r</u> eign |
| 2 au <u>t</u> umn | 4 <u>w</u> hole | 6 We <u>d</u> nesday |

Reading & Writing**6 Aim To analyse a rubric**

- Ask Ss to read the task and then give them time to complete the sentences.
- Check Ss' answers around the class.

Answer Key

- 1 I should write an article for an international travel magazine.
 2 I should write about a journey I've never forgotten in 120-150 words.

7 Aim To read for cohesion & coherence (word formation)

- Read out the theory box and tell Ss this information will help them to complete the task successfully.
- Ask Ss to read the article and fill in the gaps using adjectives derived from the words in brackets.
- Check Ss' answers on the board.

Answer Key

- | | |
|--------------|--------------|
| 1 fantastic | 5 amazing |
| 2 attractive | 6 accessible |
| 3 tasty | 7 wonderful |
| 4 friendly | |

Background Information

Scotland is a country in Great Britain. It is to the north of England and it is part of the United Kingdom. 5.4 million people live there. The capital city is Edinburgh but the largest city is Glasgow. Scotland has its own parliament and the people speak English and Scottish Gaelic.

Mallaig is a main port on the west coast of the Highlands of Scotland. It was founded in the 1840s. It is a popular holiday destination and filming location.

Ben Nevis is the highest mountain in Great Britain. It is in Scotland in the Grampian Mountains and it is 1,345 metres high.

Background Information

Fort William is a town in the Scottish Highlands in the west of Scotland. It is a major tourist destination for people who like walking and hiking because it is near Ben Nevis. Over 10,000 people live there.

Glenfinnan Viaduct is a railway bridge that crosses a valley and the River Finnan in the West Highlands of Scotland. It was built in 1897 and opened in 1901. It has appeared in many films. It is made of concrete and is 380 metres long.

The River Finnan is a river in the West Highlands of Scotland. It runs through Glenfinnan, which is a forested valley.

8 Aim To practise using the senses in descriptions

- Read out the **Writing Tip** box and then explain the task.
- Go through the phrases in the list and explain/elicit the meaning of any unknown words.
- Give Ss time to complete the descriptions and then check Ss' answers.

Answer Key

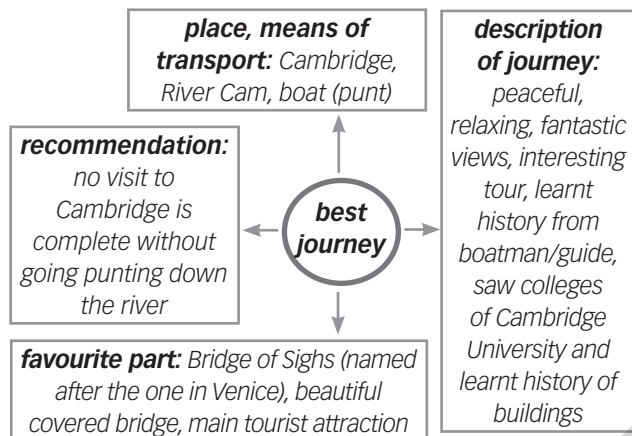
- | A | B |
|--------------------|--------------------|
| 1 clear blue sea | 4 tall green trees |
| 2 sea birds' cries | 5 only sound |
| 3 sweet smell | 6 perfume of |

Writing

9 **Aim** To brainstorm for ideas; to prepare for a writing task

Ask Ss to copy the spidergram into their notebooks. Then ask them to complete it by thinking about the best journey they have ever taken.

Suggested Answer Key



10 **Aim** To write an article about a journey

- Ask Ss to read the rubric in Ex. 6 again and then give them time to write their article using their answers in Ex. 9 and following the plan.
- Ask various Ss to share their answers with the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer key

A Journey I've Never Forgotten

Last summer, I travelled along the River Cam in Cambridge on a boat called a punt. It was the best journey of my life!

We set off from one of the piers along the side of the River Cam and began our peaceful and relaxing journey down the river. We saw fantastic views and learnt interesting history from our boatman and guide. We saw the colleges of Cambridge University and learnt about the history of the buildings.

My favourite part was the Bridge of Sighs. It is a beautiful covered bridge that is named after the one in Venice. It is the main tourist attraction on the river.

Going down the River Cam was an amazing experience. No visit to Cambridge is complete without it.

Values

Ask Ss to explain the proverb in their mother tongue. Then initiate a class discussion about the meaning of the proverb and encourage all Ss to participate.

Suggested Answer

I think the proverb means that the only way to understand what a place is really like is to go there and see it for yourself.

Culture 3

Listening & Reading

1 **Aim** To introduce the topic, to skim a text

- Ask Ss to read the text quickly and find the names of five stations.
- Check Ss' answers.

Answer Key

Paddington, Farringdon, Chancery Lane, Mansion House, Bank

2 **Aim** To listen and read for specific information (sentence completion)

- Ask Ss to read the sentence stems and then play the recording. Ss listen and read the text and complete the sentences.
- Check Ss' answers and then elicit definitions for the words in bold from Ss around the class. Ss may use the Word List or their dictionaries to help them as necessary.

Answer Key

- | | |
|--------------|---------|
| 1 1863 | 4 Bank |
| 2 Harry Beck | 5 black |
| 3 diamond | |

Suggested Answer Key

line (n): a railway track

confusing (adj): difficult to understand

bold (adj): strong

curves (n): gradually bending lines

amusing (adj): funny

change (v): to get off one train and get on another

symbol (n): something that represents something else

- Give Ss time to look up the meanings of the words in the **Check these words** box in the Word List.
- Play the video for Ss and elicit their comments.

Speaking & Writing

3 **Aim** **THINK** To develop critical thinking skills; to discuss a design or symbol of one's country/capital city

- Ask Ss to talk in pairs and discuss what design or symbol reminds people of their country or capital city.
- Ask various Ss to tell the class.

Suggested Answer Key

A: I think one thing that reminds people of Italy is the Vespa motor scooter.

B: Yes, I agree. The streets of Rome are full of them and other towns and cities, too.

A: And they are used in films and TV advertisements set in Rome. I think they remind people of the 1960s.

B: That's true. The design has stayed the same since then and it is a typically Italian design that is easy to recognise.

4 Aim ICT To develop research skills; to write about a design or symbol that represents a country or a capital city

- Explain the task and give Ss time to research online and collect information about the design/symbol they discussed in Ex. 3. Ss make notes under the headings in their notebooks and then write a short text about it.
- Ask various Ss to read their text to the class.
- Alternatively, assign the task as HW and ask Ss to read out their texts in the next lesson.

Suggested Answer Key**Vespa**

Who designed it: Piaggio

Where you can see it: on the streets of Rome and other Italian towns and cities

Why it reminds people of your country/capital city: seen every day and in films and TV advertisements set in Rome, 1960s look is a typically Italian design that is easy to recognise

The Vespa motor scooter designed by Piaggio is a symbol of Italy and especially of Rome. You can see them on the streets of Rome and in other Italian towns and cities. I think they remind people of Rome because they are seen every day and they are also seen in films and TV advertisements set in Rome. They have a 1960s look that is a typically Italian design and easy to recognise.

Review 3**Vocabulary**

1 Aim To consolidate vocabulary from the unit

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|------------|------------|
| 1 classic | 5 uniforms |
| 2 reed | 6 sled |
| 3 motor | 7 zip-line |
| 4 toboggan | |

2 Aim To consolidate vocabulary from the unit

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|------------|---------------|
| 1 baggage | 4 duty |
| 2 passport | 5 information |
| 3 customs | |

3 Aim To practise prepositional phrases and phrasal verbs

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|--------|------|----------|
| 1 for | 3 on | 5 out of |
| 2 over | 4 in | 6 on |

Grammar

4 Aim To practise the definite article (the)

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | | |
|-------|-------|-----|-------|
| 1 the | 3 the | 5 - | 7 the |
| 2 - | 4 - | 6 - | 8 the |

5 Aim To practise the present perfect and the present perfect continuous

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|--------------------------|
| 1 has been raining | 5 Have you been waiting |
| 2 Has Jim ever stayed | 6 has not/hasn't visited |
| 3 have been driving | |
| 4 has been | |

6 Aim To practise the past perfect and the past perfect continuous

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|----------------|
| 1 left | 4 came |
| 2 Had you ever ridden | 5 been cycling |
| 3 been raining | |

Everyday English

7 Aim To match exchanges

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 d | 2 a | 3 e | 4 c | 5 b |
|-----|-----|-----|-----|-----|

Competences

Ask Ss to assess their own performance in the unit by ticking the items according to how competent they feel for each of the listed activities.

Values: Philanthropy

A

1 **Aim** To identify the purpose of the text

- Ask Ss to guess the purpose of the text.
- Tell Ss to read the text quickly to find out.

Answer Key

The purpose of the text is to inform.

2 **Aim** To listen and read for comprehension

- Play the recording. Ss listen and read the text.
- Then give Ss time to write five comprehension questions based on the text.
- Have Ss swap papers with their partner and try to answer the questions.
- Ask various Ss around the class to read out the questions and answers.
- Then give Ss time to explain the meanings of the words in bold from the context or by looking up the meanings in their dictionaries if necessary.

Suggested Answer Key

- 1 *How did Carnegie become rich?*
He became rich from investing money in railways.
- 2 *How much money did Carnegie have left at his death?*
He had about 10% of his fortune left at his death.
- 3 *What did Carnegie think people should do for the first part of their lives?*
He thought they should educate themselves.
- 4 *How often did Carnegie go to Colonel Anderson's library?*
He went there every Saturday as a boy.
- 5 *Where was the first Carnegie Library set up?*
In Dunfermline, Scotland.

Suggested Answer Key

invest (v): to put money into sth in order to make a profit

fortune (n): a large amount of money

project (n): a study of a subject done over time

announce (v): to tell people sth in an official way

borrow (v): to get sth from sb for a period of time before returning it

- Play the video for Ss and elicit their comments.

3 **Aim** To develop critical thinking skills

- Ask Ss to work in closed pairs and consider their answers to the questions.
- Ask Ss to discuss in pairs and then ask some pairs to share their answers with the class.

Suggested Answer Key

A: *I would donate my fortune to environmental organisations to fight climate change because I think we need to save our planet for future generations.*

B: *That's good. I would donate my fortune to charities that help poor people because I think there are too many people living in poverty. etc*

4 **Aim** **ICT** To talk about philanthropists

- Ask Ss to work in pairs or small groups and give them time to research online and collect information about other people who have donated their fortunes to charities.
- Then ask various Ss around the class to present them to the class.

Suggested Answer Key

Bill Gates is a famous philanthropist. He made his fortune as the cofounder of Microsoft. He has donated \$27 billion in his life. Now, he runs the Bill and Melinda Gates Foundation which donates millions of dollars to organisations around the world that help libraries, agricultural development, emergency relief, poverty, health and education.

Warren Buffet is another famous philanthropist. He made his fortune through investing. He has donated \$21.5 billion in his life and has promised to donate 99% of his wealth before he dies. He also encourages other billionaires to donate at least half of their fortunes. He supports many charitable foundations including Bill Gates'.



Public Speaking Skills

1 **Aim** To present a public speaking task

- Remind Ss of the purposes of presentations, i.e. They can entertain the audience, they can narrate events, they can inform the audience about something, or they can persuade the audience to do something.
- Ask Ss to read the task and elicit answers to the questions.

Answer Key

The purpose of the presentation is to inform and entertain. The situation is a tour. I am a tour guide. I will be talking about a statue and explaining its significance.

2 **Aim** To analyse a model public speaking task

- Read out the **Study Skills** box and tell Ss this tip will help them when writing a presentation of their own.
- Play the recording. Ss listen and read the model.
- Elicit answers to the questions.

Answer Key

He has included the story of how J. M. Barrie came up with the character of Peter Pan. It makes his presentation sound more interesting and entertaining.

3 **Aim** **ICT** To prepare for and write a presentation

- Give Ss time to research online about a statue of a fictional or mythical character and collect information under the headings.
- Then ask Ss to use their notes and the model to help them prepare a presentation on it.
- Ask various Ss to give their presentation to the class.
- Alternatively, assign the task as HW and have Ss give their presentations in the next lesson. If Ss have selected a statue in their area, you can arrange a visit to the place where the statue is with Ss and, pretending they are tour guides, they give their presentations.

Suggested Answer Key

name of the character: *The Little Mermaid*

where the statue is: *on a rock on Langelinie promenade by the waterside in Copenhagen*

why it is there: *in honour of Hans Christian Andersen who wrote the famous fairy tale with the same name and many others*

description of the statue: *a mermaid in human form sitting and looking sadly towards the land, bronze*

who made it: *it was commissioned by Carl Jacobsen, a Danish philanthropist, in 1909. It was sculpted by Edvard Eriksen.*

story: *Carl Jacobsen saw the ballet of 'The Little Mermaid' and came up with the idea of the statue. He wanted the ballerina Ellen Price to pose for the statue. The face of the statue is hers but the body is modelled on the body of the sculptor's wife.*

how well it shows the character: *captures the sad story of the mermaid*

Welcome to Langelinie promenade where we begin our tour of Copenhagen today. My name is Marcus Jensen, and I'm going to be your tour guide.

'She looked once more at the Prince, hurled herself into the sea, and felt her body dissolve into foam.' I'm too old for fairy tales now, but I've never forgotten my favourite fairy tale, 'The Little Mermaid'. And in Copenhagen I never have to because her statue is here. It's here to honour the Danish author Hans Christian Andersen who wrote the famous fairy tale and many others.

The bronze statue was commissioned by Carl Jacobsen a Danish philanthropist, in 1909 and it was sculpted by Edvard Eriksen. Carl Jacobsen saw the ballet of 'The Little Mermaid' and came up with the idea of the statue. He wanted the ballerina Ellen Price to pose for the statue. The face of the statue is hers but the body is modelled on the body of the sculptor's wife.

I think the statue really captures the sad story of the mermaid who has feelings for a prince and gives up everything for him only for him to fall in love with someone else. It shows a bronze mermaid in human form sitting on a rock and looking sadly towards the land. She looks like her heart is broken, don't you agree? I'm going to let you take a closer look at the statue now, but if you have any questions about it, please ask me.



Listening & Reading

1 **Aim** To introduce the topic

- Ask Ss if any of them are familiar with the story of 'The Old Man and The Sea'. Then ask the ones who aren't whether they can guess the story from the picture.
- Ask various Ss to tell the class.

Suggested Answer Key

I have read the story and I know that it is about an old Cuban fisherman who struggles with a huge marlin off the coast of Cuba.

I haven't read the story but I think from the picture that it is about an old man who goes fishing in a small boat and comes across a huge fish.

2 **Aim** To listen and read for specific information (T/F); to consolidate new vocabulary

- Ask Ss to read statements 1-5.
- Play the recording. Ss listen to and read the text and mark the statements according to what they read.
- Check Ss' answers. Ss justify their answers. Then elicit explanations for the words in bold.

Answer Key

- 1 T (the moon was below the hills)
- 2 T (He was rowing steadily ... was flat.)
- 3 F (Now, the man ... proper depths.)
- 4 T (He kept his lines ... they were.)
- 5 F (I may have ... lucky.)

- Give Ss time to look up the meanings of the words in the **Check these words** box in the Word List or in their dictionaries.

Suggested Answer Key

head for (phr v): to make one's way towards a place

fond of (phr): keen on

flat (adj): level and smooth

gently (adv): in a soft and calm way

wish (v): to want

3 **Aim** To present/identify personification

- Ask Ss to read the **Study Skills** box and explain anything Ss are unsure of.
- Then elicit examples of personification from the extract.

Answer Key

the boats were silent

flying fish ... were his friends

when luck comes

Speaking & Writing

4 **Aim** **THINK** To develop critical thinking skills; to predict what happens in a story

Give Ss time to consider what they think happens next in the story and ask various Ss to tell the class.

Suggested Answer Key

I think after a long struggle, he catches a big fish like the one in the picture.

5 **Aim** **ICT** To develop research skills; to develop public speaking skills

- Give Ss time to research online to collect information about Ernest Hemingway and his works.
- Then give Ss time to prepare a presentation.
- Ask various groups of Ss to give their presentations to the class.
- Alternatively, assign the task as HW and ask Ss to make their presentations in the next lesson.

Suggested Answer Key

Hello, everyone. "My aim is to put down on paper what I see and what I feel in the best and simplest way." said Ernest Hemingway, one of the greatest American authors and journalists. Ernest Hemingway was born in 1899 and died in 1961. He wrote novels and short stories. When he was 18, he drove an ambulance in World War I, and he was a reporter in World War II. Many of his novels are about these experiences. His works include: 'Indian Camp' (1924), 'The Sun Also Rises' (1926), 'A Farewell to Arms' (1929), 'For Whom the Bell Tolls' (1940) and 'The Old Man and the Sea' (1952) that got a Pulitzer Prize. He won the Nobel Prize for Literature in 1954.

Ernest Hemingway was a titan of 20th-century literature. Are there any questions? ... Thanks for listening.

Student's Book Audioscripts

UNIT 1 – In Character

1c – Exercise 2 (p. 8)

Claudia: Hello, David. Sorry about last week. Opening a new clothes shop in London means I don't have any time free at the moment!

David: Don't worry. You're just in time to see my new summer collection.

Claudia: Great. I can't wait to see it. You know how much I love your clothes!

David: Well, this year, I have a completely new line to add to the collection. I feel like the older customers know me, so it's time to appeal to the younger crowd. Come over here and see my new sportswear line! There are brightly-coloured tracksuits with matching basketball trainers and sleeveless T-shirts with exciting patterns and designs on them. I think sporty and fashionable young people will love them!

Claudia: Yes, I'm sure they will. But this year, I'm thinking of selling something a little smarter. I'm looking for some stylish suits and some fairly expensive evening dresses. You know – the kind of thing you would wear to a special event at your company, or on a business trip. The sort of clothes people are happy to pay a high price for.

David: Hmm ... I see. But don't you sell mostly casual clothes in your shops?

Claudia: Yes, in the ones south of the river. But now I have the new shop – the one in Halifax Street. It's just to the east of Knightsbridge, so wealthy customers come in there regularly – and even a celebrity from time to time!

David: Oh, I see. That's great! You might like this outfit, then. It's a long, red, silk skirt, with a matching red blouse and scarf. It goes with a long, black, velvet coat and looks fantastic!

Claudia: Yes, it's beautiful. Do you have it in different sizes?

David: Yes. We have it in small, medium and large.

Claudia: Good. Let me take five outfits in each size and see how they sell. Now, what about some trendy shirts, jackets and ties?

David: I don't have any new designs in shirts, I'm afraid. But, I do have a new range of formal ties, including some rather interesting bow ties. Bow ties are coming back into fashion this year – you have my word.

Claudia: Oh, I love this one, and that one's great, too! It's so hard to choose.

David: This is a new direction for me, so let me make you an offer. Put the whole collection in your shop window in Halifax Street and we can see how it goes.

Claudia: There's an offer I can't refuse!

UNIT 2 – Reading Time

2c – Exercise 2b (p. 16)

It was a sunny morning in early spring, and Harriet was walking in the mountains with her sister Patsy. They were in the trees, where there was still thick snow on the slope.

Harriet was feeling a little tired, falling behind Patsy. Suddenly, she heard a noise like thunder, and snow began to slide downwards. It was an avalanche!

Luckily, she was right next to a large tree. She managed to get behind it, so it protected her from the snow. Then she stretched her hand out to Patsy, who was just going past, and pulled her to safety. "Phew!" she said to her sister, as they looked down at the moving snow. "That was a close one!"

Once the avalanche stopped, they used Patsy's mobile phone to call for help. They were both amazed to be alive, but they never went walking in the mountains in early spring again. I mean, would you?

2c – Exercise 10a (p. 17)

Mark and Paul were walking along the beach carrying their surfboards. The sun was shining and the waves were crashing on the beach. It was a perfect day for surfing.

While Paul was cleaning his board, Mark went surfing. Paul was relaxing on the beach when he saw a dark shape in the water moving towards Mark. It was a shark!

Paul jumped up and shouted to Mark to get out of the water. Mark was riding a wave and at first, he didn't hear him. Paul started waving his hands and shouting louder. Mark saw him and paddled as fast as he could. Paul ran to meet him and pulled him out of the water just in time.

As they watched the shark swim away, they both felt relieved. "I was almost that shark's lunch!" said Mark.

UNIT 3 – All around the world

3a – Exercise 2b (p. 20)

It's an amazing world out there, travellers, and here at Transit Travel we find weird and wonderful experiences and put them in a package to satisfy every customer.

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3c – Exercise 2 (p. 24)

Man: Next, please. ... Good afternoon. Where are you travelling to?

Woman: Hi there! I'm flying on flight number AG533 to New York. The flight takes off at 8:30 – or at least I hope so!

Man: I'm sure it will. All our flights have left on time so far today. Could I have your passport, please?

Woman: Of course – here you are.

Man: Thank you. Now, how many bags are you checking in?

Woman: Just one, but it's big!

Man: Did you pack it yourself?

Woman: Yes, I did.

Man: Would you like a window seat or ...

Woman: A window seat, please. I want to see New York as we arrive! I've never been before – it's going to be so interesting!

Man: I'm sure it will. So, here's your passport back, and your boarding pass. You're in seat 24A.

Woman: Thank you. And where does it say the gate?

Man: Right here. It's Gate 23.

Woman: Oh yes. Sorry about all the questions. It's just that it's my first foreign holiday, so I'm a bit nervous.

Man: That's quite alright. I'm sure everything will go very smoothly.

Woman: One last thing ... is this the boarding time here? 7:30?

Man: That's right. Have a pleasant flight!

Woman: I'm sure I will. Thank you!

UNIT 4 – Hard Times

4b – Exercise 2 (p. 32)

Nancy: Hi, Jenny. Ben just told me you're moving to London! Is it true?

Jenny: Yes, it is. I was just about to tell you.

Nancy: What made you decide to do that?

Jenny: Work, mainly. I think I'll find a good job there.

Nancy: OK, but where are you going to live?

Jenny: I'm still looking for places online. I hope I'll share a flat with somebody else – that way the rent will be a lot cheaper.

Nancy: That's a good idea. Are you going to take your dog with you?

Jenny: No, he's going to stay with my parents. I expect I won't find a place with a garden, so he'll be more comfortable in the countryside.

Nancy: That's probably for the best. But aren't you worried about moving to a big city on your own?

Jenny: Not really. I think I'll enjoy living there! There's so much to see and do in London! I expect I won't get bored there at all!

Nancy: And what about your family? Won't you miss them?

Jenny: Yeah, I suppose I'll miss them a little – but I can always visit at weekends.

Nancy: Well, I just hope you'll invite me to visit when you get settled!

Jenny: Of course I will, Nancy!

4b – Exercise 3a (p. 32)

Boss: Have you finished the report yet, Stan?

Stan: Not yet, Mr Thompson, but I promise I'll finish it soon.

Boss: OK, just make sure it's on my desk by the end of the day. You go on holiday tomorrow, don't you?

Stan: That's right, Mr Thompson. I can't wait! I'm going to stay in a five-star hotel on a Caribbean island. I'm going to go for a swim every morning, and then I'm going to sunbathe on the beach in the afternoons. Also, I'm going to eat at lovely restaurants in the evenings, and I'm going to stay out late at night. As well as that, I'm going to ...

Boss: Stan, stop daydreaming about your holiday! I need that report!

Stan: Oh, sorry, Mr Thompson.

4c – Exercise 2 (p. 34)

Man: You're listening to Ask Vic – England's number one phone-in radio show. The phone lines are open, so give me a call on 555-2567. If you've got a problem and need some advice, I'm here for the next two hours. Oh, I see we've got our first caller. Hello, you're on the air.

Woman: Hi, Victor. My name's Pam. Over the years, I've heard you give advice to lots of people with phobias, so I was wondering if you could help me, too.

Man: I'll certainly try. What phobia do you suffer from?

Woman: OK, don't laugh, but I've got globophobia – a fear of balloons. My parents say it started on my first birthday, when a balloon popped in my face. I can't remember it, of course, but I must have got a terrible shock. Now, I can't even enter a room where there's one! And if I come across one by accident, I have a shortness of breath and feel extremely weak.

Man: But what do you do at parties?

Woman: I just avoid them. For example, last month it was my best friend's birthday, but I told her I was ill. Only family members know about my condition, you see.

Man: That's a shame. Well, basically, the treatment that works best for most phobias is exposure therapy. This involves facing the thing you're scared of little by little. So, in your case, on the first day, you might begin by looking at a picture of a balloon, then move on to a video of a balloon, then maybe a real balloon but from distance. Eventually, you might be comfortable enough to touch one. I don't want

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

UNIT 3

Go through Unit 3 and find examples of the following. Use the code to evaluate yourself.

• use words/phrases related to travel & means of transport	
• use words/phrases related to parts of an airport	
• understand texts related to transport	
• listen to and understand dialogues related to transport	
• report lost luggage	
• identify silent letters	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a comment on a blog about a trip	
• write an article describing a journey with accurate spelling, punctuation & layout	
• use the senses in narratives/descriptive articles	
• research and write about a symbol in a country	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Values A – Public Speaking Skills A

Go through Values A – Public Speaking Skills A and find examples of the following.
Use the code to evaluate yourself.

• identify purpose of text	
• understand texts related to people	
• express opinion	
• present a person	
• present a statue using a story	

Progress Report Card

..... (name) can:	Unit 3		
	very well	OK	not very well
use words/phrases related to travel & means of transport			
use words/phrases related to parts of an airport			
understand texts related to transport			
listen to understand dialogues related to transport			
report lost luggage			
identify silent letters			
write a comment on a blog about a trip			
write an article describing a journey with accurate spelling, punctuation & layout			
use the senses in narratives/descriptive articles			
research and write about a symbol in a country			

Progress Report Card

..... (name) can:	Values A – Public Speaking Skills A		
	very well	OK	not very well
identify purpose of text			
understand texts related to people			
express opinion			
present a person			
present a statue using a story			